

CALENDAR

2021-2022

MARIANOPOLIS
COLLEGE



Calendar

Applies to 2021 cohort

MARIANOPOLIS CALENDAR

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The College reserves the right to make changes without prior notice to the information contained in the Calendar, including altering various fees and modifying policies.

The course listing may be incomplete and not all courses listed will be offered for 2021-2022. Notice of changes and additional information will be distributed to students as it becomes available.

The academic calendar is posted on Omnivox and on marianopolis.edu



MARIANOPOLIS
COLLEGE

VISION

Marianopolis College, drawing on its rich educational heritage, strives to be a leader in building a dynamic and supportive environment where students can grow both personally and intellectually. Marianopolis students will be prepared to pursue academic excellence in their studies, become self-directed life-long learners and make positive contributions as citizens of a complex and changing world.

MISSION

The student is the centre of the Marianopolis learning community. Our heritage links us directly through the Congrégation de Notre-Dame to the first educational endeavours of 17th Century Ville Marie; it shapes our vision of the dignity of the individual and our quest for knowledge and understanding. Marianopolis welcomes students from all cultures, faiths, and social and economic backgrounds to come together within and beyond the classroom in mutual respect and trust. We strive to create an exciting learning environment encouraging innovative teaching and incorporating technology to better serve our students. At Marianopolis, we encourage each other to think critically and creatively, communicate effectively, act with integrity, promote social and political justice and practice responsible stewardship of the natural environment.

COLLEGE OVERVIEW

INTRODUCTION TO MARIANOPOLIS COLLEGE

For more than a century, Marianopolis has provided a student-friendly environment where motivated young people achieve their goals, grow as global citizens and succeed at university and beyond.

The College's track record is one of change, development and growth from its earliest days to the present. In 1908, the Congrégation de Notre-Dame established Notre Dame Ladies' College, a bilingual school and the first institution of higher learning for English Catholic women in Quebec. In 1926, it was renamed Marguerite Bourgeoys College. During World War II, its English sector's curriculum was named Marianopolis and reorganized along the lines of English-language universities to include programs in general science and honours chemistry. In 1969, Marianopolis accepted its first male students and admitted its first students to a CEGEP-equivalent program.

Today, Marianopolis is recognized as one of the top pre-university colleges in Quebec, with a culturally diverse student body of 2,000 students from more than 180 high schools, public and private, English and French, from across the province and abroad. A majority of Marianopolis graduates attend university in their top choice of program.

1658: Congrégation de Notre-Dame founder Marguerite Bourgeoys opens Montreal's first school in an abandoned stone stable

1854: the Congregation purchases property at the foot of Mount Royal from Samuel Cornwallis Monk as a future site for its educational endeavours, including what is now the Marianopolis campus

1908: the Congregation establishes the College, Quebec's first institution of higher education for women

1926: the College moves to a building on 4873 Westmount Ave. designed by J.O. Marchand, also creator of Parliament's Peace Tower

1969: Marianopolis phases out its university programs, introduces CÉGEP-equivalent programs

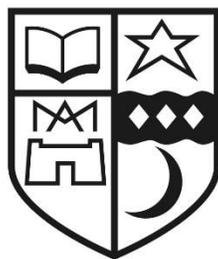
1971: The first male students graduate from Marianopolis. The College grants its first Diploma of Collegial Studies.

1975: Marianopolis moves to 3880 Cote des Neiges

2007: Marianopolis returns to the historic building at 4873 Westmount Ave., owned by the Congregation

2012: the last Marianopolis administrator from the ranks of the Congregation retires

2017: the College undertakes its largest renovation project, a \$40 million upgrade to all teaching, learning and working spaces



MARIANOPOLIS
COLLEGE

EDUCATIONAL RESOURCES AND SERVICES

ACADEMIC ADVISING

Academic Advisors help students navigate their program and provide information, advice and support for university applications. In addition to one-on-one support, Academic Advisors offer workshops and information sessions on university planning and preparation. Students are encouraged to meet with an Advisor to discuss topics related to their studies at Marianopolis, including:

- Program and course information
- Changing programs
- Dropping courses
- Academic probation
- R-Score
- Summer school
- Alliance Sport-Études
- Exchange program with Collège Jean-de-Brébeuf
- Withdrawing from the College

Academic Advisors also assist students in matters related to university, such as:

- Entrance requirements and application procedures for Quebec, Canadian and international universities
- University and program choice
- Application essays, tests and interviews
- University scholarships

Given the complexity and variety of college and university programs, it is recommended that students meet individually with an Advisor to discuss their educational goals and plan their studies in an informed way. Students can meet with an Advisor during designated drop-in hours or by making an appointment through Omnivox. Advisors maintain an active liaison with universities and coordinate visits by representatives from universities in Quebec, the rest of Canada, the United States and abroad. For more information and resources, visit marianopolis.edu/advising

ACCESSABILITY CENTRE

Students with a diagnosed disability have access to support services through our AccessAbility Centre (A-260). Depending on the disability, students may benefit from early registration, accommodations for exams (e.g., extra time, quiet space, electronic readers) and access to specialized software and computers. Students must submit all necessary documentation to accommodations@marianopolis.edu. For more information, visit marianopolis.edu/accessability-centre

ALUMNI AFFAIRS

The alumni office is your gateway to the dynamic

Marianopolis alumni network. Marianopolis graduates are active in every industry and profession. They serve as guest speakers for clubs or classes, offer career advice and mentor students. For more information, email alumni@marianopolis.edu or visit marianopolis.edu/alumni

ASSOCIATE DEAN, STUDENT SUCCESS

The Associate Dean, Student Success oversees the implementation of the Institutional Policy on the Evaluation of Student Achievement (IPESA), including matters related to academic integrity. The Associate Dean, Student Success is also responsible for the Marianopolis Plan for Success and academic support services (academic advising, tutoring, language and other academic enriching and support services and the AccessAbility Centre). The Associate Dean, Student Success is available to meet with students facing extenuating circumstances that affect their academic success. Parents may email the Office of the Associate Dean, Student Success at parents@marianopolis.edu

CAMPUS STORE AND INFORMATION COUNTER

Staff members are on hand to offer general information on resources available within and outside the College. In A-101 are a stationery store, the Lost and Found, student message services, school supplies, College apparel for sale and first aid supplies.

ENROLMENT SERVICES

Enrolment Services is one of the busiest areas of the College. The following are some of the matters that are overseen by this office:

- Academic requests: transcripts, attestations, final grade appeals, diplomas
- Admissions
- Authorizations for course dispensations, substitutions, equivalences, progression changes, *commandites*
- Course and final examination schedules
- Educational Services Contracts
- Graduation
- Personal information, including name changes
- Registration: confirmation forms, registration appointments, college withdrawals
- Student records (Registrar's Office)

For more information, please visit marianopolis.edu/enrolment-services

INFORMATION TECHNOLOGY SERVICES

The Information Technology Services Department (ITS) provides a range of technological resources and services in support of teaching, learning and administrative processes. These include network infrastructure, desktop and mobile computing, pedagogical and operational

software, printing and copying, internet and telephone services, as well as audio/visual facilities and equipment. Of particular importance is the design and implementation of classroom technology.

The Teaching and Learning Technologies (TLT) counter in A-358 is the primary point of contact between students and ITS for borrowing equipment and getting many types of technological support. Students can reserve a variety of resources, such as laptops, digital cameras, microphones and tripods, through the HUB, at hub.marianopolis.edu

The College subscribes to many campus software agreements, including Microsoft 365, giving students access to the latest learning and productivity tools. In addition to cloud-based offerings, there are student workspaces throughout the building: the fourth floor of the I Wing houses three computer labs (including a MacOS lab with music and digital-art software and a mini MacOS lab for Music students); and the third floor of the A Wing is home to A-357 (dedicated to student study use) and A-366. Outside of scheduled class use, students may use any lab for quiet individual study: availability is posted outside each lab. Mobile computer labs are deployed to support specific courses, such as Research and/or Quantitative Methods. Printing and photocopying stations are found throughout the building.

The TLT counter and computer labs are open at least 15 minutes before the beginning of classes up until 15 minutes after classes end, in addition to posted hours.

LEARNING RESOURCES CENTRE

Tutoring

Students can apply to receive tutoring by one of their peers or a recent Marianopolis graduate in the Learning Resources Centre. Peer Tutoring (A-256) is a vital part of the Marianopolis Plan for Success and is offered in a variety of disciplines, including Mathematics, Biology, Physics, Chemistry, Quantitative Methods, Economics, Psychology and History. Tutors are selected based on their strong academic performance and interpersonal skills and typically meet with a tutee weekly for one-hour sessions to address difficulties with specific course content. For more information, visit marianopolis.edu/lrc

Writing Centre

The Writing Centre is where students can improve their English and French language skills through professional pedagogical support.

English monitors meet with students individually to learn and practice sentence structure and grammar rules and to develop conversation skills. In addition to one-on-one help, a series of small group workshops are held to help prepare students for the compulsory Ministry of Education English Exit Exam. Students may schedule an appointment with an English Language Monitor through Omnivox.

French Monitors (I-306) meet with individual students in French *mise à niveau*, 100 and LPW courses to work on comprehension, pronunciation, grammar, vocabulary, spelling and writing. These individual weekly sessions supplement classroom instruction. French Monitors are also available without an appointment during office hours.

The Writing Centre also produces handouts on grammar, syntax and academic integrity to help guide students through grammar fundamentals and writing guidelines. For more information, visit marianopolis.edu/writingcentre

LIBRARY

The Library provides services, resources and facilities that support and enrich the learning experience at Marianopolis.

The Library's main floor houses the reference and circulation service counters, as well as the popular Reserve Collection from which required reading can be borrowed. There is study space, as well as computer workstations. Students can borrow laptops to use anywhere in the College. The main book collection, and study space are on the ground floor. The entire Library is a wireless environment.

New items are added to the Library's print and online collections all the time. The in-house print collections are supplemented by content provided by more than 25 online databases, including journal articles, e-books, film-streaming collections and more.

The librarians teach students how to use the Library's varied resources. All new students take part in a compulsory Library Orientation program. The librarians help to develop the research skills of our students by giving instruction sessions that focus on how to do research in the Library's collections. These sessions provide an opportunity for students to learn sophisticated and useful strategies for database searching. In addition, the librarians give one-on-one instruction to students at the Reference Desk. The librarians promote issues of academic integrity within the College and are an important resource on citation style.

Through both traditional and innovative services, the Library provides students with the research skills that help them succeed in their studies now and in the future.

For more information, visit marianopolis.edu/library

SPORTS ANIMATION

In order to ensure a well-rounded educational experience, a wide variety of physical activities, ranging from individual to team sports, is available to students. The Sports Animator is responsible for organizing intramurals, intercollegiate games, invitational tournaments and sports clubs. Facilities are available for weight training, dance and team sports.

STUDENT AFFAIRS

The multidisciplinary Student Affairs team of dedicated professionals and animators provide an inclusive environment with a wide variety of programs and services to enhance the quality of life for all students. The college years, while exciting, can also be demanding and stressful. Student Affairs is committed to the development of the whole person by providing a wide variety of extracurricular programs and services that enable students to contribute to the College and the greater community. For more information, visit marianopolis.edu/student-support

Multi-Faith Animation

The College supports spiritual, value-based and action-oriented social programs. Each year activities which invite students to reflect upon ethical concerns, their responsibility to the larger community and their ultimate goals in life are organized. Programs have included weekend retreats, peace initiatives, volunteerism, film study, panel discussions and special initiatives such as food and blood drives.

Counselling Services

Counsellors meet with students individually and in groups to discuss personal and vocational matters. All counselling is confidential. Students may book an individual appointment with a counsellor through Student Affairs. Counsellors work closely with the Associate Dean, Student Success and Academic Advisors.

Individual Counselling

Personal – No problem is too big or too small. Counsellors are available to discuss any personal concern a student may have.

Vocational – Counselling is available for students interested in clarifying their future academic and career plans. Tests and an interactive career guide help students choose the domain best suited to their interests and personality. A collection of career and university resources is available in the Library.

Academic – Counsellors also offer time-management and study skills training in collaboration with the Academic Advisors and AccessAbility Center.

Group Workshops and Outreach or Awareness Campaigns

These activities address issues of importance to young adults today. They encourage self-awareness, enrich personal relationships and bring together students sharing common concerns. Career choices, safer sex, stress management, body image and independent living are a few examples of the programs provided.

Student Life Animation

Student Life Animators promote student life outside the classroom and within the larger community. They enhance interpersonal skills, engender leadership qualities, encourage the responsible use of leisure time

and promote fun. The Student Life Animators act as a resource and bring together students with similar interests. They are involved with the development, organization and animation of extracurricular activities at the College.

Programs available to students include student government, social and cultural events, student clubs, charity drives, student newspaper and a variety of awareness programs. Special emphasis is placed on leadership development and training

Health Programs

Trained members of Student Affairs offer a variety of services and programs designed to teach and encourage positive attitudes toward physical and mental health and to help with basic medical problems. Coordinated educational programs include blood drives, alcohol and drug awareness, sexuality and AIDS awareness. An equipped Health Room is open to students for rest and emergency first aid. Information and referrals on all health-related issues are provided.

FACULTY

TEACHING FACULTY

ABRAHAM, Stephanie

B.Sc. (McGill), M.Sc. (Ottawa)

ANDREWS, Julie

B.A., M.A., Ph.D. (McGill)

ARNOT, Elizabeth

B.A. (Bishops), L.L.B. (Queen's), M.A. (Concordia)

BARBONE, Patrizia

B.A. (McGill), M.Urb. (Montréal)

BARRIE, Christine

B.Sc., M.Sc. (McGill)

BELLEVUE-FORTIN, Nicolas

B.Sc. (Université du Québec à Montréal),
M.Sc. (Montréal)

BERDICHEVSKY, León

B.A. (McMaster), M.A. (Western Ontario), Ph.D. (Toronto)

BERMAN, Nancy

B.F.A. (York), Ph.D. (McGill)

BIGDELY, Hadi

B.Sc. (Tabriz), M.Sc. (Tehran), Ph.D. (McGill)

BIRD, Rebecca

B.A. (McGill), M.A. (Western Ontario)

BLAIN-ARCARO, Christine

B.A. (Concordia), M.A., Ph.D. (Ottawa)

BOULANGER, Cynthia

B.A., M.A. (Montréal)

BRAND, Sarah

B.A. (Wilfrid Laurier), M.A. (Dalhousie), Ph.D. (Queen's)

BRANDL, Eva

B.F.A. (Laval), M.F.A. (Concordia)

BRUNET, Stephanie

B.Sc. (McGill), Ph.D. (Concordia)

BRZEŹINSKI, Marek

B.A. (Alberta), M.A. (Concordia)

BURTON, Andrew

BBA (Wilfrid Laurier), M.A. (Concordia)

BURTON, Kimberly

B.A. Hons. (Winnipeg), M.A., Ph.D. (McGill)

BUTT, R. Hussain

B.Sc. (Lethbridge), Ph.D. (Calgary)

CAMPBELL, Jennifer

B.A. (Calgary), M.A. (McGill)

CARRIER, Nicolas

B.A. (Saint Mary's), M.A. (Concordia)

CATALANO, Riccardo

B.Sc., M.Sc. (Université du Québec à Montréal)

CAWKER, Hugh

B.Mus. (Manitoba), M.Mus. (McGill)

CERROLAZA, Elena

B.A. (McGill), M.Phil. (London)

CHARETTE, François

B.Sc., M.Sc., Ph.D. (Montréal)

CHEW, Dolores

B.A., M.A. (Concordia), Ph.D. (Calcutta)

COHALAN, Jean-Michel

B.A. (McGill), M.A. (McGill)

COHN, Serge

M.Sc. (Politehnica University of Bucharest)

CÔTÉ, Christine

B.A., M.A. (Concordia), Diploma of Ed. (McGill)

D'ABRAMO, Claudia

B.Sc., Ph.D. (McGill)

DALY, Stewart

B.Sc. (Concordia), Ph.D. (Western Ontario)

DANN, Philip

B.A. (New Brunswick), B.Ed. (Queen's), M.A. (McMaster)

DELORME, Bruno

B.Com. (McGill), MBA (McGill)

DESLANDES, Jean-François

B.A. (Simon Fraser), M.Sc. (Montréal)

DESROCHERS, Maryse

B.Sc. (McGill), M.Sc.D.E.A. (Paris), Ph.D. (Cornell)

DICKSON, Jennifer

B.A. Hons., M.A. (McGill)

DI FLUMERI, Celestino

B.Sc., Ph.D. (McGill)

DUBÉ, Peter

B.A., M.A., Ph.D. (Concordia)

DUFOUR, Maurice

B.A. (York), M.A. (McGill)

EGAN, Matthew

B.A., M.Sc. (McGill)

ELENAKIS, Peter

B.Com. (McGill), B.A. (Concordia), M.Sc. (Guelph)

EPSTEIN, Neall

B.Sc. (Simon Fraser), B.Ed. (Ottawa)

ESCAMILLA, David

B.A., M.A. (McGill)

FATHOLAHZADEH, Baharak

B.A., B.Sc. (McMaster), B.Sc., M.Sc., Ph.D. (Toronto)

FAUST, Rachel

B.Sc. (Brock), M.Sc. (Montréal)

FENWICK, Andrew

B.A., M.A. (Concordia)

FRAULEY, Mary

B.A. (St. Thomas), B.Ed., TESL, M.A. (Concordia)

GALLANT, Pascal

B.Sc., M.Sc. (McGill)

GASSE-HOULE, Magali
B.A., M.A. (Montréal), Ph.D. (Queen's)

GODIN, Véronique
B.A. (Montréal), M.Sc. (McGill), Ph.D. (Stanford)

GOLDNER-SAUVÉ, Audrey
B.Sc., Ph.D. (McGill)

HALAB, Liliane
B.Sc., Ph.D. (Montréal)

HAMEL, Mariah
B.A. (Colby College), Ph.D. (British Columbia)

HAMEL-PERRON, Hugo
B.A. (Laval), M.A. (Montréal)

HAYS, Matthew
B.F.A. (Concordia), M.A. (Concordia)

HERNANDEZ, Oscar
B.Sc. (Illinois), M.A., Ph.D. (Harvard)

HERON, Lillian
A.R.C.T. (Toronto), B.Mus., C.A.P.E.M. (Sherbrooke),
M.C.M. (Southern)

HILAL, Samia
B.Sc. Hons. (McGill), M.Eng. (Concordia)

HSU, Yon
B.A. (Fu Jen Catholic University), M.A., Ph.D. (Concordia)

HUFFELS, Natalie
B.A. (Laurentian), B.Ed., M.A. (Western Ontario),
Ph.D. (McGill)

IACHETTA, Tony
B.Ed. (McGill)

JEANNET, Anne
B.Ed. (McGill)

JINBACHIAN, Lori
B.Sc., M.Sc. (Montréal)

KEANE, Angela
B.Eng., Ph.D. (McGill)

KHATCHADOURIAN, Annie
B.F.A., M.A. (Concordia)

KHOO, Jun Ling
B.A. (Alberta), M.A., Ph.D. (Western Ontario)

KING, Stephanie
B.A. (Tel Aviv), M.A. (Concordia), Ph.D. (McGill)

KOMPANIYETS, Eugene Y.
B.A. (Institute of Business Management),
B.A. (Alabama A&M), M.A. (McGill)

KOUMOUZELIS, Angelique
B.A. (McGill), M.A., Ph.D.c (Concordia)

KRUGER, Stuart
BCL, LL.B., MBA (McGill)

LARIVIÈRE, Fanny
B.A., M.A. (Montréal)

LATOURE, Kareen
B.A. (McGill), M.A. (Laval)

LEBEL, Céline
B.Sc., M.Sc., Ph.D. (Montréal)

LEE, Rebecca
B.A. Hons (Carleton), M.A. (McGill), Ph.D. (McGill)

LEFCOE, Andrew
B.Sc. (Western Ontario), B.Ed. (Toronto),
M.Sc. (Carleton), M.A. (McGill)

LÉGER, Alain
B.Sc., M.Sc. (McGill)

LEMELIN, Dominic
B.Sc. (Laval), B.Sc. (McGill), M.Sc., Ph.D. (McGill)

LEVASSEUR, Isabelle-Luce
B.A. (McGill), M.A. (London), M.A. (McGill)

LEVINE, Rachel
B.A. (Tufts), M.A., Ph.D. (Toronto)

LI, Han Han
B.A., B.Sc. (McGill), B.F.A. (Concordia), M.F.A. (Art
Institute of Chicago)

LI, Jason
B.Sc., M.Sc. (McGill)

LIM, Wee Keong
B.Sc., M.Sc. (Malaya), M.A. Ph.D. (California)

LINNEN, Anne-Marie
B.A., M.A., Ph.D. (Concordia)

LISS, Selena
B.F.A. (Emily Carr), M.F.A. (Concordia)

LIVINGSTONE, Margaret
B.Sc., M.Sc., Ph.D. (McGill)

MacDONALD, John Brad
B.A., M.A. (Dalhousie), Ph.D. (McGill)

MALOTT, Paul
B.A. (St. Mary's), M.A., Ph.D. (Dalhousie)

MARTINEAU, Julien
B.A., M.A. (Montréal)

McCAMBRIDGE, Andrew
B.A., Dip. of Ed. (McGill),
Dip. of Journalism, M.A. (Concordia)

McDONALD, Shelly
B.Ed. (McGill)

McKAY, Cory
B.A. Hons. Double Major (Guelph),
B.Sc., M.A., Ph.D. (McGill)

MORRIS, Blair
B.A. (Laurentian), B.Ed., M.A. (Western Ontario),
Ph.D. (McGill)

NEWELL, Megan
B.A. Hons., M.A. (McGill)

NOBILE, Louise
B.Sc., M.Sc. (Concordia), M.Ed. (Sherbrooke)

OBERHOLZER, Ursula
B.Sc. (Concordia), Ph.D. (Geneva)

O'KEEFE, David
B.A. (Concordia), M.A. (Ottawa)

PAGÉ, Sylvain
B.A., M.A. (McGill), Ph.D. (Montréal)

PARADIS, Dominique
B.Sc. (Concordia), M.Sc. (Montréal)

PEDERSEN, Susan
B.A. (McGill), Dip. Ed. (McGill), M.A. (Laval)

PERREAULT, Jean
B.Sc., M.Sc. (Montréal), M.Sc. (McGill)

PERRON, Josée
B.Ed., M.A. (McGill)

POLAK, Monique
B.A. (McGill), M.A. (Concordia)

PONCE, Veronica
B.Sc. (Montréal), Ph.D. (Duke)

RALICKAS, Vivian
B.A. (Concordia), M.A., Ph.D. (Toronto)

RICHARDSON, Wendy
B.A., M.A. (McGill), Ph.D. (Johns Hopkins)

RINEHART, Joseph
B.Sc. (McGill), M.Sc. (Waterloo), Ph.D. (Toronto)

ROGERS, Patrick
B.Sc. (Saint Mary's), Ph.D. (McMaster)

SABIK, Simon
B.Sc. M.Sc (Montréal), Ph.D. (Toronto)

SALOMON, Maria
B.A., M.A. (McGill), M.Phil., Ph.D. (Yale)

SANKERALLI, Marcel
B.Eng., M.Eng., Ph.D. (McGill)

SASSON, Vanessa
B.A., M.A., Ph.D. (McGill)

SAUMIER, Michèle
B.Sc., M.Sc. (McGill)

SAVESCU, Olivia
B.A., M.A. (McGill), B.Ed., M.Ed. (Montréal)

SCARSE, Julia
B.Ed. (McGill)

SHECKLER, Catherine (Kate)
B.A. (Wells), M.A., Ph.D. (Montréal)

SOUCY, Lily
B.A. (McGill), M.Litt. (Oxford), M.A. (Montréal)

SPRIGGS, Megan
B.A. Hons. (Carleton), M.Arch. (McGill)

SUMNER, Lisa
B.A., M.A. (Concordia), Ph.D. (McGill)

TEREKHOV, Vitaly
M.A. (St. Petersburg State University, Russia),
Ph.D. (Concordia)

TIPNEY, Laura
B.Sc. (McGill)

TURNER, Christopher
B.Sc. (Dalhousie), M.Sc. (Toronto)

VACHON-GEE, Alex
B.Sc., M.Sc. (Sherbrooke)

VASQUEZ, Javier
B.A. (Concordia), M.A. (Montréal), M.A. (Perugia)

VINCENT, John Emil
B.A. (Williams), M.F.A. (Warren Wilson), M.S.L.I.S.
(Simmons), Ph.D. (Duke)

VINCENT, Robert Durham
B.A. (Colorado College), M.Sc., Ph.D. (McGill)

VINET, Jérémie
B.Sc. (Montréal), Ph.D. (McGill)

VITE-LEÓN, Norma
B.A. (ITAM), M.A. (Essex), Ph.D. (The New School for
Social Research)

VUKOV, Aleksandar
B.Sc. Hons., M.A. (Belgrade), Ph.D. (McGill)

WALSER, Sabine
B.A., Dip. Ed. (McGill), M.A. (Concordia)

WANG, Qian
B.A., M.A., (Northeast Normal University, China), Ph.D.
(Alberta)

WEBSTER, Barry
A.R.C.T. (Toronto), B.A., M.A. (Concordia)

WILLIAMS, Daniel
B.Sc., M.A. (College of William & Mary), Ph.D. (McGill)

RULES AND REGULATIONS

1. INSTITUTIONAL POLICY ON THE EVALUATION OF STUDENT ACHIEVEMENT (IPESA)

The IPESA provides the principles and methods concerning the evaluation of student achievement, which reflect the Mission and Vision of the College and are in conformity with regulatory requirements.

The IPESA sets forth the regulations and practices that enable the assessment of learning outcomes through progressive and systematic evaluation. It is guided by the principles of fairness and equity within and among the disciplines and academic programs of the College. This policy supersedes any other document or practice related to student evaluation at the College. All students, faculty, staff and members of management are responsible for knowing the provisions of the IPESA. The official and most up-to-date version of this policy is at marianopolis.edu/IPESA.

Please refer to the IPESA for details concerning:

- ◆ General regulations for student evaluation
- ◆ Students' academic rights and responsibilities
- ◆ Process for certification of studies
- ◆ Academic integrity
- ◆ Procedure for grade appeals and academic complaints

It is a student's responsibility to review and adhere to the provisions of the IPESA. For questions regarding the IPESA, please speak to an Academic Advisor.

2. CODE OF STUDENT CONDUCT

PURPOSE

In keeping with its Mission, Marianopolis College "strives to be a leader in building a dynamic and supportive environment where students can grow both personally and intellectually." Every Marianopolis student has a role to play in maintaining a safe and respectful environment where the freedom to learn is paramount.

The purpose of the Code of Student Conduct is to:

- ◆ protect each student's right to a safe and respectful learning environment
- ◆ promote behaviour that is conducive to excellence in learning, studying and teaching
- ◆ foster respect among all members of the College community
- ◆ encourage students to take responsibility for their actions
- ◆ establish roles and a process to address allegations of misconduct and any resulting sanctions

SCOPE

The Code of Student Conduct applies to student behaviour:

- ◆ on campus
- ◆ off campus when a student is representing the College or otherwise engaged in college activities

- ◆ online when a student is using the College's computers, network, software, internal online communication systems or any web pages or social media accounts that are administered by the College
- ◆ in any other context when that behaviour limits the ability of another member of the Marianopolis community to enjoy a safe and respectful environment at the College or while engaged in College activities

STUDENT RIGHTS AND RESPONSIBILITIES

Student Rights: Each student has the right to:

- ◆ an environment that is safe, respectful and free of harassment or harm
- ◆ an environment that is conducive to learning and to the free and open exchange of ideas
- ◆ respectfully express opinions and disagreement so long as they do not impinge on the rights of others to do the same
- ◆ fair and equal treatment, without harassment or discrimination of any kind, including that based on race, colour, sex, gender, gender identity, gender expression, pregnancy, sexual orientation, civil status, age except as provided by law, religion, political convictions, language, ethnic or national origin, social condition, a disability or the use of any means to palliate a disability
- ◆ confidentiality when reporting a breach of the Code and when the student is the subject of or implicated in such a report
- ◆ due process where a breach of the Code is alleged; this means that students will be:
- ◆ informed of any allegations made against them and given the opportunity to respond to such allegations
- ◆ presented with the evidence in support of the allegations and given the opportunity to present their own evidence
- ◆ treated fairly throughout any proceedings
- ◆ informed of the decision regarding any allegations made against them

Student Responsibilities: Each student has the responsibility to:

- ◆ adhere to applicable federal, provincial and municipal laws
- ◆ be informed of all official regulations of the College which contain academic and non-academic policies and requirements, including: individual course outlines; the College Calendar; the Educational Services Contract; this Code; the Institutional Policy on Evaluation of Student Achievement (IPESA); and any other existing policies
- ◆ treat all members of the College community respectfully
- ◆ adhere to rules that are in place in specific areas of the College, such as the Library, science labs, computer labs, Fitness Centre, etc.

MISCONDUCT

The College has the authority to determine what behaviours constitute misconduct and to impose sanctions on students who engage in prohibited behaviour.

Prohibited behaviours: the following is a list of behaviours that are not compatible with the notion of a safe and respectful learning environment and are therefore prohibited. This list is not all-inclusive; any behaviour that is illegal, aggressive, disruptive, disorderly, lewd, disrespectful of people or property, or otherwise unacceptable is also prohibited:

Classroom misconduct:

- ♦ behaving in the classroom in a manner that interferes with the learning of other students or is contradictory to the requirements of the teacher as stated verbally by the teacher or as specified in the course outline

Aggressive acts:

- ♦ threatening or committing physical or verbal abuse, assault or harassment, including sexual harassment and cyber-bullying
- ♦ fighting
- ♦ stalking
- ♦ promoting, organizing or engaging in hazing or unauthorized initiation activities
- ♦ possessing or using dangerous materials, weapons or replicas of such items
- ♦ engaging in libel, slander or defamation of character
- ♦ promoting hatred in ideas or actions

Acts against property:

- ♦ vandalizing, defacing, misusing, abusing, destroying or damaging College grounds, buildings, facilities, equipment or property belonging to any member of the College community
- ♦ forging or altering any College document, records or ID card, or using any of these items in an unauthorized manner
- ♦ stealing or attempting to steal
- ♦ failing to follow directives regarding the posting and distribution of material at the College
- ♦ parking on campus without authorization
- ♦ entering the College outside authorized hours without permission
- ♦ using College facilities or property in an unauthorized manner

Acts involving controlled substances:

- ♦ possessing, purchasing, selling, manufacturing, dispensing or using drugs or alcohol in an unauthorized manner

Commercial activity:

- ♦ gambling or participating in any games involving money or the exchange of property
- ♦ initiating an on-campus project or activity for personal profit

Acts that endanger safety:

- ♦ setting off a false alarm

- ♦ driving recklessly
- ♦ failing to vacate the building or otherwise comply with emergency evacuation procedures when an alarm is sounded

Deceitful acts:

- ♦ knowingly or wilfully abusing a position of trust
- ♦ inciting, aiding, being party to or deliberately concealing another person's misconduct
- ♦ lying, misrepresenting, deceiving or making false accusations
- ♦ recording or streaming content in any format of a person in a private location or in a classroom without the person's consent
- ♦ using the College's name, visual identity or letterhead in an unauthorized manner

Smoking:

- ♦ smoking in all its forms in non-designated areas

Refusal to comply:

- ♦ failing to identify oneself or refusing to produce one's Marianopolis ID card when a College employee requests it
- ♦ failing to have one's Marianopolis ID card replaced when it is lost or damaged
- ♦ failing to comply with the directives of a College employee acting in the performance of their duties
- ♦ failing to comply with the directives of a College employee during the disciplinary process

All members of the College community have responsibility to report violations of this policy immediately to one of the following: the Director of Student Affairs; the Associate Dean, Student Success; Security; or any College employee.

For guidelines and information on disciplinary procedures, sanctions and definitions, please refer to the complete Code of Student Conduct at

marianopolis.edu/policies

3. RESPECT FOR THE ENVIRONMENT

The Marianopolis community is committed to keeping the environment clean. Students are expected to return their cafeteria trays to the racks provided, to deposit all their garbage in trash cans, to recycle cans and paper in appropriate bins and to report spills immediately to the cafeteria staff or to Student Affairs.

4. CAMPUS SECURITY

Security staff are on premises during school hours. All members of the College community are asked to be on the alert and to report any unusual occurrences or suspicious persons immediately to Student Affairs, Security or to a member of faculty or staff.

5. STUDENT ID CARDS

All students must carry a valid Marianopolis ID card at all times. The ID card is the property of the College and is non-transferable. It is subject to revocation for violating College regulations. Students are required to present their ID card upon request to authorized College personnel.

6. COPYRIGHT COMPLIANCE

Copyright is the exclusive legally enforceable right to reproduce, publish and sell a work. It is intended to protect the author/creator of a work. Copyright laws and policies protect works in many formats, including text (electronic and paper), video recording, audio recording, images, live performance and software.

Copyrighted works may only be reproduced, distributed, screened, broadcast and/or performed under certain conditions. These conditions are laid out in the federal Copyright Act and in the College's Copyright Policy. For more information, please check with the Library.

ACADEMIC INFORMATION

EDUCATIONAL SERVICES CONTRACT

In accordance with the Law on Private Education (1992), an Educational Services Contract must be signed by the student and the College each semester prior to registration for courses. Signing the contract indicates agreement by the student to comply with the rules and regulations of the College as specified in this Calendar, in the Code of Student Conduct and in the Institutional Policy on the Evaluation of Student Achievement (IPESA). Students who have not reached 18 years of age as of the registration date must also have the contract signed by a parent or legal guardian. Students must submit their Educational Services Contract to Enrolment Services each semester before they register for courses.

ACADEMIC YEAR

The academic year is divided into three semesters: fall, winter and summer. Fall and winter are regular semesters. A limited selection of courses is offered in the summer semester. Priority is given to Marianopolis students in need of courses for graduation. The academic calendar for the entire school year is posted each spring in Omnivox. Please consult it to determine the dates of registration, exams, etc.

CREDIT SYSTEM

Each course is evaluated in terms of credits. One credit is equivalent to 45 hours of learning activities including lecture, laboratory and personal study.

GRADING SYSTEM

Grades are given in percentage numbers. The following grading scale is provided to universities in addition to transcripts upon request:

A	90-100	Excellent
B	80-89	Very Good
C	70-79	Good
D	60-69	Pass
E/F	below 60	Unsatisfactory/Failure

ACADEMIC STANDING

To be in good academic standing, a student must achieve an overall average of 65% each semester. A student in poor academic standing is not eligible to register for the following term without authorization from the Associate Dean, Student Success. A student who has been in poor academic standing for two terms, not necessarily consecutive, may not qualify to return to the College.

COURSES BEYOND THE DIPLOMA REQUIREMENTS

Completion of an academic program requires a fixed number of credits established by the Ministry of Education. Normally, students are not permitted to take courses that are not part of their program or which exceed diploma requirements. The Ministry will not provide funding for extra or duplicate courses. Students requesting permission to take such courses must meet with an Academic Advisor. These courses are subject to availability, permission from the Registrar and additional fees.

PROGRAM CHANGES

Students may apply for a program change by November 1 for the winter session and March 1 for the fall session. The change is not automatic; the student's high school and CEGEP grades will be considered before a decision is rendered. A program change may extend the duration of the student's studies.

REGISTRATION FOR A COURSE AT ANOTHER COLLEGE

Students who wish to take a course at another Quebec college must request a *commandite* from an Academic Advisor. *Commandites* are issued for the fall, winter and summer sessions under the authority of the Registrar and are subject to strict guidelines and course availability.

OFFICIAL ACADEMIC RECORDS

Official academic records are overseen by the Registrar (Enrolment Services).

BULLETIN D'ÉTUDES COLLÉGIALES (BEC)

The BEC is the official transcript which contains the cumulative record of a student's grades. It is posted to students electronically in Omnivox following the grade deadline at the end of each semester.

NOTATIONS

The following remarks may appear on a student's transcript. For additional information, please consult the Institutional Policy on the Evaluation of Student Achievement (IPESA).

(DI) Dispensation

DI denotes that the student has been granted an official

exemption or dispensation from a course. It carries no credit value. The decision to grant a DI is made by the Registrar based on documentation submitted, which becomes part of the student's permanent record.

(EC) Failure

EC accompanies any grade below 60% and denotes a failure.

(EQ) Equivalence

EQ denotes that a student has attained, either through previous studies or through out-of-school training, the objectives of a course required in a particular program of studies. The student is entitled to the credits attached to the course, which does not have to be replaced by another course. A numeric grade does not accompany an EQ. Equivalences for previous studies are considered on the basis of official transcripts and course descriptions supplied by the previous institution(s) at the request of the student. A student who requests an equivalence for out-of-school training or experience may be required to demonstrate the achievement of the objectives of the course through successful completion of an examination, oral presentation, performance, portfolio or other appropriate educational activity. Department Chairs may be consulted on these matters. Relevant documentation becomes part of the student's permanent record.

(IN) Incomplete

IN denotes that a student has been granted a permanent incomplete for a course. An IN carries no credit value. A numeric grade does not accompany an IN and the course has to be replaced or repeated. The IN becomes part of the student's permanent record. Further information about the criteria and procedures may be found in the IPESA or obtained by contacting the Office of the Associate Dean, Student Success.

(IT) Temporary Incomplete

An IT indicates an extension of the evaluation period and may be granted in cases where a student is unable to complete course requirements during the semester. It must be approved in writing by the Associate Dean, Student Success who will set the deadline for completion. The student must meet with the instructor to determine all requirements for completion of the course. If the new deadline is not met, a grade of zero will be awarded for any evaluations that were not completed.

(RE) Pass

RE (*réussite*) indicates success in the English Exit Examination and the Comprehensive Assessment (*épreuve synthèse*). RE is not accompanied by a numeric grade.

(SU) Substitution

A course substitution (SU) denotes that the student has attained the objectives of a required course by completing another college course. The substitution is based on an evaluation of the competency and the equivalent credit value of the course being substituted. The original course, along with the substituted course, will both appear on the student's transcript. Only the

original course carries a grade and credit value. Substitutions are typically granted automatically, especially when the student changes programs. Relevant documentation becomes part of the student's file.

DIPLOMA OF COLLEGIAL STUDIES (DEC)

The DEC (*Diplôme d'études collégiales*) is the official diploma issued by the Ministry of Education upon the recommendation of the College to students who have successfully completed the requirements of an approved program. Students are responsible for their course selection and are advised to make themselves familiar with the requirements of their program as outlined in this Calendar.

ENGLISH EXIT EXAMINATION

The English Exit Examination set by the Ministry of Education may be written after the successful completion of English courses: 603-101, 603-102 and 603-103. It must be successfully completed by students who wish to qualify for the DEC. Successful completion is indicated by the notation RE (*réussite*) on the college transcript.

COMPREHENSIVE ASSESSMENT (ÉPREUVE SYNTHÈSE)

By the end of their final term, students must successfully complete a comprehensive assessment (*épreuve synthèse*) requiring the integration of knowledge acquired in their courses in order to be awarded a DEC. This assessment attests to their having met the objectives and standards of their particular programs and of the College Language Policy.

The assessment is completed either through a program specific academic activity or through a dedicated program course. It may take the form of an examination, essay, performance, portfolio, or other appropriate academic activity. Students are provided with information regarding the process for completing the Comprehensive Assessment in their final semester. Students do not need to register for the Comprehensive Assessment. Students can consult their Program Coordinator with any questions regarding the Comprehensive Assessment. Successful completion is indicated by the notation RE (*réussite*) on the transcript.

TRANSCRIPTS

Students requiring the College to send official transcripts to other institutions for university entrance or transfer must fill out a request form at Enrolment Services or through Omnivox. Consult marianopolis.edu/tuition for applicable fees. Transcript requests are processed within five working days. Students may also print transcripts through Omnivox; this version does not have a seal and signature.

ATTESTATIONS

All students who are on the Dean's List, Honour Roll, or Scholar List or who have followed enriched courses may request an attestation from Enrolment Services that they can enclose with their university applications. It is the student's responsibility to send it; the College does

not send attestations with transcripts.

CONFIDENTIALITY OF STUDENT INFORMATION

The information contained in a student's file is confidential. Bill 65 on confidentiality severely restricts access to information. No information, other than that required by law, will be released without the written permission of the student. Exceptions are made only for designated members of the Administration, Enrolment Services, Academic Advisors, designated staff in academic and student support services, program coordinators, department chairs and others as required by law.

ACADEMIC PROCEDURES

It is the student's responsibility to be aware of the protocol for full membership and participation in the academic activities of the College.

OMNIVOX

Omnivox is the web portal used by College staff and teachers for official communication with students, including the distribution of class documents, personalized messages (MIOs) and official announcements. Students are expected to consult Omnivox on a regular basis and be familiar with its contents.

REGISTRATION

Registration takes place twice each year: in January for the winter semester and in May/June for the fall semester. Each student is required to register on the date and at the time assigned by the Registrar. Registration dates are listed in Omnivox. Students are responsible for ensuring that they are available to register at their assigned time and date. Travel, appointments and work plans must be adjusted accordingly. In the period prior to Registration, Academic Advisors are available to review progression charts and help students select their courses. Students are expected to be free to take courses during the regular schedule, which extends from Monday to Friday and, in most cases, begins at 8:15 a.m. and ends at 6:15 p.m. If the College does not offer the course they require to graduate, the Registrar may authorize a *commandite* to allow the student to take the course at another college. Students may not register as part-time students or at another college without prior authorization. Permission to register part-time is only granted in exceptional circumstances by the Registrar.

SUMMER SCHOOL

The summer school course-offering list is available in April. Students who need summer school to graduate are given priority to register. The maximum number of courses permitted during summer school is two, including courses taken at other colleges.

STUDENT PROGRESSION

To ensure that students are able to fulfil the requirements of the Diploma of Collegial Studies, they are grouped into tracks that determine the number and sequence of courses to be taken. Students may request from an Academic Advisor to add a course to their workload only in a semester where physical education is planned. Permission to add a course is subject to availability and with the Registrar's approval. Students can view their Progression Chart with the sequence of courses in Omnivox. Students are not permitted to change tracks or course progression except in exceptional circumstances and with approval from the Registrar.

COURSE CHANGE

Following Registration, a student who has chosen, through error, the wrong course for a program or level should see an Academic Advisor to correct the problem. Such changes are priority changes and must be completed within the first week of the semester.

IN-TERM GUIDELINES

ATTENDANCE

Regular and punctual attendance at the College is obligatory. At the beginning of each semester students are reminded of this requirement and given further stipulations on the course outline. Students can inform their teachers of an absence at the next class but must contact them as soon as possible if they miss a class test or presentation.

Those who are absent for a prolonged period, that is, for more than three days, should advise the Office of the Associate Dean, Student Success. They should also inform this office of serious matters such as hospitalization or a death in the family. While a medical certificate or other documentation may be required, it does not exempt the student from meeting the requirements of the course. The student is responsible for finding out from the teacher what is required to complete the course. Students in difficulty because of an extended absence should make an appointment with the Associate Dean, Student Success.

CLASS CANCELLATIONS AND COLLEGE CLOSING

If it is necessary for an instructor to cancel a class, a notice will be posted on Omnivox under "cancelled classes."

Should the College close because of inclement weather or another serious reason, the announcement will be made on CJAD 800, CHOM 97.7, CBC Radio One 88.5, Radio Canada 95.1, CTV, RDI, Television de Radio-Canada, TVA and LCN. A notice will be posted on Omnivox and marianopolis.edu

READMISSION

Former students who have been away from the College for at least one term or who have withdrawn in the

previous term must submit a formal application by the November 1 or March 1 admissions deadline; they must include a statement of intent. If they had been asked to take time away, they must receive authorization for readmission from the Associate Dean, Student Success.

STUDENTS WITH DISABILITIES/SPECIAL NEEDS

Students with disabilities should contact the Office of the Associate Dean, Student Success as soon as possible after confirming their admittance to the College. To be eligible for learning and testing accommodations students must meet with the Adapted Services Counsellor and provide timely documentation by a qualified professional. Specific accommodations depend on the student's needs and may include such services as a quiet room for tests, extra time for tests, use of a laptop for tests, enlarged print or an electronic reader.

EVALUATION

In the first week of class, students will receive an outline of each of the courses in which they are registered. As well, they will be given details of evaluations and dates for readings, tests and papers. Students are expected to fulfil the requirements in all courses for which they are registered by the end of the term. The pass mark in all courses is 60%.

Admissions

A. ADMISSION REQUIREMENTS

While it is the policy of the College to admit as many qualified applicants as possible, it admits students on a competitive basis because of space limitations.

QUEBEC APPLICANTS

The basic entrance requirement for admission to Marianopolis is the Quebec Diploma of Secondary Studies or its equivalent, including:

- Secondary V Language of Instruction (English or *Français*)
- Secondary V Second Language (French, Second Language or *Anglais, langue seconde*)
- Secondary IV Mathematics
- Secondary IV Science and Technology or Secondary IV Technical and Scientific Applications
- Secondary IV History and Citizenship Education

OUT-OF-PROVINCE APPLICANTS

Students who have followed their secondary-level education in a Canadian province other than Quebec are required to present scholarship equivalent to the requirements for students graduating from Quebec high schools (see above). For most provinces this means completion of Grade 11. The additional requirements as outlined must also be met. An additional fee of \$3,368 per year is required of non-Quebec residents (fees are subject to change).

INTERNATIONAL APPLICANTS

Applicants who are not Canadian citizens or permanent residents may apply for admission provided they possess a secondary school background equivalent to the Quebec Diploma of Secondary Studies. Applicants must meet all basic entrance requirements and relevant program prerequisites.

International students are required to pay an additional fee of \$7,942 per year before the beginning of the fall semester (fees are subject to change) and will be automatically registered and charged for the College's health and accident insurance plan. Students with RAMQ coverage must submit a clear and legible photocopy of both sides of their Medicare card to the Enrolment Services Office.

COLLEGE TRANSFER APPLICANTS

Applicants who have followed courses at the college or university level must have an official transcript forwarded to the Admissions Office; include an interim report of courses in progress and a letter explaining why a transfer is being requested.

EQUIVALENCES

Equivalences for previous studies are granted on the basis of official transcripts and course descriptions supplied by the previous institution(s) at the request of the student. A student who requests an equivalence for out-of-school training or experience must do so in writing and meet with an Academic Advisor. The student may be required to demonstrate the achievement of the objectives of the course through successful completion of an examination, oral presentation, performance, portfolio or other appropriate educational activity. Department Chairs may be consulted on these matters. Relevant documentation becomes part of the student's permanent file.

LANGUAGE REQUIREMENTS

Proficiency in English

Admitted students may be required to take an English-language placement test. Students attending school outside of Canada where English is not the primary language of instruction are required to submit results from the Test of English as a Foreign Language or another recognized language-proficiency test. Include with your application proof that you have registered for such a test. The testing institution must forward results to the Admissions Office no later than March 1. Visit bemarianopolis.ca/admissions/proficiency-in-english/ for more information.

French Requirement

All students must successfully complete two French courses in order to receive their Diploma of Collegial Studies. All applicants must be completing Secondary V or equivalent-level French. French placement at Marianopolis is based on Secondary V grades for *Français, langue seconde* or *Français, langue maternelle*. Students may be required to take a placement test.

PLACEMENT OR DIAGNOSTIC TESTS

The College may administer exams for admissions and course placement purposes in addition to the English and French placement tests mentioned above and for any program or profile. In specific cases, students may be required to follow a reduced course load if it is determined that their English and/or French skills are not adequate.

ADDITIONAL INFORMATION

Applicants who believe their academic record has been affected by special circumstances should submit an explanatory letter with their application.

B. APPLICATION PROCEDURE

Applications may be submitted online, through bemarianopolis.ca. The deadlines for the submission of applications are:

MARCH 1 FALL ADMISSION

Students with international credentials must submit their application by January 31.

NOVEMBER 1 WINTER ADMISSION

For details on what to include in the application, visit bemarianopolis.ca

C. TUITION AND FEES

I. STUDENT FEES

FEES FOR 2020-2021:

- **Confirmation Fee** \$200 per year non-refundable (\$100 non-refundable confirmation fee for students entering in January or registering for one additional semester)
- **Tuition (all programs)** \$6,162 per year *
- **Student Auxiliary Fee** \$250 per year
- **Student Association Fee** \$50 per year (non-refundable)
- **Graduation Fee** \$45 paid in a student's third-term semester
- **Late-payment Fee** \$50 plus \$20 per month
- **Non-sufficient funds fee** \$50
- **Unfunded Courses** \$6.25 per course hour **

* The Ministry defines a full-time student as one who follows a minimum of 180 hours of instruction per semester or one who is registered for four or more courses per semester. Part-time students pay \$190 per credit.

** Unfunded courses are courses taken beyond or outside diploma requirements.

Additional fees are charged for some Physical Education and Outdoor Education courses or courses where attendance at off-campus events is required.

Students are responsible for the purchase of books required for courses.

USER FEES:

- Late Registration \$75
- Transcripts \$10 (per request/institution)
- Course outlines \$10 (per course)
- Duplicate tax receipts \$10 each

INTERNATIONAL STUDENT FEE:

Students studying in Canada on a student visa are required to pay an additional annual fee of \$7,942 before the beginning of the fall semester. They must also purchase insurance from the College unless covered by the RAMQ. International student fees are subject to change by the provincial Ministry of Education.

OUT-OF-PROVINCE FEE:

Students who are not Quebec residents as defined by the provincial Ministry of Education are required to pay an additional annual fee of \$3,368. Out-of-province student fees are subject to change by the provincial Ministry of Education.

FEES FOR 2021-2022 will be posted online.

PAYMENT SCHEDULE:

Confirmation Fee (non-refundable)

Due in March for students returning in the fall semester

Due in March/April/May for new students entering in the fall semester, in December for students entering in the winter semester

Tuition Fees: You may choose either Option I or II

Option I: Tuition for each semester paid in full on the first day of classes in August and January.

Option II: One half of the tuition for each semester paid on the first day of classes in August and January with the balance paid approximately five weeks later: September for the fall semester and February for the winter semester.

TAX RECEIPTS

Income tax receipts for paid tuition are available at the end of February via Omnivox. For more information on student fees, please visit marianopolis.edu/tuition

II. WITHDRAWAL AND REFUND POLICY

A student may withdraw without a record from a course or the College prior to September 20 in the fall semester and February 15 in the winter semester. During the summer semester, a student may withdraw before having completed 20% of the course. Specific dates will be announced for each course. All course withdrawals must be processed through an Academic Advisor.

Students withdrawing formally from the College must complete a College Withdrawal form, available in the Enrolment Services Office and submit it to the Registrar. Fees will be refunded according to the terms in the Educational Services contract. A student who ceases to attend a course or courses after the dates listed above will receive the grade earned up to that point.

The College reserves the right to enforce the withdrawal of any student whose academic standing or conduct is judged to be undesirable for a member of the College. Please refer to the Code of Student Conduct and the Institutional Policy for the Evaluation of Student Achievement (IPESA). The College may also enforce the withdrawal of any student who does not submit the Educational Services Contract.

III. FINANCIAL AID

QUEBEC LOANS AND BURSARIES PROGRAM (*AIDE FINANCIÈRE AUX ÉTUDES*)

The Quebec government Student Loans and Bursaries Program (*Aide financière aux études* or AFE) grants interest-free loans based on need to full-time students. It also gives gifts of money, called bursaries. To qualify for an AFE bursary, a student must have already been awarded the maximum amount of loans.

Eligibility for a loan or bursary is determined by a number of factors, including parental income, family size and student income. Students should apply online a minimum of four to six weeks before the start of classes in order to receive assistance at the beginning of the semester. Students must have a bank account with a financial institution that accepts Quebec student loans. Application forms are available in late May at afe.gouv.qc.ca

Students and parents are invited to attend our financial-aid information evenings in June.

MARIANOPOLIS TUITION CREDIT

Marianopolis Tuition Credit works alongside the help given by the Quebec government Student Loans and Bursaries Program. Students must be on AFE in order to qualify for credit on their tuition. It is applied to the student's tuition bill late in the fall semester and late in the winter semester, not to the first payment due on the first day of class. Returning students must apply no later than August 26, 2021 in order to be considered for upcoming semesters. Prospective students may apply for an early Tuition Credit as part of their application for admission to Marianopolis. Those who are admitted receive a preliminary assessment of their eligibility for Tuition Credit along with their acceptance letter.

Applications are available at marianopolis.edu/financial-aid

Funds for tuition credit, scholarships, prizes and book loans are made available through the efforts of the Marianopolis Millennium Foundation.

EMERGENCY LOANS AND FOOD ASSISTANCE

Interest-free emergency loans are available to students through the Marianopolis Student Loan Fund. Established by the Class of 1963 and maintained by various student projects, these loans help students who find themselves in immediate financial distress. Loans must be repaid within a period acceptable to both the student and the College. Emergency food assistance is also available on a case-

by-case basis. Students apply with the Financial Aid Clerk.

BOOK LENDING PROGRAM

To help defray some of the cost of textbooks for students receiving financial aid, the College has established the Libby Cahill Book Fund, generously funded by the Marianopolis Millennium Foundation. Students must be on AFE in order to participate. Students may borrow some of their required textbooks for free. They must apply online during the first week of class.

IV. SCHOLARSHIPS AND BURSARIES

Each year, Marianopolis gives scholarships and bursaries to deserving students. This support is made possible by The Marianopolis Millennium Foundation, the College's registered charity. The maximum total of scholarships and bursaries awarded to a student cannot exceed the amount of tuition. For more information, visit marianopolis.edu/financial-aid

SCHOLARSHIPS

Director General's Merit Scholarship (\$3000, renewable)
Students are selected based on high school grades and invited to apply.

Director General's Student Life Scholarship (\$3,000, renewable)

This scholarship recognizes high school students who, in addition to meeting the College's academic requirements, possess significant potential to contribute to the quality of student life at Marianopolis and have a history of involvement in clubs or activities in their school or community.

Julia Cianci Memorial Award (\$1000)

Awarded to a graduating student in any program and in good academic standing who, during their time at the College, demonstrated involvement in student life, leadership through outstanding character or volunteerism in the greater community.

McQueen Family Social Justice Scholarship (\$2000)

This scholarship is awarded to a student in any program who demonstrates leadership in social justice issues.

BURSARIES

Arts Trips Bursary (\$500)

Every year, Marianopolis faculty organize trips that offer a chance for students to explore arts, culture, religion and humanities. Three Arts Trips Bursaries are awarded each year for students who are receiving financial support from Marianopolis and who require additional assistance in order to participate in a College-organized trip. The trip may be an international course or an extra-curricular activity and must have an arts component.

Bella Rabinovitch Bursary (\$500)

This bursary is awarded to a second-year Arts, Literature and Communication or Liberal Arts student who demonstrates resilience in the face of obstacles.

Christine Dupuis-Lozowy Bursary (\$2500)

The award is for any second-year student who demonstrates a willingness to contribute to the advancement of society by pursuing studies in a health-care related field.

Cristina Mucciardi Bursary (\$3000)

Second-year students in any program who require financial assistance may apply for this bursary. They must demonstrate leadership, interest in entrepreneurship, a strong work ethic, volunteer experience and a desire to implement an impactful initiative in the wider community.

Environmental Bursary (\$2000)

Funded in part by the sale of honey cultivated through Marianopolis College's Pollinator Project, this bursary recognizes students with an interest in environmental issues. Applicants must demonstrate both involvement in a project that contributes to the betterment of the environment and a need for financial assistance.

Silver Key Bursary (\$1000)

Funded by the activities of the Silver Key club, the student ambassadors of Marianopolis, this bursary is for second-year students in good academic standing who need financial assistance and exemplify the College's mission and vision through their involvement on campus and in the community.

Tom McKendy Liberal Arts Bursary (\$2500)

Named in honour of a well-respected professor who was integral to the Marianopolis Liberal Arts program, this bursary supports an incoming Liberal Arts student who requires financial assistance.

D. ACADEMIC HONOURS

I. THE DEAN'S LIST

The Dean's List is determined at the end of each fall and winter semester in recognition of academic excellence. To qualify, a student must have achieved an overall average of at least 85%, based on a normal course load in the student's academic program with no failing grades for the term. Course load may vary from term to term depending upon the student's program or profile. Physical education courses are included in the average. Only courses followed at Marianopolis are included in the calculation.

II. HONOUR ROLL

The Honour Roll is announced at graduation each June. To qualify, graduating students must have completed their studies with an overall average of at least 85%, with no failing grades.

III. MARIANOPOLIS SCHOLARS

Marianopolis Scholars are announced at Graduation in June. To qualify, graduating students must have completed their studies with an overall average of at least 90%, with no failing grades.

Program Information

A. DIPLOMA PROGRAMS OFFERED

Marianopolis offers the following pre-university programs:

No.	Program	Total Credits	Total Courses
200.B0	Science Options in Health Science or Pure and Applied Science	58 $\frac{2}{3}$	26
200.11	Science and Music Three-year program leading to a DEC in Science and a DEC in Music	90 $\frac{2}{3}$	42
300.A0	Social Science	56 $\frac{2}{3}$ -58	28-29
300.11	Social Science and Music Three-year program leading to a DEC in Social Science and a DEC in Music	89-91	44-45
500.AE	Arts, Literature and Communication (ALC)	56 $\frac{2}{3}$	29
500.11	ALC and Music Three-year program leading to a DEC in Arts, Literature and Communication (ALC) and a DEC in Music	89 $\frac{2}{3}$	45
501.A0	Music	58 $\frac{2}{3}$	30
700.A0	Arts and Sciences	59 $\frac{2}{3}$	29
700.B0	Liberal Arts	56 $\frac{2}{3}$ -58	29-30

Successful completion of a program leads to a *Diplôme d'études collégiales* (DEC), issued by the Ministry of Education upon the College's recommendation. The DEC is a compulsory requirement for entrance into Quebec universities.

CHOOSING A PROGRAM

When choosing a program, students should consider their interests and aptitudes and, if applicable, university program requirements and career goals. They are encouraged to speak with their high school guidance counsellor and/or a Marianopolis admission representative for more information.

Enrolment in courses outside a student's program is subject to availability, permission and additional course fees beyond regular tuition.

B. UNIVERSITY PROGRAMS

All programs at Marianopolis prepare students with the academic skills and intellectual rigour necessary for university-level studies. Depending on the intended program and university, students may require particular prerequisite courses for admission. Marianopolis students can meet an Academic Advisor to discuss university entrance requirements and application procedures.

In general terms, our programs can lead to university studies in the following domains:

SCIENCE

- science and engineering programs;
- medicine, dentistry, pharmacy, veterinary medicine, nursing, physical therapy, dietetics and other health-related programs;
- computer science, engineering, physical sciences, environment and architecture programs.

SOCIAL SCIENCE

- general arts and social science;
- administration, anthropology, economics, geography, history, political science, psychology and sociology;
- communications, education, journalism, law, social work.

SOCIAL SCIENCE (WITH MATH)

- general arts and social science;
- law, administration, business, economics, finance, computer science, mathematics.

ARTS, LITERATURE AND COMMUNICATION (ALC)

- general arts, communications, fine arts, journalism, modern languages, social science, law, education.

MUSIC

- music, including performance, music education, music history;
- theory, composition, computer/technological applications;
- Graduates of double DEC programs fulfil the requirements of both the Music Program and the chosen program of study as indicated above.

ARTS AND SCIENCES

- science and engineering programs;
- health science programs;
- environment and architecture programs;
- mathematics;
- general arts, creative arts, journalism, modern languages, law, communications.

LIBERAL ARTS

- general arts, law, communications;
- education, journalism, philosophy, mathematics.

C. CERTIFICATES

Any student in any program may take one or more of the College's five certificates to enrich their understanding of a specific theme while they complete the requirements of their DEC. Students satisfy the requirements of a certificate over at least two semesters through a combination of course work, taking specific but not additional courses and activities outside the classroom, such as lectures, volunteer work and field trips.

For certificate requirements or to contact certificate coordinators, visit marianopolis.edu/certificates

ENVIRONMENTAL STUDIES CERTIFICATE

Students gain an in-depth understanding of environmental issues, educate others about environmental topics and their potential solutions and act to contribute to the betterment of the environment.

GENDER AND SEX/UALITY STUDIES CERTIFICATE

Students enlarge their awareness of a range of contemporary concerns, such as sexist discrimination, misogyny, heterosexism, transphobia and gender stereotyping.

INDIGENOUS STUDIES CERTIFICATE

Students gain an in-depth understanding of Indigenous perspectives and issues in multiple disciplines. They focus on the economics, politics, spirituality and cultures of the various Canadian and global communities.

LAW AND SOCIAL JUSTICE CERTIFICATE

Students are stimulated to critically thinking about the dynamic interaction between the law and political, sociological, historical, economic, religious and other factors in society.

THIRD WORLD STUDIES CERTIFICATE

Students deepen their understanding of development, socio-economic, gender and racial inequality and marginalization, solidarity and social justice.

D. PROGRAMS: GENERAL EDUCATION AND SPECIFIC EDUCATION COMPONENTS

In order to complete the requirements for the DEC, students must complete the objectives of the General and Specific Education components of their program of study. As well, they must pass the Ministerial English Exit Examination, common to all programs and the comprehensive Assessment (*épreuve synthèse*) which is particular to each program but incorporates the abilities of both General Education and Specific Education components.

In the following pages, the programs are presented in three sections:

SECTION I

Overview of the program structure for each program offered, including the course progression.

SECTION II

List of Specific Education (concentration) courses and descriptions that may be offered in a given year.

Specific Education (compulsory and optional):

The Specific Education or Concentration courses belong to disciplines specific to a program or to disciplines that contribute to or are related directly to a program. Courses may be designated as compulsory, prerequisite, elective or optional. Progression tracks dictate the sequence in which they are taken.

SECTION III

List of General Education courses that all students must take as part of their program.

General Education (common and adapted to all programs):

General Education courses (English, French, Humanities, Physical Education and Complementary) complement Specific Education by playing a pivotal role in providing a well-rounded, comprehensive education that fosters critical and creative thinking; integrity; social, cultural and political awareness; and effective communication.

Course Codes:

In all the listings, the code includes the discipline number, the course title and number, the weekly time requirements (class-lab-homework) and the credits. For example:

Discipline Number	(201) Mathematics
Title	Calculus I
Course Number	201-NYA-05
Time Requirements	(3-2-3)
Credits	2.66

In order to graduate, students must also successfully complete the following:

- English Exit Examination
- Comprehensive Assessment (*épreuve synthèse*)

ARTS AND SCIENCES

1. ENTRANCE REQUIREMENTS

In addition to the Quebec Diploma of Secondary Studies, applicants must have completed or be completing the following courses or equivalents:

- Secondary V Chemistry (051504, 551504) Secondary V Physics (053504, 553504)
- Secondary V Mathematics TS (064506, 564506) or Mathematics SN (065506, 565506)
- A letter of intent is required.

2. ENRICHING ACTIVITIES

Arts Trip - Faculty members specializing in the arts will be your guides as you experience local culture first-hand during the Arts Trip. Designed specifically to complement what you learn in the classroom, this weekend trip includes museum visits, architectural tours, an optional performing arts event and lots of time to explore on your own.

ArtsFest - A college-wide celebration of the arts, ArtsFest showcases music, films and art by students.

Science Enriching Activities are described on page 32.

3. MINISTERIAL REQUIREMENTS

ARTS AND SCIENCES (700.A0) DIPLOMA REQUIREMENTS (29 COURSES) – 59-1/3 Credits	
GENERAL EDUCATION COMPONENT (21-1/3 credits)	MINISTERIAL REQUIREMENTS
<ul style="list-style-type: none"> ▪ 4 English 9-1/3 credits ▪ 3 Humanities 6 credits ▪ 2 Physical Education 2 credits ▪ 2 French 4 credits <p>The courses in English and Humanities are specific to the program.</p>	<ul style="list-style-type: none"> ▪ English Exit Examination ▪ Comprehensive Assessment (<i>épreuve synthèse</i>)
SPECIFIC EDUCATION COMPONENT (including the Integrative Course) (38 credits)	
Compulsory courses (31-2/3 credits):	Elective courses (6-1/3 credits):
<p>ART</p> <ul style="list-style-type: none"> ▪ Introduction to Studio Art 510-100-MS <p><i>Choice of:</i></p> <ul style="list-style-type: none"> ▪ Thematic Studies in History of Art 520-903-MS ▪ 16th- to 19th-Century Art 520-120-MS <p>MATHEMATICS</p> <ul style="list-style-type: none"> ▪ Differential Calculus 201-701-MS ▪ Integral Calculus 201-702-MS ▪ Linear Algebra I 201-703-MS ▪ Probability and Statistics 201-704-MS <p>SCIENCE</p> <ul style="list-style-type: none"> ▪ General Biology I 101-701-MS ▪ Chemistry I 202-701-MS ▪ Mechanics 203-701-MS <p>SOCIAL SCIENCE</p> <ul style="list-style-type: none"> ▪ International Politics and Economics 383-701-MS ▪ Western Civilization 330-701-MS ▪ Psychology of Human Behaviour 350-701-MS ▪ Dynamics of Social Change 387-701-MS 	<p>Choose two courses from the following three:</p> <ul style="list-style-type: none"> ▪ Biology II ▪ Optics, Waves and Modern Physics ▪ Electricity and Magnetism <p>Depending on the grid selected (Main or Arts) choose one course combination from the following:</p> <ul style="list-style-type: none"> ▪ Chemistry II (Organic Chemistry I) and either Contemporary Social Issues or Creative Expression ▪ Creative Workshop and Contemporary Social Issues ▪ Social Science Exploration and Creative Expression
INTEGRATION OF KNOWLEDGE (1 course + <i>épreuve</i>):	
<ul style="list-style-type: none"> ▪ Integrative Course in the Arts and Sciences (360-700-MS) ▪ Comprehensive Assessment (<i>épreuve synthèse</i>) – completed as part of 360-700-MS 	

4. ARTS AND SCIENCES PROGRAM GRID

Semester 1		Semester 2	
<ul style="list-style-type: none"> ▪ English ▪ Physical Education ▪ Western Civilization ▪ Differential Calculus ▪ Chemistry I ▪ General Biology I ▪ Choice of 1 from: <ul style="list-style-type: none"> Introduction to Studio Art 16th to 19th Century Art Thematic Studies in History of Art 		<ul style="list-style-type: none"> ▪ English ▪ French ▪ Humanities ▪ Physical Education ▪ Integral Calculus ▪ Dynamic of Social Change ▪ Mechanics ▪ Choice of 1 from: <ul style="list-style-type: none"> Introduction to Studio Art 16th to 19th Century Art Thematic Studies in History of Art 	
Semester 3			
Main Grid		Arts Grid	
<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Psychology of Human Behaviour ▪ International Politics and Economics ▪ Linear Algebra I ▪ Biology II OR Optics, Waves and Modern Physics ▪ Choice of 1 from: <ul style="list-style-type: none"> Organic Chemistry Social Science Exploration 		<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Psychology of Human Behaviour ▪ International Politics and Economics ▪ Linear Algebra I ▪ Biology II OR Optics, Waves and Modern Physics ▪ Choice of 1 from: <ul style="list-style-type: none"> Organic Chemistry Creative Workshop 	
Semester 4			
Main Grid		Arts Grid	
<ul style="list-style-type: none"> ▪ English ▪ French ▪ Humanities ▪ Probability and Statistics ▪ Integrative Course ▪ Biology II OR Electricity and Magnetism ▪ Creative Expression 		<ul style="list-style-type: none"> ▪ English ▪ French ▪ Humanities ▪ Probability and Statistics ▪ Integrative Course ▪ Biology II OR Electricity and Magnetism ▪ Contemporary Social Issues 	

Social Science Exploration: The objective of the courses in this group is to explore contemporary social issues from the perspective of a number of Social Science disciplines. The course offered is a version of the 3-hour Social Science courses of the same name. An additional 2-hour lab allows students to do hands on work under the supervision of the instructor. Courses that have been offered include Urban Geography and Fundamentals of Law.

Creative Workshop: The objective of the courses offered in this group is to use techniques, procedures and languages with a view to creating or interpreting a work of art. The course offered is a version of the 3-hour course of the same name. An additional 2-hour lab allows students to do hands on work under the supervision of the instructor. Courses that have been offered include Materials and Methods of the Artist, Theatre and Creative Writing.

Creative Expression: The objective of the courses offered in this group is to build on knowledge and skills obtained in previous Art and Art History courses. Students will use techniques, procedures and languages with a view to creating or interpreting a work of art. Courses in several disciplines may be taken provided they include the creation of a work of art. Courses that have been offered include Art, Art History, Creative Writing, Filmmaking, Music, Theatre.

Contemporary Social Issues: The objective of the courses offered in this group is to build on the knowledge and skills that students have acquired in Social Science courses. Courses in several disciplines may be taken provided they include a contemporary social issue component.

ARTS, LITERATURE AND COMMUNICATION

1. ENTRANCE REQUIREMENTS

There are no specific prerequisites beyond the Quebec Diploma of Secondary Studies.

2. ENRICHING ACTIVITIES

Arts Trip - Faculty members specializing in the arts will be your guides as you experience local culture first-hand during the Arts Trip. Designed specifically to complement what you learn in the classroom, this weekend trip includes museum visits, architectural tours, an optional performing arts event and lots of time to explore on your own.

ArtsFest - A college-wide celebration of the arts, ArtsFest showcases music, films and art by students.

ALC students receive support in preparing portfolios and auditions for admission to university. Additional opportunities to participate in gallery visits and field trips are available.

3. MINISTERIAL REQUIREMENTS

ARTS, LITERATURE AND COMMUNICATION (500.AE) DIPLOMA REQUIREMENTS (29 Courses) – 56-2/3 Credits		
GENERAL EDUCATION COMPONENT (26-2/3 credits)		MINISTERIAL REQUIREMENTS
<ul style="list-style-type: none"> ▪ 4 English ▪ 3 Humanities ▪ 3 Physical Education ▪ 2 French ▪ 2 Complementary 	<ul style="list-style-type: none"> 9-1/3 credits 6-1/3 credits 3 credits 4 credits 4 credits 	<ul style="list-style-type: none"> ▪ English Exit Examination ▪ Comprehensive Assessment (<i>épreuve synthèse</i>)
SPECIFIC EDUCATION COMPONENT (including the Integrative Course) (30 credits)		
Compulsory courses (8 Credits):		Elective courses (22 credits):
<ul style="list-style-type: none"> ▪ Perspectives in Arts and Literature I ▪ Perspectives in Arts and Literature II ▪ Perspectives in Contemporary Arts and Literature 	<ul style="list-style-type: none"> 502-APA-MS 502-APB-MS 502-APC-MS 	<p>Students must choose a total of 22 credits from courses in the Explorations, Techniques, Critique and Creation/Creative Thinking categories. The courses are drawn from the following disciplines:</p> <ul style="list-style-type: none"> ▪ Art History ▪ Cinema ▪ Communications ▪ Computer Science ▪ English Literature ▪ Fine Arts ▪ French ▪ German ▪ Italian ▪ Mathematics ▪ Music (General) ▪ Philosophy ▪ Religious Studies ▪ Spanish ▪ Theatre
INTEGRATION OF KNOWLEDGE (1 course + <i>épreuve</i>):		
<ul style="list-style-type: none"> ▪ Integrative Project in Arts, Literature and Communication (502-ASA-MS) ▪ Comprehensive Assessment (<i>épreuve synthèse</i>) – completed as part of 502-ASA-MS 		

4. ARTS, LITERATURE AND COMMUNICATION (ALC) PROGRAM GRID

Semester 1
<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Physical Education ▪ Perspectives in Arts and Literature I ▪ 2 Explorations courses * ▪ 1 Techniques course *
Semester 2
<ul style="list-style-type: none"> ▪ English ▪ French ▪ Physical Education ▪ Complementary ▪ Perspectives in Arts and Literature II ▪ 1 Explorations course * ▪ 1 Techniques course *
Semester 3
<ul style="list-style-type: none"> ▪ English (Memory and Imagination) ▪ French ▪ Humanities ▪ Perspectives in Contemporary Arts and Literature ▪ 2 Critique courses * ▪ 1 Creative Thinking course *
Semester 4
<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Physical Education ▪ Complementary ▪ Integrative Course ▪ 2 Creation courses * ▪ 1 Critique course *

* Check the course offering for the list of Explorations, Techniques, Critique and Creation/Creative Thinking courses.

Explorations courses focus on how meaning is created and transmitted in the arts and media fields; you will learn to recognize, understand and use different forms of language, whether verbal, physical, visual or through sound.

Techniques courses prompt you to experiment with different ways to create works and to apply them, whether you are writing, performing or making art, films or music.

Critique courses engage you in discussions of the merits of a given work. They help you develop your ability to make a well-reasoned analysis.

Creation/Creative Thinking courses guide you through the process of producing a personal creative project using intellectual and technical skills developed in the Explorations, Technique and Critique courses. In your final semester you present your project as part of ArtsFest, the College's annual arts showcase.

ARTS, LITERATURE AND COMMUNICATION AND MUSIC (DOUBLE DEC)

1. ENTRANCE REQUIREMENTS

Students must satisfy admission requirements for both the Music Program and the chosen program of study as indicated.

Arts, Literature and Communication (ALC): No specific prerequisites beyond the Quebec Diploma of Secondary Studies.

Music: Audition, theory and ear-training entrance tests are required, in addition to the general CEGEP entrance requirements.

2. ENRICHING ACTIVITIES

See both concentrations (pages 24 and 30).

3. MINISTERIAL REQUIREMENTS

ARTS, LITERATURE AND COMMUNICATION AND MUSIC (500.11) DIPLOMA REQUIREMENTS (45 courses) – 89-1/3 credits

Three-year program leading to a DEC in Arts, Literature and Communication (ALC) and a DEC in Music

Arts, Literature and Communication (ALC) and Music is a three-year, pre-university double-concentration program in which students earn two CEGEP diplomas: one in Music and one in ALC. In each of the six semesters, students take courses from the General Education component, from the Music program and from the ALC program.

On the following page is the ALC and Music program grid indicating the General Education and Specific Education (concentration courses) requirements.

The Double DEC's are designed for students who:

- want to pursue their music studies but wish to broaden their knowledge and experience in another field
- know they want to pursue one field at university but want to continue studying a broad range of subjects
- are not yet sure which area to pursue at university but want to keep their options open by completing two diplomas.

Students in Double DEC's must pass two Comprehensive Assessments to fulfill the diploma requirements for both programs.

IF YOU HAVE QUESTIONS ABOUT THE MUSIC OR DOUBLE DEC'S WITH MUSIC PROGRAMS, PLEASE CONTACT:

Prof. Hugh Cawker
Coordinator, Music Program
514.931.8792, ext. 380
h.cawker@marianopolis.edu

4. ARTS, LITERATURE AND COMMUNICATION (ALC) AND MUSIC PROGRAM GRID

Semester 1
<ul style="list-style-type: none"> ▪ English ▪ Physical Education ▪ Principal Instrument I ▪ Music Literature I ▪ Ear Training and Theory I ▪ Perspectives in Arts and Literature I ▪ 1 Explorations course ▪ 1 Techniques course
Semester 2
<ul style="list-style-type: none"> ▪ English ▪ Physical Education ▪ Perspectives in Arts and Literature II ▪ Principal Instrument II ▪ Music Literature II ▪ Ear Training and Theory II ▪ 1 Techniques course ▪ 1 Explorations course
Semester 3
<ul style="list-style-type: none"> ▪ French ▪ Humanities ▪ Perspectives in Contemporary Arts and Literature ▪ Large Ensemble and Complementary Instrument I ▪ Music Technology ▪ Ear Training and Theory III ▪ 2 Critique courses
Semester 4
<ul style="list-style-type: none"> ▪ French ▪ Physical Education ▪ Complementary (as applicable) ▪ Large Ensemble and Complementary Instrument II ▪ Ear Training and Theory IV ▪ 2 Creation courses
Semester 5
<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Principal Instrument III ▪ Music Literature III ▪ Small Ensemble and Complementary Instrument III ▪ 1 Explorations course ▪ 1 Creative Thinking course
Semester 6
<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Complementary (as applicable) ▪ Integrative Course ▪ Principal Instrument IV ▪ Music Literature IV ▪ 1 Critique course

See page 25 for the descriptions of Explorations, Techniques, Critique and Creation/Creative Thinking courses.

LIBERAL ARTS

1. ENTRANCE REQUIREMENTS

There are no specific prerequisites beyond the Quebec Diploma of Secondary Studies. A letter of intent is required. An interview may also be required.

2. ENRICHING ACTIVITIES

Performance - In addition to Theatre courses, students can join the Theatre Club and participate in Theatre productions

Trips and Visits - In conjunction with courses or for special exhibits students will participate in museum visits

Arts Trip - Faculty members specializing in the arts will be your guides as you experience local culture first-hand during the Arts Trip. Designed specifically to complement what you learn in the classroom, this weekend trip includes museum visits, architectural tours, an optional performing arts event and lots of time to explore on your own.

3. MINISTERIAL REQUIREMENTS

LIBERAL ARTS (700.B0) DIPLOMA REQUIREMENTS (29 or 30 Courses) – 56-2/3 to 58 Credits		
GENERAL EDUCATION COMPONENT (22-2/3 credits)		MINISTERIAL REQUIREMENTS
<ul style="list-style-type: none"> ▪ 4 English 9-1/3 credits ▪ 3 Humanities 6-1/3 credits ▪ 3 Physical Education 3 credits ▪ 2 French 4 credits <p>The courses in English and Humanities are specific to the program.</p>	<ul style="list-style-type: none"> ▪ English Exit Examination ▪ Comprehensive Assessment (<i>épreuve synthèse</i>) 	
SPECIFIC EDUCATION – COMPULSORY COURSES (including the Integrative Course) (21-1/3 credits)		
<p>CLASSICS/HISTORY</p> <ul style="list-style-type: none"> ▪ Ancient World 332-115-MS ▪ Post-Classical History I 330-101-MS ▪ Post-Classical History II: The 19th and 20th Centuries 330-102-MS <p>PHILOSOPHY</p> <ul style="list-style-type: none"> ▪ Ancient Philosophy 340-910-MS ▪ Modern Philosophy 340-912-MS <p>ART HISTORY/RELIGIOUS STUDIES</p> <ul style="list-style-type: none"> ▪ Thematic Studies in History of Art 520-903-MS ▪ Judaism, Christianity and Islam 370-121-MS 	<p>METHODOLOGY</p> <ul style="list-style-type: none"> ▪ Methodology: Liberal Arts 300-302-MS ▪ Math, Logic and Critical Thinking 360-124-MS ▪ Science: History and Method 360-125-MS ▪ Integrative Course: Liberal Arts 360-126-MS 	
SPECIFIC EDUCATION – ELECTIVE COURSES (12-2/3 to 14 credits)		
Students choose Exploration, Issue or Application courses from the following disciplines:		
<ul style="list-style-type: none"> ▪ Administration (Business) ▪ Anthropology ▪ Art History ▪ Biology ▪ Cinema ▪ Communications (Filmmaking) ▪ Creative Writing ▪ Economics 	<ul style="list-style-type: none"> ▪ English Literature ▪ Fine Arts ▪ French Literature ▪ Geography ▪ German ▪ History ▪ Italian ▪ Mathematics 	<ul style="list-style-type: none"> ▪ Music (general courses) ▪ Philosophy ▪ Political Science ▪ Psychology ▪ Religious Studies ▪ Sociology ▪ Spanish ▪ Theatre
INTEGRATION OF KNOWLEDGE (1 course + <i>épreuve</i>):		
<ul style="list-style-type: none"> ▪ Integrative Course in the Liberal Arts (360-126-MS) ▪ Comprehensive Assessment (<i>épreuve synthèse</i>) – completed as part of 360-126-MS 		

4. LIBERAL ARTS PROGRAM GRID

MAIN GRID	MATHEMATICS GRID
Semester 1	Semester 1
<ul style="list-style-type: none"> ▪ English ▪ French ▪ Physical Education ▪ Methodology: Liberal Arts ▪ Ancient World ▪ Ancient Philosophy ▪ Judaism, Christianity and Islam 	<ul style="list-style-type: none"> ▪ English ▪ French ▪ Physical Education ▪ Methodology: Liberal Arts ▪ Ancient World ▪ Ancient Philosophy ▪ Judaism, Christianity and Islam
Semester 2	Semester 2
<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Math, Logic and Critical Thinking ▪ Thematic Studies in History of Art ▪ Post-Classical History I ▪ 1 Exploration course * ▪ 1 Issue course * 	<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Math, Logic and Critical Thinking ▪ Thematic Studies in History of Art ▪ Post-Classical History I ▪ 1 Issue course * ▪ Calculus I
Semester 3	Semester 3
<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Physical Education ▪ Post-Classical History II: The 19th and 20th Centuries ▪ Modern Philosophy ▪ 1 Exploration course * ▪ 1 Application course * ▪ 1 Issue course* 	<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Physical Education ▪ Post-Classical History II: The 19th and 20th Centuries ▪ Modern Philosophy ▪ 1 Issue course * ▪ 1 Application course * (includes Math)
Semester 4	Semester 4
<ul style="list-style-type: none"> ▪ English ▪ French ▪ Humanities ▪ Physical Education ▪ Science: History and Method ▪ Integrative Course ▪ 1 Issue course * ▪ 1 Application course * 	<ul style="list-style-type: none"> ▪ English ▪ French ▪ Humanities ▪ Physical Education ▪ Science: History and Method ▪ Integrative Course ▪ 1 Issue course * ▪ 1 Application course * (includes Math)

* Exploration, Issue and Application courses are chosen from the disciplines listed on the previous page.

Exploration courses are designed to introduce you to a discipline. They familiarize you with the concepts, theories and methods that a discipline uses, as well as the types of issues it explores.

Issue courses provide you with the opportunity to apply the theories and methodology of a discipline to the careful examination of some specific issue. They develop your ability to analyze an issue into its relevant components and to critically evaluate the significance of these to the issue – as well as the significance of the issue itself.

Application courses focus on the production or creation of some major piece of work. They take you through the complete process of production – devising the project, determining the appropriate use of resources and applying the knowledge and skills acquired in the Exploration and Issue courses to the satisfactory completion of your chosen project.

MUSIC

1. ENTRANCE REQUIREMENTS

Auditions, theory and ear-training entrance tests are required, in addition to the general CEGEP entrance requirements.

2. ENRICHING ACTIVITIES

Our students benefit from our association with the Schulich School of Music of McGill University and receive private instruction with McGill teachers. Students have the possibility to audition for and play in McGill ensembles (Orchestra, Choir, Wind Orchestra) as well as having plentiful opportunities for public performances as part of the program, such as the *Prix d'expression musicale* – annual competition for Marianopolis students with a distinguished adjudicator.

3. MINISTERIAL REQUIREMENTS

MUSIC (501.A0) DIPLOMA REQUIREMENTS (30 Courses) – 58-2/3 Credits			
GENERAL EDUCATION COMPONENT (26-2/3 credits)		MINISTERIAL REQUIREMENTS	
<ul style="list-style-type: none"> ▪ 4 English ▪ 3 Humanities ▪ 3 Physical Education ▪ 2 French ▪ 2 Complementary 	<ul style="list-style-type: none"> 9-1/3 credits 6-1/3 credits 3 credits 4 credits 4 credits 	<ul style="list-style-type: none"> ▪ English Exit Examination ▪ Comprehensive Assessment (<i>épreuve synthèse</i>) 	
SPECIFIC EDUCATION COMPONENT (including the Integrative Course) (32 credits)			
The course profile of students in the Music Program differs from that of students in other programs. This two-year program follows this pattern:			
FIRST YEAR			
FIRST-TERM MUSIC DISCIPLINES		SECOND-TERM MUSIC DISCIPLINES	
<ul style="list-style-type: none"> ▪ Ear Training and Theory I ▪ Music Literature I ▪ Principal Instrument I ▪ Large Ensemble and Complementary Instrument I 	<ul style="list-style-type: none"> 551-156-MS 551-131-MS 551-121-MS 551-144-MS 	<ul style="list-style-type: none"> ▪ Ear Training and Theory II ▪ Music Literature II ▪ Principal Instrument II ▪ Large Ensemble and Complementary Instrument II 	<ul style="list-style-type: none"> 551-256-MS 551-231-MS 551-221-MS 551-244-MS
SECOND YEAR			
THIRD-TERM MUSIC DISCIPLINES		FOURTH-TERM MUSIC DISCIPLINES	
<ul style="list-style-type: none"> ▪ Ear Training and Theory III ▪ Music Literature III ▪ Principal Instrument III ▪ Music Technology 	<ul style="list-style-type: none"> 551-356-MS 551-331-MS 551-321-MS 551-300-MS 	<ul style="list-style-type: none"> ▪ Ear Training and Theory IV ▪ Music Literature IV ▪ Principal Instrument IV ▪ Small Ensemble and Complementary Instrument III 	<ul style="list-style-type: none"> 551-456-MS 551-431-MS 551-421-MS 551-443-MS
INTEGRATION OF KNOWLEDGE (1 hour a week + <i>épreuve</i>):			
<ul style="list-style-type: none"> ▪ Integrative Project in Music (Part of 551-421-MS) ▪ Comprehensive Assessment (<i>épreuve synthèse</i>) – completion of IP and final juried recital 			

IF YOU HAVE QUESTIONS ABOUT THE MUSIC OR DOUBLE DECS WITH MUSIC PROGRAMS, PLEASE CONTACT:

Prof. Hugh Cawker
 Coordinator, Music Program
 514.931.8792, ext. 380
 h.cawker@marianopolis.edu

4. MUSIC PROGRAM GRID

Semester 1
<ul style="list-style-type: none">▪ English▪ French▪ Humanities▪ Physical Education▪ Principal Instrument I▪ Music Literature I▪ Large Ensemble and Complementary Instrument I▪ Ear Training and Theory I
Semester 2
<ul style="list-style-type: none">▪ English▪ Humanities▪ Physical Education▪ Complementary▪ Principal Instrument II▪ Large Ensemble and Complementary Instrument II▪ Ear Training and Theory II▪ Music Literature II
Semester 3
<ul style="list-style-type: none">▪ English▪ French▪ Physical Education▪ Music Technology▪ Principal Instrument III▪ Music Literature III▪ Ear Training and Theory III
Semester 4
<ul style="list-style-type: none">▪ English▪ Humanities▪ Complementary▪ Principal Instrument IV▪ Music Literature IV▪ Small Ensemble and Complementary Instrument III▪ Ear Training and Theory IV

SCIENCE

The program offers four profiles which allow the completion of the Science Diploma of Collegial Studies:

- Health Science
- Honours Health Science
- Pure and Applied Science
- Honours Pure and Applied Science

1. ENTRANCE REQUIREMENTS

In addition to the Quebec Diploma of Secondary Studies, applicants must have completed or be completing the following courses or equivalents:

Secondary V Chemistry (051504, 551504), Secondary V Physics (053504, 553504),
Secondary V Mathematics TS (064506, 564506) or Mathematics SN (065506, 565506)

2. ENRICHING ACTIVITIES

Available enriching activities:

Lab Project - Science students gain hands-on experience in research laboratories at local universities and research institutes. They spend two days applying the knowledge and laboratory techniques learned during their time at the College. Participation counts toward the *épreuve synthèse* graduation requirement.

Marianopolis Science Fair - A cross-curricular competition allowing students to share their passion for discovery with university professors and scientists, the Marianopolis Science Fair is open to all students. Winners can go on to national and international competitions. Science Fair is a means for students to explore an area of interest and to present their findings in a public forum. Participation sharpens both knowledge and communication skills. Participation counts toward the *épreuve synthèse* graduation requirement.

Robotics - The Marianopolis Robotics Team is a College tradition and a source of pride. Students develop skills in science, mathematics, computer programming and design, basic machining and engineering outside of the traditional classroom setting. They also develop teamwork and leadership skills. Participation counts toward the *épreuve synthèse* graduation requirements.

Enriched courses - Enriched courses are offered to all students in the Science Program, though Honours Science students may be given priority in certain cases. These courses treat the material in greater depth than in the regular sections of the course. Additional topics are included to provide a more comprehensive preparation for future university studies in special areas such as engineering, architecture, physics, chemistry, mathematics and the life sciences. While course work in enriched sections is more challenging, final exams are the same as those in the regular sections. An attestation certifying that students have taken enriched courses is available from the Enrolment Services Office that students may include with their application to university.

HONOURS SCIENCE PROFILES

The Honours Science profiles engage students in activities with a wide interdisciplinary integrative perspective on science. This enriching experience provides participants with excellent preparation for university studies in engineering, medicine, biological sciences, physical sciences and mathematics. Within the guidelines of the profiles, each student may design a personalized program, suited to their particular interests. This includes enriched courses as well as a number of activities such as guest speaker seminars; problem-based learning sessions; research facility visits; Mathematics, Physics, Chemistry or Computer Science competitions; and projects (special course projects, Science Fair projects, etc.). Collectively these opportunities provide a deeper experience in the sciences and a strong interdisciplinary background for future studies.

Admission into Honours Health Science and Honours Pure and Applied Science is limited and selective. Selection will be based on a letter of intent and high school grades. Applicants must select an Honours profile during the regular admission period to the College to enter the profile. You can only transfer into Honours Science during your first semester.

3. MINISTERIAL REQUIREMENTS

SCIENCE (200.B0) DIPLOMA REQUIREMENTS (26 Courses) – 58-2/3 Credits		
GENERAL EDUCATION COMPONENT (26-2/3 credits)		MINISTERIAL REQUIREMENTS
<ul style="list-style-type: none"> ▪ 4 English 9-1/3 credits ▪ 3 Humanities 6-1/3 credits ▪ 3 Physical Education 3 credits ▪ 2 French 4 credits ▪ 2 Complementary 4 credits 		<ul style="list-style-type: none"> ▪ English Exit Examination ▪ Comprehensive Assessment (<i>épreuve synthèse</i>)
SPECIFIC EDUCATION COMPONENT (32 credits)		
Disciplines (32 credits chosen from a minimum of four and a maximum of five disciplines)		
Compulsory courses (24 credits):		Elective courses (8 credits):
BIOLOGY <ul style="list-style-type: none"> ▪ General Biology I 101-NYA-05 CHEMISTRY <ul style="list-style-type: none"> ▪ General Chemistry I 202-NYA-05 ▪ General Chemistry II 202-NYB-05 MATHEMATICS <ul style="list-style-type: none"> ▪ Calculus I 201-NYA-05 ▪ Calculus II 201-NYB-05 ▪ Linear Algebra I 201-NYC-05 PHYSICS <ul style="list-style-type: none"> ▪ Mechanics 203-NYA-05 ▪ Electricity and Magnetism 203-NYB-05 ▪ Waves, Light and Modern Physics 203-NYC-05 		A minimum of eight credits chosen from courses in the following disciplines: <ul style="list-style-type: none"> ▪ Biology * ▪ Chemistry * ▪ Computer Science ▪ Mathematics ▪ Physics
INTEGRATION OF KNOWLEDGE (1 project + <i>épreuve</i>):		
<ul style="list-style-type: none"> ▪ Students must successfully complete an interdisciplinary (integrative) project to meet the requirements of the Comprehensive Assessment (<i>épreuve synthèse</i>) for a Science Diploma ▪ The Comprehensive Assessment can be completed through a variety of activities; in a Science elective course taken in the final semester, Honours Science project, Robotics Engineering Team, Science Fair, Lab Project or Biology Presentation/Science Poster Session 		
<small>* 101-LCU-05 (General Biology II) and 202-LCU-05 (Organic Chemistry I) are required for all students wishing to complete a Health Science profile.</small>		

4. SCIENCE PROGRAM GRID

HEALTH SCIENCE	PURE AND APPLIED SCIENCE
<p>Semester 1</p> <ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Physical Education ▪ General Biology or Mechanics ▪ General Chemistry ▪ Calculus I <p><i>Depending on track, students will take either:</i></p> <ul style="list-style-type: none"> ▪ French or Complementary 	<p>Semester 1</p> <ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Physical Education ▪ General Biology or Mechanics ▪ General Chemistry ▪ Calculus I <p><i>Depending on track, students will take either:</i></p> <ul style="list-style-type: none"> ▪ French or Complementary
<p>Semester 2</p> <ul style="list-style-type: none"> ▪ English ▪ Physical Education ▪ General Biology or Mechanics ▪ General Chemistry II ▪ Calculus II <p><i>Depending on track, students will take either:</i></p> <ul style="list-style-type: none"> ▪ French, Humanities or Complementary 	<p>Semester 2</p> <ul style="list-style-type: none"> ▪ English ▪ Physical Education ▪ General Biology or Mechanics ▪ General Chemistry II ▪ Calculus II <p><i>Depending on track, students will take either:</i></p> <ul style="list-style-type: none"> ▪ French, Humanities or Complementary
<p>Semester 3</p> <ul style="list-style-type: none"> ▪ English ▪ Linear Algebra ▪ Waves, Light and Modern Physics ▪ General Biology II or Organic Chemistry I <p><i>Depending on track, students will take either:</i></p> <ul style="list-style-type: none"> ▪ French, Humanities, Physical Education or Complementary 	<p>Semester 3</p> <ul style="list-style-type: none"> ▪ English ▪ Linear Algebra ▪ Waves, Light and Modern Physics ▪ Science Elective <p><i>Depending on track, students will take either:</i></p> <ul style="list-style-type: none"> ▪ French, Humanities, Physical Education or Complementary
<p>Semester 4</p> <ul style="list-style-type: none"> ▪ English ▪ Electricity and Magnetism ▪ General Biology II or Organic Chemistry I ▪ Science Elective (Students who have taken Topics in Mathematics during their first semester will not be required to take a science elective) <p><i>Depending on track, students will take either:</i></p> <ul style="list-style-type: none"> ▪ French, Humanities, Physical Education or Complementary 	<p>Semester 4</p> <ul style="list-style-type: none"> ▪ English ▪ Electricity and Magnetism ▪ 2 Science Electives <p><i>Depending on track, students will take either:</i></p> <ul style="list-style-type: none"> ▪ French, Humanities, Physical Education or Complementary
<p>Some students take Topics in Mathematics during their first semester and will have a slightly different progression. Please see an Academic Advisor for more information.</p>	

SCIENCE AND MUSIC (DOUBLE DEC)

1. ENTRANCE REQUIREMENTS

Students must satisfy admission requirements for both the Music Program and the chosen program of study as indicated.

Science: Secondary V Chemistry (051504, 551504) Secondary V Physics (053504, 553504), Secondary V Mathematics TS (064506, 564506) or Mathematics SN (065506, 565506)

Music: Audition, theory and ear-training entrance tests are required, in addition to the general CEGEP entrance requirements.

2. ENRICHING ACTIVITIES

See both concentrations (pages 32 and 30).

3. MINISTERIAL REQUIREMENTS

SCIENCE AND MUSIC (200.11) DIPLOMA REQUIREMENTS (42 COURSES) – 90-2/3 CREDITS

Three-year program leading to a DEC in Science and a DEC in Music

Science and Music is a three-year, pre-university double-concentration program in which students earn two CEGEP diplomas: one in Music and one in Science. In each of the six semesters, students take courses from the General Education component, from the Music program and from the Science program.

On the following page is the Science and Music program grid indicating the General Education and Specific Education (concentration courses) requirements.

The Double DEC's are designed for students who:

- want to pursue their music studies but wish to broaden their knowledge and experience in another field
- know they want to pursue one field at university but want to continue studying a broad range of subjects
- are not yet sure which area to pursue at university but want to keep their options open by completing two diplomas.

Students in Double DEC's must pass two Comprehensive Assessments to fulfill the diploma requirements for both programs.

IF YOU HAVE QUESTIONS ABOUT THE MUSIC OR DOUBLE DEC'S WITH MUSIC PROGRAMS, PLEASE CONTACT:

Prof. Hugh Cawker
Coordinator, Music Program
514.931.8792, ext. 380
h.cawker@marianopolis.edu

4. SCIENCE AND MUSIC PROGRAM GRID

DOUBLE DEC – PURE AND APPLIED/MUSIC	DOUBLE DEC – HEALTH SCIENCE/MUSIC
Semester 1	Semester 1
<ul style="list-style-type: none"> ▪ English ▪ Physical Education ▪ Principal Instrument I ▪ Music Literature I ▪ Ear Training and Theory I ▪ General Chemistry I ▪ Calculus I 	<ul style="list-style-type: none"> ▪ English ▪ Physical Education ▪ Principal Instrument I ▪ Music Literature I ▪ Ear Training and Theory I ▪ General Chemistry I ▪ Calculus I
Semester 2	Semester 2
<ul style="list-style-type: none"> ▪ English ▪ Physical Education ▪ Principal Instrument II ▪ Music Literature II ▪ Ear Training and Theory II ▪ General Chemistry II ▪ Calculus II 	<ul style="list-style-type: none"> ▪ English ▪ Physical Education ▪ Principal Instrument II ▪ Music Literature II ▪ Ear Training and Theory II ▪ General Chemistry II ▪ Calculus II
Semester 3	Semester 3
<ul style="list-style-type: none"> ▪ French ▪ Humanities ▪ Large Ensemble and Complementary Instrument I ▪ Music Technology ▪ Ear Training and Theory III ▪ General Biology I ▪ Mechanics 	<ul style="list-style-type: none"> ▪ French ▪ Humanities ▪ Large Ensemble and Complementary Instrument I ▪ Music Technology ▪ Ear Training and Theory III ▪ General Biology I ▪ Mechanics
Semester 4	Semester 4
<ul style="list-style-type: none"> ▪ French ▪ Physical Education ▪ Complementary (as applicable) ▪ Large Ensemble and Complementary Instrument II ▪ Ear Training and Theory IV ▪ Linear Algebra ▪ Science Elective 	<ul style="list-style-type: none"> ▪ French ▪ Physical Education ▪ Complementary (as applicable) ▪ Large Ensemble and Complementary Instrument II ▪ Ear Training and Theory IV ▪ Linear Algebra ▪ General Biology II
Semester 5	Semester 5
<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Principal Instrument III ▪ Music Literature III ▪ Small Ensemble and Complementary Instrument III ▪ Waves, Light and Modern Physics ▪ Science Elective 	<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Principal Instrument III ▪ Music Literature III ▪ Small Ensemble and Complementary Instrument III ▪ Waves, Light and Modern Physics ▪ Organic Chemistry I
Semester 6	Semester 6
<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Complementary (as applicable) ▪ Principal Instrument IV ▪ Music Literature IV ▪ Electricity and Magnetism ▪ Science Elective 	<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Complementary (as applicable) ▪ Principal Instrument IV ▪ Music Literature IV ▪ Electricity and Magnetism ▪ Science Elective
<p>Some students take Topics in Mathematics during their first semester and have a slightly different progression. Please see an Academic Advisor for more information.</p>	

SOCIAL SCIENCE

The program is divided into eight profiles which allow for the completion of the Social Science Diploma. While remaining broad enough to fulfil the goal of a solid preparation for university studies, profiles help create greater coherence in your educational experience, making it easier to establish links among the courses taken and offering greater possibility to explore subjects of interest. Working with profiles helps foster success and better prepares you for studies at the university level.

The Marianopolis profiles offer a range of courses and activities designed to enrich your college experience. The sequence of courses has been designed to make it possible to change profiles even into your third semester.

Each profile offers a list of courses from which to choose. Some courses are very focused on the profile while others explore a variety of social issues.

The Marianopolis Social Science program offers the following profiles:

GENERAL (WITH OR WITHOUT MATHEMATICS)

The General Social Science profile is a popular option and appeals to students seeking the broadest approach to the Social Sciences. If you are not sure which specific profile would be best for you, begin with this profile. This is the ideal introduction to several Social Science subjects and it leads to a wide range of university programs and careers. You can select introductory and advanced courses from Administration, Anthropology, Economics, Geography, History, Philosophy, Political Science, Psychology, Religious Studies and Sociology. In the Social Science with Math profile, students take Calculus 1 and Linear Algebra which can open doors to business studies in select universities.

GLOBAL STUDIES AND INTERNATIONAL AFFAIRS

The Marianopolis Global Studies and International Affairs profile focuses on global citizenship and prepares you for university studies and careers that address 21st-Century global issues such as environmental sustainability and social equity. It encourages you to develop a sense of civic engagement and responsibility that is grounded in a culturally relative understanding of problems, fostered through field experiences in local and international contexts.

LAW, SOCIETY AND JUSTICE

In keeping with the Marianopolis Mission and Vision that pledges the College to prepare citizens who will make “positive contributions as citizens of a complex and changing world,” the Law, Society and Justice profile addresses why laws differ from place to place and how this sheds light on the connection between justice and the law. You will learn about the concept of a just society and – critical in today's world – whether we are willing to trade individual liberty for security. You can explore various facts of Law, Society and Justice through general courses such as History of Western Civilization and Introduction to Psychology or specialized courses such as Fundamentals of Law, Forensic Psychology or Social Inequalities and Social Problems. The Law, Society and Justice profile stimulates critical thinking about the dynamic interaction between the law and economic, historical, political and social forces. As a Marianopolis Law, Society and Justice student you explore how social values and institutions shape the law and how the law shapes society.

PSYCHOLOGY

In the Marianopolis Psychology profile your teachers are experienced psychologists from a wide variety of specialty areas, such as Child Psychology, Forensic Psychology and Psychology of Mental Disorders. You also take Human Biology and Applied Statistics courses that prepare you for university studies in psychology. The Psychology profile is for you if you are interested in a people-oriented career in psychology, social work, criminology or education.

COMMERCE

The Marianopolis Commerce profile is excellent preparation for a career in accounting, finance, marketing, international business or law. As a Commerce student at Marianopolis, you receive the training and practice you need to succeed at university. You also take the math courses that you need for university studies in business administration, commerce, mathematics, statistics and some computer science programs. Courses like Fundamentals of Business, Sports Management, Marketing, Macroeconomics and Business Psychology allow you to explore several aspects of the business world. If you are strong academically, we encourage you to apply to Honours Commerce.

MATH AND FINANCE

The Math and Finance profile is for students who are passionate about mathematics and are looking to be challenged by higher-level mathematics courses. Through extra math courses and an exploration of the worlds of economics and finance, you will be well prepared for university studies in programs such as statistics, actuarial science, economics, banking, finance, accounting and more. In your various courses and by working with professors who have real-world experience, you will develop the problem-solving skills and the background you need to succeed in academic programs that require strong analytical and quantitative skills.

HONOURS SOCIAL SCIENCE AND HONOURS COMMERCE

If you are academically strong and highly motivated and wish to have opportunities to get involved beyond the classroom, you are encouraged to apply to Honours.

As a **Marianopolis Honours Social Science** student you take an enriched introductory course and, in your last semester, the Honours Social Science Seminar, an advanced course reserved for Honours Social Science students. Nine times during your two years of study, you participate in activities such as guest lectures and panel discussions. You may hear from a high-profile politician who discusses his career path or a psychologist who presents her research, an attorney who explains life at a law firm or a journalist talking about job options.

As a **Marianopolis Honours Commerce** student you take an enriched introductory course, enriched Linear Algebra and in your last semester, the Honours Commerce Seminar. You are strongly encouraged to complete at least one of the following courses: Accounting, Business Psychology, International Business, International Economics, Introduction to Finance, Marketing or Microeconomics. Honours Commerce students also participate in one stock market competition and attend five guest lectures. Past speakers have included the top executives at Desjardins, Guzzo Cinemas and Parasuco.

Honours Social Science and Honours Commerce students who maintain the required marks and complete the curricular and extracurricular requirements are granted a certificate of recognition upon graduation.

Students admitted to other profiles may request to participate in the Honours Social Science certificate option by contacting the Social Science Program Coordinator.

SOCIAL SCIENCE PROGRAM

1. ENTRANCE REQUIREMENTS

No specific prerequisites beyond the general CEGEP entrance requirements, except for the Social Science with 2 Math profile: Secondary V Mathematics TS (064506, 564506) or Mathematics SN (065506, 565506)

2. MINISTERIAL REQUIREMENTS

SOCIAL SCIENCE (300.A0) DIPLOMA REQUIREMENTS (28 to 29 Courses) – 56-2/3 to 58 Credits	
GENERAL EDUCATION COMPONENT (26-2/3 credits)	MINISTERIAL REQUIREMENTS
<ul style="list-style-type: none"> ▪ 4 English 9-1/3 credits ▪ 3 Humanities 6-1/3 credits ▪ 3 Physical Education 3 credits ▪ 2 French 4 credits ▪ 2 Complementary 4 credits 	<ul style="list-style-type: none"> ▪ English Exit Examination ▪ Comprehensive Assessment (<i>épreuve synthèse</i>)
SPECIFIC EDUCATION COMPONENT (including the Integrative Course) (30 to 31-1/3 credits)	
INTRODUCTORY LEVEL (8 courses)	
5 COMPULSORY COURSES: <ul style="list-style-type: none"> ▪ Economics 383-920-MS ▪ History 330-910-MS ▪ Methodology 300-300-MS ▪ Psychology 350-102-MS ▪ Quantitative Methods 360-300-MS 	3 CHOICES FROM THE FOLLOWING COURSES: <ul style="list-style-type: none"> ▪ Administration 401-913-MS ▪ Anthropology 381-903-MS ▪ Geography 320-103-MS ▪ Mathematics * 201-103-MS ▪ Philosophy 340-914-MS ▪ Political Science 385-950-MS ▪ Religious Studies 370-111-MS ▪ Sociology 387-960-MS
UPPER LEVEL (5 or 6 courses depending on profile)	
A) GENERAL SOCIAL SCIENCE B) PSYCHOLOGY C) LAW, SOCIETY AND JUSTICE D) SOCIAL SCIENCE WITH 2 MATH E) GLOBAL STUDIES AND INTERNATIONAL AFFAIRS	PROFILES A, B, C AND E, CHOICE OF 6 UPPER-LEVEL COURSES IN THE DISCIPLINES LISTED BELOW PROFILE D, CHOICE OF 5 UPPER-LEVEL COURSES A MAXIMUM OF 5 COURSES IN ANY ONE DISCIPLINE IS ALLOWED
<ul style="list-style-type: none"> ▪ Administration (401) ▪ Anthropology (381) ▪ Applied Statistics (201) – Profile B ▪ Biology (101) – Profile B ▪ Economics (383) ▪ Geography (320) ▪ History (330) 	<ul style="list-style-type: none"> ▪ Mathematics (201) – Profile D ▪ Philosophy (340) ▪ Political Science (385) ▪ Psychology (350) ▪ Religious Studies (370) ▪ Sociology (387) ▪ Honours Social Science Seminar (360)
INTEGRATION OF KNOWLEDGE (1 course + <i>épreuve</i>): ALL PROFILES	
<ul style="list-style-type: none"> ▪ Integrative Project in the Social Sciences (300-301-MS) ▪ Comprehensive Assessment (<i>épreuve synthèse</i>) – completed as part of 300-301-MS 	
* Students registered in Social Science with 2 Math	

SOCIAL SCIENCE WITH MATH: COMMERCE PROFILE / MATH AND FINANCE PROFILE

Entrance requirements: Secondary V Mathematics TS (064506, 564506) or Mathematics SN (065506, 565506)

SOCIAL SCIENCE WITH MATH (300.A0) DIPLOMA REQUIREMENTS (27 or 28 Courses) – 57 to 57-2/3 Credits		
GENERAL EDUCATION COMPONENT (26-2/3 credits)		MINISTERIAL REQUIREMENTS
<ul style="list-style-type: none"> ▪ 4 English 9-1/3 credits ▪ 3 Humanities 6-1/3 credits ▪ 3 Physical Education 3 credits ▪ 2 French 4 credits ▪ 2 Complementary 4 credits 		<ul style="list-style-type: none"> ▪ English Exit Examination ▪ Comprehensive Assessment (<i>épreuve synthèse</i>)
SPECIFIC EDUCATION COMPONENT (including the Integrative Course) (30-2/3 Credits): COMMERCE		
INTRODUCTORY LEVEL (8 courses)		
7 COMPULSORY COURSES:		1 CHOICE FROM THE FOLLOWING COURSES:
<ul style="list-style-type: none"> ▪ Administration 401-913-MS ▪ Economics 383-920-MS ▪ History 330-910-MS ▪ Mathematics 201-103-MS ▪ Methodology 300-300-MS ▪ Psychology 350-102-MS ▪ Quantitative Methods 360-300-MS 		<ul style="list-style-type: none"> ▪ Anthropology 381-903-MS ▪ Geography 320-103-MS ▪ Philosophy 340-914-MS ▪ Political Science 385-950-MS ▪ Religious Studies 370-111-MS ▪ Sociology 387-960-MS
UPPER LEVEL (5 courses)		
2 COMPULSORY COURSES:		3 CHOICES IN THE FOLLOWING DISCIPLINES: *
<ul style="list-style-type: none"> ▪ Mathematics 201-203-MS ▪ Mathematics 201-105-MS 		<ul style="list-style-type: none"> ▪ Administration (401) * ▪ Anthropology (381) ▪ Economics (383) * ▪ Geography (320) ▪ History (330) ▪ Philosophy (340) ▪ Political Science (385) ▪ Psychology (350) ▪ Religious Studies (370) ▪ Sociology (387) * ▪ Social Science Seminar Honours Commerce (360) **
SPECIFIC EDUCATION COMPONENT (including the Integrative Course) (27 Credits): MATH AND FINANCE		
INTRODUCTORY LEVEL (6 COURSES)		UPPER LEVEL (6 COURSES)
6 COMPULSORY COURSES:		5 COMPULSORY COURSES:
<ul style="list-style-type: none"> ▪ Administration 401-913-MS ▪ Economics 383-920-MS ▪ History 330-910-MS ▪ Mathematics 201-NYA-05 ▪ Methodology 300-300-MS ▪ Psychology 350-102-MS 	<ul style="list-style-type: none"> ▪ Mathematics 201-NYB-05 ▪ Mathematics 201-NYC-05 ▪ Mathematics 201-LCW-MS ▪ Mathematics 201-LCQ-MS ▪ Economics 383-922-MS 	1 CHOICE IN THE FOLLOWING DISCIPLINES:
		<ul style="list-style-type: none"> ▪ Administration (401) ▪ Economics (383) ▪ Psychology (350)
INTEGRATION OF KNOWLEDGE (1 course + <i>épreuve</i>): ALL PROFILES		
<ul style="list-style-type: none"> ▪ Integrative Project in the Social Sciences (300-301-MS) ▪ Comprehensive Assessment (<i>épreuve synthèse</i>) – completed as part of 300-301-MS 		
* Prerequisite: some courses require the successful completion of the introductory-level course in the same discipline		
** Reserved for the students in Honours Commerce.		

3. SOCIAL SCIENCE PROGRAM GRID – BY PROFILE

GENERAL PROFILE	GENERAL PROFILE – 2 MATH	GLOBAL STUDIES AND INTERNATIONAL AFFAIRS
Semester 1	Semester 1	Semester 1
<ul style="list-style-type: none"> ▪ English ▪ French ▪ Humanities ▪ Physical Education ▪ Western Civilization ▪ Introduction to Psychology ▪ Research Methods 	<ul style="list-style-type: none"> ▪ English ▪ French ▪ Humanities ▪ Physical Education ▪ Western Civilization ▪ Calculus I ▪ Introduction to Psychology 	<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Physical Education ▪ Complementary ▪ Western Civilization ▪ Introduction to Psychology ▪ Research Methods
Semester 2	Semester 2	Semester 2
<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Physical Education ▪ Complementary ▪ Macroeconomics ▪ Quantitative Methods ▪ 2 Optional Intros 	<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Physical Education ▪ Complementary ▪ Macroeconomics ▪ Research Methods ▪ Linear Algebra 	<ul style="list-style-type: none"> ▪ English ▪ French ▪ Humanities ▪ Physical Education ▪ Macroeconomics ▪ Quantitative Methods ▪ Intro to International Relations ▪ Optional Intro
Semester 3	Semester 3	Semester 3
<ul style="list-style-type: none"> ▪ English ▪ French ▪ Physical Education ▪ Optional Intro ▪ 3 Optional Uppers 	<ul style="list-style-type: none"> ▪ English ▪ French ▪ Physical Education ▪ Quantitative Methods ▪ 2 Optional Intros ▪ Optional Upper 	<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Complementary ▪ Optional Intro ▪ 3 Optional Uppers
Semester 4	Semester 4	Semester 4
<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Complementary ▪ Integrative Course ▪ 3 Optional Uppers 	<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Complementary ▪ Integrative Course ▪ 3 Optional Uppers 	<ul style="list-style-type: none"> ▪ English ▪ French ▪ Physical Education ▪ Integrative Course ▪ 3 Optional Uppers

3. SOCIAL SCIENCE PROGRAM GRID – BY PROFILE, CONTINUED

HONOURS SOCIAL	LAW, SOCIETY AND JUSTICE	PSYCHOLOGY
Semester 1	Semester 1	Semester 1
<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Physical Education ▪ Complementary ▪ Western Civilization ▪ Introduction to Psychology ▪ Research Methods 	<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Physical Education ▪ Complementary ▪ Western Civilization ▪ Introduction to Psychology ▪ Research Methods 	<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Physical Education ▪ Complementary ▪ Western Civilization ▪ Introduction to Psychology ▪ Research Methods
Semester 2	Semester 2	Semester 2
<ul style="list-style-type: none"> ▪ English ▪ French ▪ Physical Education ▪ Complementary ▪ Macroeconomics ▪ Quantitative Methods ▪ 2 Optional Intros 	<ul style="list-style-type: none"> ▪ English ▪ French ▪ Humanities ▪ Physical Education ▪ Macroeconomics ▪ Quantitative Methods ▪ Individual and Society ▪ Introduction to International Relations 	<ul style="list-style-type: none"> ▪ English ▪ French ▪ Physical Education ▪ Complementary ▪ Macroeconomics ▪ Quantitative Methods ▪ 2 Optional Intros
Semester 3	Semester 3	Semester 3
<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Physical Education ▪ Optional Intro ▪ 3 Optional Uppers 	<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Complementary ▪ Optional Intro ▪ 3 Optional Uppers 	<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Physical Education ▪ Optional Intro ▪ 3 Optional Uppers
Semester 4	Semester 4	Semester 4
<ul style="list-style-type: none"> ▪ English ▪ French ▪ Humanities ▪ Integrative Course ▪ Honours Social Science Seminar ▪ 2 Optional Uppers 	<ul style="list-style-type: none"> ▪ English ▪ French ▪ Physical Education ▪ Integrative Course ▪ 3 Optional Uppers 	<ul style="list-style-type: none"> ▪ English ▪ French ▪ Humanities ▪ Human Biology ▪ Applied Statistics ▪ Integrative Course ▪ 1 Optional Upper

3. SOCIAL SCIENCE PROGRAM GRID – BY PROFILE, CONTINUED

COMMERCE	HONOURS COMMERCE	MATH AND FINANCE
Semester 1	Semester 1	Semester 1
<ul style="list-style-type: none"> ▪ English ▪ French ▪ Physical Education ▪ Fundamentals of Business ▪ Macroeconomics ▪ Calculus I ▪ Quantitative Methods 	<ul style="list-style-type: none"> ▪ English ▪ French ▪ Physical Education ▪ Fundamentals of Business ▪ Macroeconomics ▪ Calculus I ▪ Quantitative Methods 	<ul style="list-style-type: none"> ▪ English ▪ French ▪ Physical Education ▪ Fundamentals of Business ▪ Macroeconomics ▪ Calculus I ▪ Introduction to Psychology
Semester 2	Semester 2	Semester 2
<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Physical Education ▪ Western Civilization ▪ Introduction to Psychology ▪ Calculus II ▪ Research Methods 	<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Physical Education ▪ Western Civilization ▪ Introduction to Psychology ▪ Calculus II ▪ Research Methods 	<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Physical Education ▪ Complementary ▪ History of Western Civilization ▪ Introduction to Research Methods ▪ Calculus II
Semester 3	Semester 3	Semester 3
<ul style="list-style-type: none"> ▪ English ▪ French ▪ Humanities ▪ Complementary ▪ Linear Algebra ▪ Optional Intro ▪ Optional Upper 	<ul style="list-style-type: none"> ▪ English ▪ French ▪ Humanities ▪ Complementary ▪ Enriched Linear Algebra ▪ Optional Intro ▪ Optional Upper 	<ul style="list-style-type: none"> ▪ English ▪ French ▪ Humanities ▪ Linear Algebra ▪ Probability and Statistics ▪ Introduction to Finance
Semester 4	Semester 4	Semester 4
<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Physical Education ▪ Complementary ▪ Integrative Course ▪ 2 Optional Upper 	<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Physical Education ▪ Complementary ▪ Integrative Course ▪ 1 Optional Upper ▪ Business Case Studies Seminar 	<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Physical Education ▪ Complementary ▪ Multivariable Calculus & Probability ▪ Integrative Course ▪ Optional Upper

SOCIAL SCIENCE AND MUSIC (DOUBLE DEC)

1. ENTRANCE REQUIREMENTS

Students must satisfy admission requirements for both the Music program and the chosen program of study as indicated.

Social Science: No specific prerequisites beyond the general CEGEP entrance requirements.

Music: Audition, Theory and Ear Training Entrance Tests are required, in addition to the general CEGEP entrance requirements.

2. ENRICHING ACTIVITIES

See both concentrations (pages 38 and 30).

3. MINISTERIAL REQUIREMENTS

SOCIAL SCIENCE AND MUSIC (300.11) DIPLOMA REQUIREMENTS (44 TO 45 COURSES) – 89 TO 91 CREDITS

Three-year program leading to a DEC in Social Science and a DEC in Music

Social Science and Music is a three-year, pre-university double-concentration program in which students earn two CEGEP diplomas: one in Music and one in Social Science. In each of the six semesters, students take courses from the General Education component, from the Music program and from the Social Science program.

On the following page is the Social Science and Music program grid indicating the General Education and Specific Education (concentration courses) requirements.

The Double DEC's are designed for students who:

- want to pursue their music studies but wish to broaden their knowledge and experience in another field
- know they want to pursue one field at university but want to continue studying a broad range of subjects
- are not yet sure which area to pursue at university but want to keep their options open by completing two diplomas.

Students in Double DEC's must pass two comprehensive assessments to fulfill the diploma requirements for both programs.

IF YOU HAVE QUESTIONS ABOUT THE MUSIC OR DOUBLE DEC'S WITH MUSIC PROGRAMS, PLEASE CONTACT:

Prof. Hugh Cawker
Coordinator, Music Program
514.931.8792, ext. 380
h.cawker@marianopolis.edu

4. SOCIAL SCIENCE AND MUSIC PROGRAM GRID

MUSIC/SOCIAL SCIENCE – GENERAL	MUSIC/SOCIAL SCIENCE – 2 MATH
Semester 1	Semester 1
<ul style="list-style-type: none"> ▪ English ▪ Physical Education ▪ Principal Instrument I ▪ Music Literature I ▪ Ear Training and Theory I ▪ Research Methods ▪ Western Civilization ▪ Introduction to Psychology 	<ul style="list-style-type: none"> ▪ English ▪ Physical Education ▪ Principal Instrument I ▪ Music Literature I ▪ Ear Training and Theory I ▪ Calculus I ▪ Western Civilization ▪ Introduction to Psychology
Semester 2	Semester 2
<ul style="list-style-type: none"> ▪ English ▪ Physical Education ▪ Principal Instrument II ▪ Music Literature II ▪ Ear Training and Theory II ▪ Macroeconomics ▪ Quantitative Methods ▪ Optional Intro 	<ul style="list-style-type: none"> ▪ English ▪ Physical Education ▪ Principal Instrument II ▪ Music Literature II ▪ Ear Training and Theory II ▪ Macroeconomics ▪ Linear Algebra ▪ Optional Intro
Semester 3	Semester 3
<ul style="list-style-type: none"> ▪ French ▪ Humanities ▪ Large Ensemble and Complementary Instrument I ▪ Music Technology ▪ Ear Training and Theory III ▪ 2 Optional Intros 	<ul style="list-style-type: none"> ▪ French ▪ Humanities ▪ Large Ensemble and Complementary Instrument I ▪ Music Technology ▪ Ear Training and Theory III ▪ Research Methods ▪ Optional Intro
Semester 4	Semester 4
<ul style="list-style-type: none"> ▪ French ▪ Physical Education ▪ Complementary (as applicable) ▪ Large Ensemble and Complementary Instrument II ▪ Ear Training and Theory IV ▪ 2 Optional Uppers 	<ul style="list-style-type: none"> ▪ French ▪ Physical Education ▪ Complementary (as applicable) ▪ Large Ensemble and Complementary Instrument II ▪ Ear Training and Theory IV ▪ Quantitative Methods ▪ Optional Upper
Semester 5	Semester 5
<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Principal Instrument III ▪ Music Literature III ▪ Small Ensemble and Complementary Instrument III ▪ 3 Optional Uppers 	<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Principal Instrument III ▪ Music Literature III ▪ Small Ensemble and Complementary Instrument III ▪ 3 Optional Uppers
Semester 6	Semester 6
<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Complementary (as applicable) ▪ Principal Instrument IV ▪ Music Literature IV ▪ Integrative Course ▪ Optional Upper 	<ul style="list-style-type: none"> ▪ English ▪ Humanities ▪ Complementary (as applicable) ▪ Principal Instrument IV ▪ Music Literature IV ▪ Integrative Course

Course Descriptions by discipline

CONCENTRATION COURSES

ADMINISTRATION (401)

Administration is the study of the diverse but interconnected aspects of contemporary business operations. As a discipline, it focuses on the decision-making process in the critical areas of management, marketing, accounting, finance, human resources, business law, social responsibility and world trade.

FUNDAMENTALS OF BUSINESS

401-913-MS (3-0-3) 2 credits (Liberal Arts; Social Science)
SSS-LBQ (3-0-3) 2 credits (Complementary)

(Introductory course) This course is designed to introduce students to the many facets of the world of business. Students learn the basics about marketing, accounting, finance, human resources, business law and ethics, management, economic systems and other topics. Students come to appreciate how all business functions contribute to the success of an organization and how the external environment impacts business. The course explores career choices in business.

INTERNATIONAL BUSINESS

401-434-MS (3-0-3) 2 credits (Liberal Arts; Social Science)
Prerequisite 401-913-MS

Since the late-80s governments have pursued liberalized trade practices and policies, organizations have expanded their operations across borders. Technology has facilitated instant communication and collaboration around the world and the term "globalization" has become ubiquitous. This course seeks to explain, discuss, debate and analyze the political, social, cultural, ethical, legal and financial aspects that affect the international business environment. The course explores the role and function of international organizations and the validity of trade theory.

MARKETING

401-123-MS (3-0-3) 2 credits (Liberal Arts; Social Science)
Prerequisite 401-913-MS

Marketing is a crucial business function that connects a business to its customers. This course introduces students to marketing concepts, terms, principles and strategies in a Canadian context. Students learn about strategic marketing planning including examining a business, assessing opportunities and setting objectives, segmenting the market, choosing target markets, positioning the product and developing the four elements of the marketing mix (product, price, place and promotion).

MANAGEMENT

401-431-MS (3-0-3) 2 credits (Liberal Arts; Social Science)
Prerequisite 401-913-MS

For organizations to succeed they need to accomplish goals, be productive and make themselves attractive in a competitive market. Managers coordinate the people and other resources of the organization to help the organization be efficient and effective. They plan, strategize, staff, train, lead, motivate and take corrective actions when goals are not being met. Globalization, ethics, corporate social responsibility and national culture, are essential concepts in management.

Depending on the semester in which a student takes this course, the section may emphasize Sports Management or Human Resources Management.

Sports Management

This course enables students to gain an understanding of the various management practices in the workplace. It examines fundamental management issues using sports as an underlay. This course begins with an overview of sports management and important historical aspects of the industry. The class discusses the attributes of an effective and professional manager and the relevance of managerial and leadership concepts. Key functional areas to be examined include strategic management, human resources, motivation, leadership, planning, controlling, ethical behaviour and social responsibility. Students are exposed to current challenges in sports management, such as issues related to psychology, sociology, globalization and consumer behaviour.

Human Resources Management

Employees are valuable resources in any organization. Human resources managers work to fulfil the goals of the organization. They help recruit, hire, train and appraise personnel. They also inform about benefits and address health and safety issues. This course includes elements of business law, labour law and human rights legislation, as these apply to the hiring and the treatment of employees.

ACCOUNTING

401-999-MS (3-0-3) 2 credits (Liberal Arts; Social Science)
Prerequisite 401-913-MS

This course provides students with the tools necessary to identify, measure, record and communicate quantitative information which is financial in nature. In order to use this information effectively, students learn how to collect data, prepare various financial statements and interpret these statements for the use of management and other business-world decision-makers.

FUNDAMENTALS OF LAW

401-900-MS (3-0-3) 2 credits (Liberal Arts; Social Science)
SSS-LAQ (3-0-3) 2 credits (Complementary)

Across all facets of life, a basic understanding and knowledge of legal principles and theories has proven to be a great advantage in modern times. Whether the subject matter relates to our fundamental freedoms, family law, criminal law, contracts, property, intellectual property, privacy or human resources management, the modern professional, businessperson and citizen of the world can differentiate themselves by having the basic knowledge that this course provides. This course seeks to provide a basic background and understanding of legal principles from both a Quebec (civil) law perspective and a comparative perspective in relation to

Canadian (common) law. Topics include fundamental freedoms, criminal law, ethics, family law, contract law, property law, intellectual property, employment/labour law, dispute resolution, constitutional law, as well as a practical and hands-on exposure to the art of negotiating. The course also provides a broad-based introduction to the topics which students can expect to cover in university. In addition, students have an opportunity to improve their oral and communications skills through practical sessions in negotiations.

TOPICS IN ADMINISTRATION

401-975-MS (3-0-3) 2 credits (Liberal Arts; Social Science)
Prerequisite 401-913-MS

Personal Selling

Personal selling is a fundamental part of not only business but everyday life. Indeed, one is called upon to sell all the time – whether it is a point of view, a decision, an idea, a product or a service. At a minimum, one must be able to sell oneself during a job interview. This course is designed to be interactive, experiential and pragmatic as well as conceptual and creative. Students learn to recognize and effectively communicate with different personality types. Students' communication skills, such as listening, observing, speaking, persuading and negotiating are enhanced. Students practice delivering sales presentations and demonstrations and learn to develop long-term, mutually beneficial relationships with prospects and customers. The concepts, strategies and techniques greatly enhance students' overall ability to function in interpersonal settings.

ANTHROPOLOGY (381)

Anthropology is the study of human diversity across time and place. Encompassing both biological and socio-cultural approaches, as a social science it offers a broad understanding of how various human populations have physically and culturally adapted to their particular historical and environmental contexts. Topics range from human evolution and prehistoric peoples to the study of contemporary societies and cultural experiences.

HUMAN CULTURE AND DIVERSITY

381-903-MS (3-0-3) 2 credits (Liberal Arts; Social Science)
SSS-LAQ (3-0-3) 2 credits (Complementary)

(Introductory course) This course is an introduction to the primary subfields and practices of anthropology, with a particular emphasis on how visual media shapes our understandings of human cultures and diversity. Students learn about a wide range of human experiences through a variety of anthropological case studies and in the process are challenged to develop a more critical awareness of the world around them. Classroom film screenings are complemented by lectures, group discussion, writing exercises and selected readings. For their final project, students may choose to create an ethnographic film in lieu of a written essay.

SOCIETIES OF THE WORLD: MEDITERRANEAN PEOPLES AND SOCIETIES

381-902-MS (3-0-3) 2 credits (Liberal Arts; Social Science)
SSS-LAQ (3-0-3) 2 credits (Complementary)

"The Mediterranean speaks with many voices," wrote the French historian Fernand Braudel. This class explores the

geographical area of the Mediterranean as a place of incredible cultural diversity, interaction and exchange. Through a series of films and readings, students are first introduced to major historical events that continue to shape dynamics within and between different communities in North Africa and Southern Europe. This then provides the context for a better understanding of the contemporary Mediterranean cultural practices we explore, as they relate to topics such as gender relations, religion, politics, kinship, food, ritual and art.

TOPICS IN ANTHROPOLOGY

381-929-MS (3-0-3) 2 credits (Social Science)
SSS-LAQ (3-0-3) 2 credits (Complementary)

Culture and Advertising

This course critically examines the relationship between culture and advertising, situating specific advertising images and campaigns within broader social phenomena, cultural contexts and historical eras. Beginning with an historical overview of the emergence and development of advertising as an institutionalized system of information and persuasion (alongside the evolution of "consumer culture"), students then consider how contemporary advertising campaigns both reflect and shape current cultural trends, as well as how the industry as a whole participates within processes of globalization. Finally, students consider the ethical implications of various advertising practices and messages and debate diverse opinions regarding the cultural roles and moral responsibilities of advertising professionals.

Indigenous Peoples of North America

This course explores the diverse cultures and present-day realities of Indigenous Peoples across North America. Course content reflects a case study approach, explored in a seminar (discussion-based) format that offers students opportunity to deepen their understanding of various Indigenous belief systems, cultural practices and knowledge traditions, while also increasing their awareness of the political struggles and social justice issues faced by different communities today. In each unit we examine how different colonial histories and state policies shape contemporary Indigenous lives and communities and critically examine settler-Indigenous relations across national and regional contexts. Students are encouraged to read ethnographic texts alongside alternative forms of Indigenous knowledge production and self-representation (oral history, testimony, film, visual art, music and more) and collectively explore possibilities for decolonizing scholarship in anthropology and beyond.

ART HISTORY (520)

Art historians study the historical development of the visual arts—painting, sculpture, architecture, photography and more—by examining the materials, techniques, forms and subject matter chosen by artists while taking into account the various contexts in which art is produced. Understanding the social, intellectual, religious and political conditions under which artists lived and worked allows us to gain a greater understanding of how art can reflect, as well as affect, other areas of human life. Courses in Art History offer students the opportunity to expand their visual literacy and to learn how to describe and interpret works of art: important skills in an increasingly image-based culture.

ANCIENT ART

520-AEA-MS (3-0-3) 2 credits

(Arts, Literature and Communication)

520-110-MS (3-0-3) 2 credits

(Liberal Arts: Roots of Art)

ARH-LAA (3-0-3) 2 credits (Complementary)

This is an introduction to the primarily Western visual arts produced between 15,000 BC and 500 AD, beginning with the monuments of prehistoric visual cultures and the works of the Near Eastern cultures in Mesopotamia and Egypt. Emphasis is placed on the development of the arts in Ancient Greece and Rome, whose classical periods left an important legacy to later European art and architecture.

THEMATIC STUDIES IN HISTORY OF ART: MEDIEVAL AND RENAISSANCE ART

520-AEB-MS (3-0-3) 2 credits

(Arts, Literature and Communication: Medieval and Renaissance Art)

520-903-MS (3-0-3) 2 credits

(Arts and Sciences; Liberal Arts: Thematic Studies in History of Art)

ARH-LAA (3-0-3) 2 credits (Complementary)

An increasingly humanistic world view began to emerge in Western Europe between the 11th and the early 16th Centuries or, in art historical terms, from Romanesque to High Renaissance. The ways in which humanism affected the rise of naturalism, individualism and classicism in the arts provides a central theme for students learning to understand the differences between the later Middle Ages and the Renaissance in painting, sculpture and architecture.

16TH- TO 19TH-CENTURY ART HISTORY

520-AQB-MS (3-0-3) 2 credits

(Arts, Literature and Communication)

520-120-MS (3-0-3) 2 credits

(Arts and Sciences; Liberal Arts: Art: 16th to 19th Century)

ARH-LAA (3-0-3) 2 credits (Complementary)

By examining the history of European art from the end of the Renaissance through to 19th-Century modernism in the context of the political, religious, social and intellectual conditions of the time, students learn to identify the effects of the Reformation, the Enlightenment and the Industrial Revolution on artistic production. They also become familiar with the persistence of the classical tradition, the main characteristics of movements such as the Baroque, Neoclassicism, Romanticism, Realism and Impressionism and the styles of significant artists within each of these historical categories.

TWENTIETH-CENTURY ART HISTORY

520-AQA-MS (3-0-3) 2 credits

(Arts, Literature and Communication)

520-200-MS (3-0-3) 2 credits

(Liberal Arts: Modern and Contemporary Arts)

ARH-LBA (3-0-3) 2 credits (Complementary)

Modernism and its meaning is the central concept of this survey of major trends in 20th-Century art from Fauvism to Postmodernism. It examines changing ideas about modernity, creativity and representation through the study of art movements such as Cubism, Futurism, Surrealism, Abstract Expressionism and Pop Art. Students explore the often unconventional materials, techniques and themes adopted by artists in their search to make art that is relevant to their own time.

ARTS AND LETTERS (502)

Together, the compulsory concentration courses in the Arts, Literature and Communication program provide a wide-ranging survey of cultural history and encourage students to think about and participate in contemporary culture. The Perspectives courses are taken in chronological sequence from semester 1 through semester 3, and the Integrative Project is prepared in semester 4.

PERSPECTIVES IN ARTS AND LITERATURE I

502-APA-MS (3-1-2) 2 credits

(Arts, Literature and Communication)

Perspectives I presents major currents in cultural history from the Renaissance to the beginning of the 19th Century (1400-1800). The focus is on developing an understanding of the art, architecture, literature and music of the Western world as it relates to the historical, social and intellectual contexts within which it was created. A hands-on methodological component gives students practice in applying the basic vocabulary and techniques used to describe, research and analyze cultural works and to communicate these findings clearly in writing.

PERSPECTIVES IN ARTS AND LITERATURE II

502-APB-MS (3-1-3) 2.33 credits

(Arts, Literature and Communication)

A continuation of the survey of the visual arts and architecture, literature and music offered in Perspectives I, Perspectives II focuses on major cultural currents from the early 19th Century to the 1950s. Students continue to develop their skills in description, research and analysis and demonstrate them in the production of a research project on a cultural topic.

PERSPECTIVES IN CONTEMPORARY ARTS AND LITERATURE

502-APC-MS (2-1-2) 1.66 credits

(Arts, Literature and Communication)

This final Perspectives course considers works of contemporary culture, from Canada and around the world, in their social, political and historical contexts. Students learn to recognize global cultural diversity, compare works from different places, interpret how contemporary works can both relate to and stand apart from the societies their makers come from and to comment on contemporary cultural issues. Examples may be drawn from the fields of visual art, architecture, cinema, dance, design, literature, music and theatre.

INTEGRATIVE PROJECT IN ARTS, LITERATURE AND COMMUNICATION

502-ASA-MS (2-1-3) 2 credits

(Arts, Literature and Communication)

In their final semester, ALC students plan and carry out a self-directed integrative project. The development of this project requires the integration of skills and knowledge acquired in at least two disciplines they studied as part of the ALC program. Beyond this requirement, students are free to choose their own topics and means of expression: projects can take the form of artistic or literary works. Because the course is run as a seminar/workshop where students offer feedback and support for the work of their peers, active participation and the exercise of critical skills are essential to success. The course is structured

to allow you to also complete the ALC program Comprehensive Assessment, *épreuve synthèse*.

BIOLOGY (101)

The study of biology is concerned with living organisms, specifically with their diversity, evolution, structure and function at the cellular and organismal levels. It includes the study of genetics, population genetics and ecological interactions.

HUMAN BIOLOGY

101-921-MS (3-0-3) 2 credits

(Social Science: Psychology profile; Liberal Arts)

This course investigates the regulatory mechanisms of the human organism and the endocrine and nervous systems. Other topics include molecules and nutrition, cell structure and organelle function, meiosis and mitosis in the human life cycle and molecular genetics. It also covers Mendelian genetics and heredity.

GENERAL BIOLOGY I

101-NYA-05 (3-2-3) 2.66 credits (Science)

101-701-MS (3-2-3) 2.66 credits (Arts and Sciences)

This course investigates the levels of organization of living organisms, their diversity, evolution and mode of life. Topics discussed include the structure and function of cells and cellular organelles; genetic material and protein synthesis; cell division, Mendelian inheritance and population genetics; the origin of life, diversity and physiology of the main taxonomic groups; Darwin's theory of evolution and the mechanisms of speciation. It presents the global aspects of living organisms with ecological principles at the level of the population, communities and ecosystems.

GENERAL BIOLOGY II

101-LCU-05 (3-2-3) 2.66 credits (Science)

101-702-MS (3-2-2) 2.33 credits (Arts and Sciences)

Prerequisite: 101-NYA-05 or 101-701-MS, Biology I

Required in Health Science

The molecular basis of living organisms is discussed in the general framework of cellular homeostasis. Principle areas of investigation include enzymes and enzyme regulation; bioenergetics of cellular respiration and photosynthesis; DNA replication and protein synthesis; signal transduction; regulation of gene expression; bacterial and viral life cycles; defence mechanisms, recombinant DNA technology; features of the immune system; nerve cell function and muscle contraction.

HUMAN PHYSIOLOGY

101-LCV-05 (3-2-3) 2.66 credits (Science)

Winter semester only

Prerequisite: 101-NYA-05 Biology I

This course introduces students to human anatomy and physiology. Topics include the nervous, digestive, circulatory, respiratory, excretory, reproductive and endocrine systems. Emphasis is placed on the structure/function relationship in physiology. The laboratory component includes histology, computerized measurements of respiration and electrocardiograms, as well as dissections.

MOLECULAR GENETICS

101-LCW-05 (3-2-3) 2.66 credits (Science)

Winter semester only

Prerequisite: 101-LCU-05 Biology II previously or concurrently

Molecular genetics is the study of the molecules of life: DNA, RNA and proteins. In this course, students learn the techniques involved in detecting and analyzing these molecules and investigate the many applications of this field. Topics include forensic science, genetic diseases, cancer, stem cells and biotechnology.

CHEMISTRY (202)

Every aspect of modern life involves chemicals from pharmaceuticals to clothing, from food production to household goods. Students study how substances change and interact with each other, their properties and their characteristics.

GENERAL CHEMISTRY I

202-NYA-05 (3-2-3) 2.66 credits (Science)

202-701-MS (3-2-3) 2.66 credits (Arts and Sciences)

Prerequisite: Sec. V Chemistry (051504, 551504)

This course introduces the modern theories of the structures of atoms and molecules, chemical bonding, molecular geometry and the interactions that occur in different types of chemical reactions. It explores both qualitative and quantitative methods of analysis of chemical systems; discusses the physical properties of gases and solutions; and provides hands-on training in fundamental laboratory techniques.

GENERAL CHEMISTRY II

202-NYB-05 (3-2-3) 2.66 credits (Science)

Prerequisite: 202-NYA-05 General Chemistry I

This course teaches the interrelationship between energy, spontaneity and equilibrium chemistry, using the thermodynamic concepts of enthalpy, entropy and free energy. Together with an introduction to chemical kinetics, electrochemistry and the chemistry of acids, bases, buffers and solubility, the course focuses on the quantitative aspects of chemical reactions in solution.

ORGANIC CHEMISTRY I

202-LCU-05 (3-2-3) 2.66 credits

(Science: Organic Chemistry I)

202-702-MS (3-2-2) 2.33 credits

(Arts and Sciences: Chemistry II)

Prerequisite: 202-NYA-05 or 202-701-MS, Chemistry I

Required in Health Science

This introductory course applies the concepts of atomic structure and chemical bonding to specific classes of organic compounds (alkyl halides, alcohols, alkanes, alkenes and alkynes, aromatics, aldehydes, ketones, carboxylic acids and their derivatives, amines, amino acids and carbohydrates). The physical and chemical properties of organic compounds are rationalized by examining their molecular structure. An emphasis is placed on isomerism, stereochemistry, synthesis and the rates and mechanisms of organic reactions. The laboratory work introduces students to several fundamental techniques, including distillation, reflux and chromatography.

This course could allow students an exemption from Organic Chemistry I at university.

ORGANIC CHEMISTRY II

202-LCV-05 (3-2-3) 2.66 credits (Science)

Winter semester only

Prerequisite: 202-LCU-05 Organic Chemistry I

This course builds on the fundamentals of organic chemistry, concentrating on synthesis of organic compounds, mechanisms of reactions and analysis of structure by chemical and spectroscopic methods. The families of compounds studied include ethers, aldehydes, alcohols, ketones, amines, as well as carboxylic acids and their derivatives. This course could allow students an exemption from Organic Chemistry II at university.

CINEMA (530)

Cinema can be used to entertain, to influence and to educate. It has the power to shape culture and identity, reflecting our own world or creating new ones. In film studies courses, students explore the nature of the art and begin to recognize its influence on our daily lives. Each of the following four courses is offered at least once in four semesters.

HISTORY OF CINEMA

530-AEA-MS (3-0-3) 2 credits

(Arts, Literature and Communication)

530-100-MS (3-0-3) 2 credits (Liberal Arts)

CIN-LAA (3-0-3) 2 credits (Complementary)

This course examines a broad range of different key moments in the evolution and development of cinema, from the silent era through to radical independent filmmaking. Several basic genres are explored and international films and the work of several key directors are analyzed.

CONTEMPORARY CINEMA

530-AEB-MS (3-0-3) 2 credits

(Arts, Literature and Communication)

530-110-MS (3-0-3) 2 credits (Liberal Arts)

CIN-LAA (3-0-3) 2 credits (Complementary)

This course examines contemporary international films combining complexity of thought with artistic expression. A study of major film directors from various countries emphasizes their ideology, stylistic content and how they reflect the world in which we live.

AMERICAN CINEMA

530-AQA-MS (3-0-3) 2 credits

(Arts, Literature and Communication)

530-200-MS (3-0-3) 2 credits (Liberal Arts)

CIN-LAA (3-0-3) 2 credits (Complementary)

This course covers a survey of the Hollywood studio and star system. Topics may include genres such as the western, comedy, musicals and film noir and the evolution of the Hollywood system from the silent to the sound era and from the Golden Age to the advent of television, video and digital technology.

THE LANGUAGE OF FILM

530-AQB-MS (3-0-3) 2 credits

(Arts, Literature and Communication)

530-300-MS (3-0-3) 2 credits (Liberal Arts)

CIN-LBA (3-0-3) 2 credits (Complementary)

This course provides an analysis of major film techniques: shots, angles, lighting, colour, sound, optical effects, editing, etc. Discussions cover psychology of visual perception, the notions of style and composition and film criticism.

Also, refer to the Communications (585) discipline for filmmaking courses offered.

CIVILIZATION (332)

ANCIENT WORLD

332-115-MS (2-1-2) 1.66 credits (Liberal Arts)

The tapestry of Western Civilization is woven from threads first spun in antiquity. This course explores the history and achievements of the Greek and Roman civilizations starting with the Minoans of Crete and progressing to the twilight of the Roman Empire. Get ready to use both archaeological evidence and texts by ancient writers to build your understanding of mythology, government and politics, art and architecture, social conditions and religion around the Mediterranean.

COMMUNICATIONS (585)

Filmmaking courses cover basic filmmaking techniques, giving students the practical tools needed to create their own works.

FILMMAKING TECHNIQUES

585-ATA-MS (3-0-3) 2 credits

(Arts, Literature and Communication)

585-400-MS (3-0-3) 2 credits (Liberal Arts)

FLM-LBA (3-0-3) 2 credits (Complementary)

This course is an introduction to some of the key technical aspects of film art, including lighting, composition, editing, sound, animation and visual effects. Each class includes practical learning activities. Students develop the skills needed to create their own work and develop their critical thinking with regard to different styles and aesthetics in cinematography.

FILMMAKING

585-ACA-MS (1-2-3) 2 credits

(Arts, Literature and Communication)

585-401-MS (1-2-3) 2 credits (Liberal Arts)

FLM-LBA (1-2-3) 2 credits (Complementary)

This course follows a project-based and creation-oriented framework. It leads students to explore different film languages, genres and production types. Special topics include script writing, production design and resources for independent film artists. Each student develops and completes a short film as part of the course work.

Also, refer to the Cinema (530) discipline for cinema courses offered.

COMPUTER SCIENCE (420)

Mastery of computers has become an essential part of many branches of science, technology, commerce and the arts. Computer scientists may be involved with software design, programming, data science or project planning. Computer users may produce documents, perform commercial computations or keep track of information using standard business packages. Using specialized software, they may solve equations or plot curves or design web pages, advertisements or industrial parts.

ENHANCING COMPUTER SKILLS

420-ATA-MS (3-0-3) 2 credits
(Arts, Literature and Communication)

PRO-LAM (1-2-3) 2 credits
(Complementary)

If all one knows about computers is word-processing, surfing the Internet and chat, one has only scratched the surface. This course extends students' computer knowledge in perhaps surprising ways. It offers the basics of designing web pages and websites, advanced word-processing techniques, file management, number-crunching using spreadsheets and Internet fundamentals. There are hands-on labs in all these topics, labs that, when done properly, show solutions to realistic situations. The course also gives an understanding of what goes on "under the hood" in computer hardware, as well as an introduction to the many applications of computers in today's increasingly technological society.

WEB PAGE DESIGN

420-ATB-MS (3-0-3) 2 credits
(Arts, Literature and Communication)

PRO-LBM (1-2-3) 2 credits
(Complementary)

This course is an introduction to the design of web pages and websites. Students are not assumed to have any experience with computers. The course includes basics of networks and the history and workings of the Internet and goes on to principles of page- and site-design using the HTML formatting language. Students learn to design attractive, easy-to-navigate websites with appropriate use of images, links and special features—while creating, maintaining and expanding their website. The emphasis is on raw HTML coding using a text editor. Later in the course students are introduced to an HTML editor. Following the contemporary approach to web-page design, the course introduces StyleSheet definitions (CSS). Interactivity is achieved through user-input forms and students learn to create livelier web pages via short examples of code in the JavaScript programming language. A very basic presentation of computer hardware, needed by every computer user, is also part of this course.

COMPUTER GRAPHICS

420-ATC-MS (3-0-3) 2 credits
(Arts, Literature and Communication)

PRO-LBM (1-2-3) 2 credits
(Complementary)

This course is an introduction to computer graphic design using a standard graphics software package. It is taught interactively, three hours per week in the computer lab, with students getting extensive hands-on practice as well as completing projects on their own. No artistic ability or computer

experience is required. This course includes elements of graphic design by computer, as well as an introduction to the theory of design. The goal is to produce well-crafted and aesthetically pleasing illustrations with knowledge of the computer techniques involved as well as a practical understanding of the underlying artistic principles. A very basic presentation of computer hardware, needed by every computer user, is also part of this course.

COMPUTER PROGRAMMING

420-LCU-05 (3-2-3) 2.66 credits
(Science)

This course introduces students to a programming language in preparation for university programming courses. No previous computer experience is required beyond basic literacy. Material covered includes standard programming constructs, problem-solving techniques, program organization and documentation, the basics of object-oriented programming and abstract data types. Emphasis is on project development and organization, as well as introduction to generally useful programming techniques and to a variety of applications. The course is generally taught as a lecture course with sessions in the computer lab. Students complete programming projects in the lab and at home.

TECHNICAL DRAWING

420-LCV-05 (3-2-3) 2.66 credits
(Science)

Winter semester only

This course introduces solid modelling and industrial drafting, using a computer-aided design package such as Solid Edge (Siemens). It is aimed at potential engineers, architects and anyone else needing to produce technical drawings. No previous computer experience is required beyond basic literacy. The course covers elements of computer-aided design, including standard views, working drawings, projections, dimensioning, cross sections, standard drawing elements and their meanings, 3-D modelling techniques and assemblies. Students create working drawings from given sketches and views, as well as designing objects on their own under the instructor's guidance. The course involves some geometric drawing by hand, as well as extensive hands-on use of the design software. The course is taught entirely in the computer lab.

PROGRAMMING TECHNIQUES AND APPLICATIONS

420-LCW-MS (3-2-3) 2.66 credits
(Science)

Winter semester only if enough students express interest

Prerequisites: Programming knowledge at the level of 420-LCU-05, 420-LCU-05 and 420-LCW-MS cannot be taken concurrently

This is an advanced computer programming course covering parts of a university-level data structures course. Students completing this course might obtain advanced placement in a university program in Computer Science or a related engineering field. It is assumed that the student is familiar with the object-oriented elements of the languages C++, Java or Python. Students go beyond this to cover recursion, dynamic data allocation, linked lists, depth-first search and data structures such as stacks, queues and binary trees. Students are expected to complete programming projects, working partly during scheduled lab time and partly on their own. Each project includes program design as well as coding and testing.

ECONOMICS (383)

Economics is the study of how people make choices in a world of limited resources. It is the study of how society (individuals, businesses and governments) allocates scarce resources and how people react to economic incentives.

MACROECONOMICS

383-920-MS (3-0-3) 2 credits (Liberal Arts; Social Science)
SSS-LBQ (3-0-3) 2 credits (Complementary)

(Required course) This course is an introduction to modern macroeconomics, which is the top-down view of the economy. In this course, students learn what the national income is; how to measure inflation and unemployment; what money is and what central banks do; how the economy grows over time; what business cycles are; and how governments can help the economy stay on track. At the end of this course, students have a better understanding of a modern economy and working knowledge of the most important economic concepts.

MICROECONOMICS

383-921-MS (3-0-3) 2 credits (Liberal Arts; Social Science)
SSS-LAQ (3-0-3) 2 credits (Complementary)

This course is an introduction to modern microeconomics, which is the bottom-up view of the economy. It is a study of consumers and firms. In this course, students study how consumers make buying decisions; how firms decide how much to produce and how much to charge; how market prices are set; how price controls distort the markets; and why firms set different prices for different customers.

INTERNATIONAL ECONOMICS

383-924-MS (3-0-3) 2 credits (Liberal Arts; Social Science)
SSS-LBQ (3-0-3) 2 credits (Complementary)

This course introduces students to the basic principles of international trade and finance. Students study such topics as exchange rates, balance of payments, the theory of comparative advantage and international economic cooperation.

INTERNATIONAL POLITICS AND ECONOMICS (ARTS AND SCIENCES)

383-701-MS (3-0-3) 2 credits (Arts and Sciences)

This course analyzes an economy operating within a global environment. Concepts and theories developed in the course are utilized to explore a variety of issues related to the globalization debate. A major goal of this course is to examine the ideological underpinnings of the main opposing views on globalization and to assess the social, political and economic consequences of recent changes in the global economy. The major topics to be covered include trade theories, trade barriers, the foreign exchange market and capital movements, the balance of payments and balance of payments adjustment policies and the advantages and disadvantages of unregulated globalization.

INTRODUCTION TO FINANCE

383-922-MS (3-0-3) 2 credits
(Social Science: Commerce; Math and Finance profiles)

SSS-LAQ (3-0-3) 2 credits
(Complementary)

Prerequisite 383-920-MS

Finance is about money. Every business and every person manages money, while hoping to boost the value - the value of his company, the value of her wealth, the value of their savings. But what is value? How can one find a value for stocks, bonds, mortgages, companies, etc.? This course discusses valuation methods for various securities as they relate to risk and return. Whether a student pursues a career in finance or simply wants to manage his or her own money, this course provides theoretical knowledge and practical applications in the world of finance.

FINE ARTS (510)

Fine Arts provides the student with studio experience and a broad base of knowledge in the visual arts, emphasizing a spirit of critical inquiry.

INTRODUCTION TO STUDIO ART: DRAWING, PAINTING, 3-D CONSTRUCTION AND DIGITAL IMAGING

510-AEA-MS (3-0-3) 2 credits
(Arts, Literature and Communication)

510-100-MS (3-0-3) 2 credits
(Arts and Sciences; Liberal Arts)

ART-LAA (3-0-3) 2 credits (Complementary)

The aim of this foundation course is to encourage artistic discovery and to develop hands-on skills and fluency of expression in a variety of media. Fundamentals of drawing, painting, 3-D architectural model construction and digital imaging provide a base for course content.

DYNAMICS OF DESIGN

510-AEB-MS (3-0-3) 2 credits
(Arts, Literature and Communication)

510-200-MS (3-0-3) 2 credits (Liberal Arts)

ART-LBA (3-0-3) 2 credits (Complementary)

This course is an inquiry into basic principles and elements of 2-D and 3-D design, addressing composition, scale and proportion, texture and material. It investigates relationships between form and function, giving particular attention to visual communication by challenging existing systems of language and perception.

DRAWING

510-ATA-MS (3-0-3) 2 credits
(Arts, Literature and Communication)

510-110-MS (3-0-3) 2 credits (Liberal Arts)

ART-LBA (3-0-3) 2 credits (Complementary)

This foundation course introduces drawing techniques and a wide selection of drawing materials to explore the life of objects, interior architecture and elements of nature. It focuses on basic principles and elements of drawing, such as structure, form, light, movement and composition. It emphasizes developing perceptual awareness.

DIGITAL ART

510-ATB-MS (3-0-3) 2 credits

(Arts, Literature and Communication)

510-400-MS (3-0-3) 2 credits

(Liberal Arts: Synthesis in Art Practice)

ART-LAA (3-0-3) 2 credits (Complementary)

This course introduces students to basic principles of art using the computer. Students work with artistic concepts, including line, value, colour and composition. Through demonstrations, in-class assignments, projects and critiques, students explore the relationship between the digital environment, photography, text and print as it applies to art practice. Students gain a working knowledge of Adobe Photoshop and the basic tools they need to become proficient at importing and exporting visual imagery.

VISUAL EXPRESSION: ASPECTS OF NARRATIVE

510-AQA-MS (3-0-3) 2 credits

(Arts, Literature and Communication)

510-410-MS (3-0-3) 2 credits (Liberal Arts)

ART-LAA (3-0-3) 2 credits (Complementary)

This course offers a diversity of approaches within the studio experience through a series of special projects addressing media-related issues, notions of identity and poetic interpretation of selected readings. Curriculum introduces connections with creative writing, storytelling and other narrative structures. It explores image/text relationships in poster-making and advertising, the artist book, illustration and narrative painting.

PAINTING

510-AQB-MS (3-0-3) 2 credits

(Arts, Literature and Communication)

510-300-MS (3-0-3) 2 credits (Liberal Arts)

ART-LAA (3-0-3) 2 credits (Complementary)

This foundation course examines colour, light, composition, figuration and abstraction. It also introduces a variety of painting techniques. Studio production approaches still life, landscape and personal imagery from a contemporary point of view with references to the history of painting. Projects favour experimentation and personal expression.

THE HUMAN FIGURE

510-ACA-MS (3-0-3) 2 credits

(Arts, Literature and Communication)

510-210-MS (3-0-3) 2 credits (Liberal Arts)

ART-LBA (3-0-3) 2 credits (Complementary)

Students draw from the observation of a live model to investigate and understand structure, first-level anatomy, visual elements and action elements, as well as emotive content using a variety of drawing techniques and materials. There are references to historical and contemporary artists and their work. Emphasis is placed on developing visual perception.

MATERIALS AND METHODS OF THE ARTIST

510-ACB-MS (3-0-3) 2 credits

(Arts, Literature and Communication)

510-220-MS (3-0-3) 2 credits (Liberal Arts)

ART-LAA (3-0-3) 2 credits (Complementary)

Students are challenged technically through the exploration of diverse materials and alternative modes of expression such as print media, watercolour, collage, assemblage, clay and paper

structures. Emphasis is put on material manipulation and development of organizational abilities.

GEOGRAPHY (320)

Geography is the study of the Earth. As such, it is an extraordinarily broad discipline that transcends the traditional boundary between the physical and social sciences. While physical geographers are interested in how the Earth System works (e.g., landforms, hydrography, ecosystems, climate change, etc.), human geographers are interested in how human societies organize themselves within and transform the Earth System (e.g., geopolitics, economic development, population growth and migration, urbanization, globalization, food systems, environmental management, spatial justice, sustainability, etc.). What geographers all share is a spatial approach to studying issues, an awareness of the importance of place, an interest in the interplay between humans and their environment and a passion for exploring the real world. By taking any of the courses offered in this discipline, you gain a better understanding of the intersecting local and global forces that shape our modern world – knowledge that give you an edge regardless of your field of study or career interests.

WORLD GEOGRAPHY

320-103-MS (2-1-3) 2 credits (Liberal Arts; Social Science)

SSS-LBQ (3-0-3) 2 credits (Complementary)

The Dynamics of Global Change

(Introductory course) Geographic literacy is critical in a globalizing world. Why? Because it helps you to build a more comprehensive understanding of our richly diverse, intimately interconnected and rapidly changing world and of your place and role in it. This course introduces you to the fundamental content, concepts and methodology of geography. Together with your peers you learn to carefully observe and describe patterns in the physical and human landscape and to answer the deeper analytical questions about how they came to be and why they continue to change. As we explore global patterns of population growth, migration, urbanization, inequality, environment, climate change, development and sustainability, you come to discover how closely intertwined they all are and how the geographic perspective can help you to better understand and affect change in our modern world.

URBAN GEOGRAPHY

320-212-MS (2-1-3) 2 credits (Liberal Arts, Social Science)

SSS-LBQ (3-0-3) 2 credits (Complementary)

Montréal, ma ville ! (Field course)

The contemporary world is an urban world. This is apparent in the rapid expansion of urban areas and the extension of urban influences across much of the habitable surface of the planet. Today, for the first time in the history of humankind, urban dwellers outnumber rural residents. Urban geography is a fascinating field of study that offers unique insight into the complexity and dynamism of our urban environments. This field course uses Montreal as an immersive and experiential classroom in which you learn to apply geographical knowledge to better understand and appreciate cities, starting with our own. As we explore our city together, you learn about urban form and function; the importance of urban planning and

design; the effects of urban sprawl, renewal and gentrification; the intricacies of urban systems (e.g., transportation, food); the prospects of urban sustainability and smart cities; the conflict between public vs. private space; the concepts of liveability and accessibility; and more. Because many of our classes are held “in the field” in different locations around Montreal, you can expect to travel by public transit and to explore neighbourhoods by foot. Welcome to your city!

ENVIRONMENTAL GEOGRAPHY

320-215-MS (2-1-3) 2 credits (Liberal Arts; Social Science)
SSS-LBQ (3-0-3) 2 credits (Complementary)

Sustainability in the Anthropocene

The imprint of humans on the planet is astounding. Though humans have been modifying their environments to obtain food and other essential resources for thousands of years, the current rate, extent and intensity of these transformations are far greater than ever in history, driving unprecedented changes in ecosystems and environmental processes at local, regional and global scales. In our unrelenting pursuit of progress, we have sowed the seeds of our greatest environmental challenges: climate change, biodiversity loss, water scarcity and pollution of soil, water and air. The discipline of Geography is uniquely suited to study and address these challenges as it sits at the intersection of the natural and the social sciences. By integrating multiple fields of knowledge (e.g. Earth Systems science, political ecology, environmental economics, environmental ethics and law and sustainability studies), this course offers students a well-rounded perspective on how to understand and approach the key environmental challenges of our time and to (re)imagine the foundations of a more environmentally sustainable and just society.

Note: This course is sometimes offered as a field course in Costa Rica that includes a 12-day field trip during March break. Students experience first-hand Costa Rica’s diverse ecosystems, the various social, economic and environmental challenges the country faces and the innovative solutions that are being implemented to promote a sustainable approach to development that can serve as an example for the rest of the world.

GERMAN (609)

German is spoken in several European countries and is a key language for business, science, the arts and culture. In the European Union and with Germany’s increasingly important role in the international economy, German has become a valuable means of communication. For Canadians seeking cultural and business links with Europe, German has come to be even more essential. In German-language courses, students learn effective communication in everyday situations while being provided with information about the social and cultural background of the people whose language they are learning. Students are encouraged to participate in Canada-wide language competitions and exchange programs with Germany. Students are also provided with information about summer courses in German on this continent as well as in Europe.

Registration for German I is restricted to students who have no previous knowledge of the language whatsoever. Non-beginner courses are available for students who have already acquired some knowledge of the language; students can determine their appropriate

level by reading the course descriptions below and by consulting a language teacher at the College.

GERMAN I

609-ALA-MS (3-0-3) 2 credits
 (Arts, Literature and Communication)
609-100-MS (3-0-3) 2 credits (Liberal Arts)
GER-LAL (3-0-3) 2 credits (Complementary)

This introductory course in German uses a communicative approach. From the beginning students learn to communicate effectively in German. The contexts for practice are everyday situations. New vocabulary, grammatical structures and expressions are reinforced through written and oral exercises, video material and presentations on cultural topics.

Course content: meeting and greeting people; introducing oneself and others; talking about food and ordering in restaurants; speaking about likes and dislikes; discussing hobbies and sports; telling time; planning activities for the weekend and vacations. The verb tense taught in German I is the indicative present.

GERMAN II

609-ALB-MS (3-0-3) 2 credits
 (Arts, Literature and Communication)
609-200-MS (3-0-3) 2 credits (Liberal Arts)
GER-LBL (3-0-3) 2 credits (Complementary)

Prerequisite: German I or equivalent (with instructor’s permission)

Continuation of German I

This course is for advanced beginners. Students expand their ability to communicate in German as they continue to acquire vocabulary and grammatical structures. Regular use of audio-visual material provides cultural context to topics discussed in class, namely, German history since 1933.

Course content: talking about health; making suggestions; organizing trips; giving information about daily events; asking directions; discussing the German school system; expressing wishes. The verb tenses taught in German II are the indicative present, imperative present, simple past and future.

German III and Special Topics in German will only be offered upon sufficient enrolment.

GERMAN III

609-ALC-MS (3-0-3) 2 credits
 (Arts, Literature and Communication)
609-300-MS (3-0-3) 2 credits
 (Liberal Arts: Special Topics in German)
GER-LAK (3-0-3) 2 credits
 (Complementary)

Prerequisite: German II or equivalent (with instructor’s permission)

This intermediate-level course further develops the ability to communicate in German. Through directed exercises, group activities and individual work, students improve their speaking and writing skills. Special projects by students focus on German culture and contemporary topics.

Course content: describing people and clothing; using the comparative; expressing opinions; making plans; all including the following grammatical content: adjective endings, subordinate clauses, reflexive verbs, imperfect, conditional, verbs with prepositions.

HISTORY (330)

History is the study of the past, with a view to understanding the present. The study of history provides students with a broad base of knowledge leading to an understanding of the complexity of the human experience through time. History courses encourage students to ask questions about past and present societies and consider social dynamics in historical context. Students learn how to synthesize and analyze information, improving their literacy and communication skills. Emphasis is placed on the multiple interpretations of the defining moments in local, national and world histories.

HISTORY OF WESTERN CIVILIZATION

330-910-MS	(3-0-3)	2 credits	(Social Science)
330-701-MS	(3-0-3)	2 credits	(Arts and Sciences)
SSS-LBQ	(3-0-3)	2 credits	(Complementary)

(Required Course) This course presents an overview of the evolution of Western Civilization: the historical roots and evolution of political, economic, social and religious institutions; the major political ideologies; the cultural and intellectual heritage of the West and the development of the European competitive-state system. Some of the aspects introduced include the Ancient and Medieval worlds, the Renaissance, the Reformation, the Enlightenment, the Age of Revolutions, the Industrial Revolution, 19th- and 20th-Century ideologies, overseas imperialism and World Wars I and II.

POST-CLASSICAL HISTORY I

330-101-MS	(2-1-2)	1.66 credits	(Liberal Arts)
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Spanning the fall of the classical empires to the French Revolution, this course places the major developments of European history within the context of the wider world. Principal emphases include the post-classical world, the rise of Islam, the "civilization" of the barbarians, the recovery of Europe, the emergence of nations, European colonialism and the age of revolutions. With all topics, there is a holistic approach to the subject matter – whether political, social, economic, gender-analytical, etc. – and current historiographical contributions are taken into account.

POST-CLASSICAL HISTORY II: THE 19th AND 20th CENTURIES

330-102-MS	(2-1-2)	1.66 credits	(Liberal Arts)
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By the 19th Century, Europe had become entwined through economics and politics with most parts of the world. This relationship continued but changed in the 20th Century. Major emphases include the Industrial Revolution, the age of imperialism, World Wars I and II, the bi-polar and post-colonial world and the implications of the demise of the Soviet Union and the emergence of a unipolar world. As with Post-Classical History I, students pursue a holistic approach to the subject matter which takes into account current historiographical contributions.

CANADIAN HISTORY

330-925-MS	(3-0-3)	2 credits	(Liberal Arts; Social Science)
SSS-LBQ	(3-0-3)	2 credits	(Complementary)

This course considers the historical evolution of Canada since Confederation. The emphasis is on the acquisition of the

factual, interpretative and conceptual tools to understand current issues in Canada. Emphasis is placed on the development of the Canadian state; Indigenous issues, Canada-U.S. relations; various expressions of nationalism; the two world wars; social reform and the development of the welfare state; and the history of immigration and multiculturalism.

TOPICS IN HISTORY

330-929-MS	(3-0-3)	2 credits	(Liberal Arts; Social Science)
SSS-LBQ	(3-0-3)	2 credits	(Complementary)

Human Rights in the Modern World

Drawing on events and developments connected to the realms of philosophy/science, culture, social and economic change, colonialism, politics and war between the 17th-20th Centuries, this course traces the evolution of the concept and practice of *human rights*. Discussions on major historical moments and movements that helped advance the causes of freedom and equality, including: the Enlightenment, the revolutions of the early modern era (English, American, French), the push for suffrage and the abolition of slavery in the 19th Century and the feminist movement. At the same time, also considered is the challenge Western societies have faced in respecting human rights in practice and the grim realities surrounding their failure to do so. In this connection, the origins and evolution of racist thought and practice, the persistence of patriarchal attitudes and structures, the impact of the Industrial Revolution and early 20th Century assaults on human dignity, freedom, equality and life, notably in the eugenics movement and Nazi Germany are explored. The establishment of the United Nations and the Universal Declaration of Human Rights, with their implications for the protection and promotion of human rights in both domestic and international settings moving forward into the 21st Century, brings us to the endpoint in this course.

QUEBEC HISTORY

330-951-MS	(3-0-3)	2 credits	(Liberal Arts; Social Science)
SSS-LBQ	(3-0-3)	2 credits	(Complementary)

This course examines the historical evolution of Quebec since Confederation. The objective is to acquire the elements necessary to understand the issues facing us today. Emphasis is placed on the development of nationalism and its many facets, on the traditional society of Quebec and the many changes brought by the Quiet Revolution, on the demographic evolution and the language issue and on the history of Quebec's anglophone community.

AMERICAN HISTORY

330-961-MS	(3-0-3)	2 credits	(Liberal Arts; Social Science)
SSS-LBQ	(3-0-3)	2 credits	(Complementary)

The purpose of this course is to explore modern U.S. history and survey earlier developments.

Topics include: Colonization and the American Revolution; westward expansion; Civil War and Reconstruction; effects of industrialization and immigration; Populism; Progressivism; Imperialism; the World Wars; the Great Depression and New Deal; foreign policy; the Cold War; the Welfare State; and the crises of modern U.S. society.

20TH CENTURY HISTORY

330-972-MS	(3-0-3)	2 credits	(Liberal Arts; Social Science)
SSS-LBQ	(3-0-3)	2 credits	(Complementary)

Era of the Second World War

The purpose of this course is to investigate the triumphs and tragedies of the 20th Century which have shaped our modern world. Key issues include: 19th-Century background; World War I; the peace settlement; the Russian Revolution and Soviet regime; the Great Depression; ideologies (Communism, Democratic Socialism, Fascism, Nazism); Mussolini's and Hitler's dictatorships; international relations between the wars; World War II; the Holocaust; restructuring Europe and the genesis of the Cold War; decolonization throughout the second half of the 20th Century; the Middle East; Western Europe's post-war evolution, including the EEC and the drive toward European integration; Eastern Europe under Communism; the end of Communism; and ethnic cleansing and genocide in the 1990s.

HISTORICAL BACKGROUND OF CONTEMPORARY WORLD ISSUES

330-983-MS (3-0-3) 2 credits (Liberal Arts; Social Science)

This course deals with major problems in the world today. Looking at current events, it targets major conflicts and tries to get to the root of the problem. It provides students with an understanding of the world they live in and provides a broad perspective on the causes and consequences of various conflicts. This ever-changing course also aims to generate interest in research and help students develop or strengthen skills in critical thinking. Time is spent looking at imperialism and its effects on the modern world, country case studies and a variety of transnational issues.

HONOURS SEMINAR (360)

ENRICHMENT COURSES

SOCIAL SCIENCE ENRICHMENT SEMINAR

360-128-MS (3-0-3) 2 credits
(Honours Commerce; Honours Social Science, Liberal Arts)

SSS-LBQ (3-0-3) 2 credits
(Complementary)

Honours Commerce

The Honours Commerce Seminar is specifically designed to provide Honours students with unique and challenging learning experiences. Course content varies from year to year. Since the course was established, students have solved business case studies, worked with Concordia University's business incubator District 3 to develop a social enterprise or social movement, participated in workshops run by MTL Upstarts at IBM and interned at various non-profit organizations in Montreal. The course has adopted an innovative teaching approach by integrating improvisation methods, design thinking and storytelling to develop students' presentation, writing and strategic-thinking skills.

Honours Social Science

The Honours Social Science Seminar and Integrative Project courses are paired together: Honours Social Science Seminar (360-128-MS) and the Integrative Project course for Honours students (300-301-MS). These paired courses are taught by two faculty members from different disciplines who design integrative learning activities and assignments around an interdisciplinary theme or issue. This is an exciting opportunity for students to approach social science themes using skills and concepts from different disciplines and to develop new,

creative ways of thinking. The pairing of these courses is designed to open new doors for students to explore outside of the traditional classroom walls via innovative learning approaches, such as field trips, service learning, community engagement and technological approaches. The linked courses are taught around a common theme. Themes depend on the faculty members co-teaching the linked courses and will likely change from year to year.

ITALIAN (608)

ITALIAN I

608-ALA-MS (3-0-3) 2 credits

(Arts, Literature and Communication)

608-100-MS (3-0-3) 2 credits (Liberal Arts)

(ITA-LAA) (3-0-3) 2 credits (Complementary)

This elementary Italian course is for beginners. From day one, students develop basic communication skills in one of the most important languages of the Western world.

Course content: meeting, greeting and introducing people; identifying and locating people and things; talking about family; using dates and telling time; discussing daily activities, leisure and routine; talking about academic life; describing people, places and things; expressing origin and possession; expressing likes and dislikes; talking about food and making plans.

Registration for this introductory course in Italian is restricted to students who have no previous knowledge of the language whatsoever. For students wanting to pursue more advanced study in a language, non-beginner courses are offered in German and Spanish.

MATHEMATICS (201)

Mathematics is both a subject of study in its own right and an indispensable tool in the study of all branches of Science and many Social Sciences.

Reasonable proficiency in the theory and application of Mathematics is required for entry to all university undergraduate programs in the Health, Pure and Applied and Computer Sciences, as well as Commerce.

Calculus I and Linear Algebra are required courses for entry to all university undergraduate Commerce programs. Some Commerce programs also require Calculus II. Knowledge of statistics is also important in many areas of the Social Sciences.

TOPICS IN MATHEMATICS

201-LCX-05 (3-2-3) 2.66 credits (Science)

Fall semester only

Prerequisite: Sec. V Math TS (064506, 564506) or Sec. V Math SN (065506, 565506)

This course is given as an elective course in the Science program. As such, it is credited and counts in the calculation of averages and R-scores. The course material includes material which prepares for and complements all science mathematics courses and more. Algebra skills, transcendental functions, polynomial theory, sequences and series including sigma notation, combinatorics as permutations/combinations and the binomial theorem, formal deductive reasoning and proofs.

CALCULUS I

SCIENCE

201-NYA-05 (3-2-3) 2.66 credits
(Science; Liberal Arts)

201-701-MS (2-2-2) 2 credits
(Arts and Sciences: Differential Calculus)

Prerequisite: Sec. V Math TS (064506, 564506) or Sec. V Math SN (065506, 565506)

The content of this course includes: limits, continuity, derivatives by definition, techniques of differentiation, indeterminate forms and L'Hôpital's Rule. Derivatives are applied to graphing, optimization problems, rates of change, linear and higher order approximations and other topics as time permits. This course is also offered in enriched format in the fall semester.

MATH AND FINANCE

201-NYA-05 (3-2-3) 2.66 credits
(Social Science: Math and Finance profile)

Prerequisite: Sec. V Math TS (064506, 564506) or Sec. V Math SN (065506, 565506)

The content of this course includes: limits, continuity, derivatives by definition, techniques of differentiation, indeterminate forms and L'Hôpital's Rule, graphing, optimization problems, rates of change, linear and higher order approximations and applications to economics including marginal analysis and elasticity of demand.

ARTS

201-AQA-MS (3-0-3) 2 credits
(Arts, Literature and Communication)

201-103-MS (3-2-3) 2.66 credits
(Liberal Arts; Social Science: Commerce profile)

Prerequisite: Sec. V Math TS (064506, 564506) or Sec. V Math SN (065506, 565506)

(Introductory course) The content of this course includes: pre-calculus review; limits, continuity, derivatives using the definition; techniques of differentiation; graphing; optimization problems; rates of change; and applications to economics including marginal analysis.

CALCULUS II

SCIENCE

201-NYB-05 (3-2-3) 2.66 credits
(Science; Liberal Arts)
Prerequisite: 201-NYA-05

201-702-MS (2-2-2) 2 credits
(Arts and Sciences: Integral Calculus)

Prerequisite: Differential Calculus 201-701-MS

The content of this course includes: definite and indefinite integrals, Fundamental Theorem of Calculus; techniques of integration; indeterminate forms and improper integrals; applications to area, volume, arc length, differential equations; and an introduction to series of positive terms and Taylor series. This course is also offered in enriched format in the winter semester. Additional topics include: parametric, polar curves and approximate integration as time permits.

MATH AND FINANCE

201-NYB-05 (3-2-3) 2.66 credits
(Social Science: Math and Finance profile)
Prerequisite: 201-NYA-05

The content of this course includes: definite and indefinite integrals, Fundamental Theorem of Calculus; techniques of integration; indeterminate forms and improper integrals; applications to area, volume, differential equations; an introduction to series of positive terms and Taylor series; and applications to economics, including consumer and producer surpluses, annuities, continuous money flow and Lorenz curves and Gini coefficient. Additional topics may include other applications to economics.

ARTS

201-AQB-MS (3-0-3) 2 credits
(Arts, Literature and Communication)

201-203-MS (3-2-3) 2.66 credits
(Liberal Arts; Social Science: Commerce profile)

Prerequisite: 201-AQA-MS, 201-103-MS

The content of this course includes: definite and indefinite integrals, Fundamental Theorem of Calculus; techniques of integration; L'Hôpital's rule, indeterminate forms and improper integrals; and some applications such as volume, consumer and producer surpluses, annuities, continuous money flow and Lorenz curves and Gini coefficient.

CALCULUS III

201-LCU-05 (3-2-3) 2.66 credits
(Science)

Prerequisites: 201-NYB-05; 201-NYC-05 previously or concurrently

The content of this course includes: infinite sequences and series; power series; vector functions and curves in parametric form; functions of several variables; partial derivatives, chain rule; extrema, Lagrange multipliers; multiple integration and applications.

MULTIVARIABLE CALCULUS AND PROBABILITY

201-LCR-MS (3-2-3) 2.66 credits
(Science)

201-LCQ-MS (3-2-3) 2.66 credits
(Social Science: Math and Finance profile)

Prerequisites: 201-NYB-05 previously; 201-NYC-05 and 201-LCW-MS or 201-LCW-05 previously or concurrently

The content of this course includes: functions of several variables; partial derivatives, chain rule; extrema, Lagrange multipliers; multiple integration; and an introduction to jointly distributed random variables.

LINEAR ALGEBRA I

SCIENCE

201-NYC-05 (3-2-3) 2.66 credits
(Science; Liberal Arts)

201-703-MS (2-2-2) 2 credits
(Arts and Sciences)

Prerequisite: Sec. V Math TS (064506, 564506) or Sec. V Math SN (065506, 565506)

The content of this course includes: systems of linear equations; matrix algebra; determinants; vectors in R^n , geometry of lines and planes in R^3 ; vector spaces; complex numbers; and applications to science such as electrical circuits or chemical equations. This course is also offered in enriched format in the fall semester.

MATH AND FINANCE

201-NYC-05 (3-2-3) 2.66 credits
(Social Science: Math and Finance profile)

Prerequisite: Sec. V Math TS (064506, 564506) or Sec. V Math SN (065506, 565506)

The content of this course includes: systems of linear equations; matrix algebra; determinants; vectors in R^n , geometry of lines and planes in R^3 ; vector spaces; complex numbers; linear programming; and applications to economics including Markov chains and Leontief's models.

ARTS

201-AQC-MS (3-0-3) 2 credits
(Arts, Literature and Communication)

201-105-MS (3-2-3) 2.66 credits
(Liberal Arts; Social Science: Commerce profile)

Prerequisite: Sec. V Math TS (064506, 564506) or Sec. V Math SN (065506, 565506)

201-103-MS is a prerequisite for Social Science students (all profiles with math).

The content of this course includes: systems of linear equations; matrix algebra; determinants; vectors in R^2 and R^3 , geometry of lines and planes in R^3 ; linear programming; and applications to economics such as Leontief's models. An Honours Commerce section is also available in the fall semester.

LINEAR ALGEBRA II

201-LCV-05 (3-2-3) 2.66 credits
(Science)

Winter semester only

Prerequisites: 201-NYC-05 previously; 201-NYB-05 at least concurrently

This course continues the study of theoretical or abstract parts of 201-NYC-05 Linear Algebra I. Abstract notion of general vector spaces, basis and dimension, inner product spaces, linear transformations and their matrix representations with change of bases, eigenvalues and eigenvectors and a choice of applications from diagonalization of quadratic forms, Fourier series, solution of coupled linear differential equations or other topics are taught at the discretion of the instructor.

APPLIED STATISTICS

201-300-MS (3-0-3) 2 credits
(Social Science: Psychology profile)

Fall semester only

Prerequisite: Quantitative Methods 360-300-MS

This course is strongly recommended for students wishing to pursue studies in Psychology. It includes mathematical and statistical notions that are not covered in the quantitative methods course. The content of this course includes: counting techniques; elementary and conditional probabilities; selected probability distributions; statistical inference, including the Central Limit Theorem, confidence intervals and hypothesis testing; the Chi-squared distribution and contingency tables, elementary ANOVA and F-distribution.

PROBABILITY AND STATISTICS

201-LCW-05 (3-2-3) 2.66 credits
(Science)

201-LCW-MS (3-2-3) 2.66 credits
(Social Science: Math and Finance profile)

201-704-MS (2-2-2) 2 credits
(Arts and Sciences)

Prerequisite: 201-NYB-05 or 201-702-MS

The content of this course includes: descriptive statistics; elementary probability theory; discrete and continuous distribution functions; measures of central tendency; mathematical expectation and variance; statistical inference, estimation and hypothesis testing; correlation and regression analysis; Chi-square Test.

FINITE MATHEMATICS

201-LCY-05 (3-2-3) 2.66 credits (Science)

Prerequisite: 201-NYC-05 previously or concurrently

This course introduces mathematics of finance such as compound interest, loans, amortization and annuities, combinatorics as permutations/combinations and the binomial theorem, basic probability in the context of Markov chains, optimization in the context of linear programming with the simplex method, game/decision theory and a choice of topics among graph/network theory, complex numbers, polynomial theory and mathematical induction. This course puts emphasis on concrete applications.

DIFFERENTIAL EQUATIONS

201-LCZ-MS (3-2-3) 2.66 credits (Science)

Winter semester only

Prerequisite: 201-NYC-05 previously; 201-LCU-05 previously or concurrently

The content of this course includes: an introduction to differential equations with emphasis on applications to physics and engineering; first order linear and nonlinear differential equations, second order linear differential equations, vector spaces and the general theory of nth order linear equations; diagonalization of matrices and systems of linear differential equations; Laplace transform. This course includes extensive use of complex numbers.

TOPICS IN ADVANCED MATHEMATICS: MATHEMATICS WITH APPLICATIONS TO COMPUTER SCIENCE

201-LCT-MS (3-2-3) 2.66 credits (Science)

Prerequisite: 201-NYC-05 previously or concurrently

This course covers topics in Mathematics which are directly relatable to Computer Science. These include set theory and logic, modular arithmetic, recurrence relations and graphs and trees. It may also include Computer Science applications such as cryptography, logic circuits and internal number representation.

MULTIDISCIPLINARY (300, 360)

SELECTED TOPICS IN THE SOCIAL SCIENCES: BUSINESS AND SOCIAL RESPONSIBILITY

360-929-MS (3-0-3) 2 credits (Liberal Arts; Social Science)

SSS-LAQ (3-0-3) 2 credits (Complementary)

This course seeks to provide a social and environmental component to students' education about business. The course introduces concepts which the modern businessperson, owner or student must consider in order to be successful. Operating a business in the 21st Century is far more complicated than in the past. Focusing solely on bottom line profit and shareholder value is not sufficient. In fact, today's most successful organizations, as measured by both shareholder value and public image, are dedicating significant resources (time, money and effort) toward ensuring a strong corporate image, environmental sustainability, social responsibility, diversity and more. This course introduces students to these concepts, as well as the role of artificial intelligence, privacy and social media in our everyday lives and business practices and links them all with a comparison of those organizations that "do" social responsibility well and those that do it poorly.

◆ SOCIAL SCIENCE STUDENTS ONLY:

These courses in Social Science introduce basic research procedures and measurement techniques.

QUANTITATIVE METHODS IN THE SOCIAL SCIENCES

360-300-MS (2-2-2) 2 credits (Social Science)

The goal of this course is four-fold: to familiarize students with basic techniques of measurement used in the Social Sciences and to understand their appropriate application; to enable them to understand the strengths and limitations of such techniques; to develop the ability to perform basic statistical calculations and interpret the resulting data; and to develop their ability to think critically about quantitative data used in social science research, as well as in popular newspapers and magazines.

INTRODUCTION TO RESEARCH METHODS IN THE SOCIAL SCIENCES

300-300-MS (2-2-2) 2 credits (Social Science)

The aim of this course is to introduce students to the various research methodologies that are used within the social sciences and to their relative strengths and limitations. The lecture-based component of the course is intended to teach students basic theoretical concepts and to foster critical thinking about research undertaken in the various social science disciplines. Students further advance basic research abilities by developing a proposal for an empirically based research project in the field of Social Science or Commerce. Students learn how to formulate a research question, perform a literature review, develop a methodological tool and analyze data to draw meaningful conclusions.

INTEGRATIVE PROJECT IN THE SOCIAL SCIENCES

300-301-MS (1-2-5) 2.66 credits (Social Science)

Prerequisites: 300-300-MS (or may be taken concurrently)

This course is based on the development and completion of an interdisciplinary research paper. Students carry out independent research using scholarly sources, in close consultation with the instructor. Assignments are designed to lead students through the process of formulating a research question; choosing and assessing appropriate sources; surveying the body of research on a given topic; presenting their work-in-progress to a group of their peers; and synthesizing and critically evaluating their sources. By

examining their chosen topic from the perspective of two social science disciplines, students develop the ability to integrate social science concepts and approaches; apply learning from previous courses; and communicate ideas about the topic studied, both orally and in writing. This course includes the Comprehensive Assessment, *épreuve synthèse*.

◆ LIBERAL ARTS STUDENTS ONLY:

METHODOLOGY: LIBERAL ARTS

300-302-MS (2-1-2) 1.66 credits (Liberal Arts)

This course identifies and explains the principal stages and fundamental concepts of research common to all the Liberal Arts and instills a sense of how expository prose, essential to works of research, should be written.

MATH, LOGIC AND CRITICAL THINKING

360-124-MS (3-1-3) 2.33 credits (Liberal Arts)

This course strives to explore and demonstrate the nature of mathematical reasoning. Students are introduced to the rules of logic and logical reasoning and how the methods of logic can be employed to construct valid arguments. Mathematical reasoning is presented as the application of logical principles to appropriate sets of axioms or postulates and different methods of proof are explored. Throughout the course, students are encouraged to construct logical arguments and proofs and apply these methods to mathematics.

SCIENCE: HISTORY AND METHOD

360-125-MS (3-1-3) 2.33 credits (Liberal Arts)

This course explores several key questions about the history and methodology of science: What do scientists actually do when they practice science? What constitutes scientific progress? What is truth and does science bring us closer to this truth? Rather than survey all of history we investigate one of the central episodes in the development of science, namely the rise of the heliocentric theory of our solar system and the attendant flourishing of scientific thought that is generally referred to as the Scientific Revolution. To properly study the history and methodology of science one must actually do some science. Consequently, students discuss and problem solve within certain obsolete scientific traditions.

INTEGRATIVE COURSE: LIBERAL ARTS

360-126-MS (1-2-3) 2 credits

The integrative project is designed to allow students to bring together several disciplines in a final project. It is the culmination of their Liberal Arts studies. The choice of project topic is flexible enough to allow maximum freedom. Research is presented in a seminar and the final project in the form of an essay, panel presentation, debate or a creative project, such as a play or exhibition of art work. The course is structured to allow you to also complete the Comprehensive Assessment, *épreuve synthèse*

◆ ARTS AND SCIENCES STUDENTS ONLY:

INTEGRATIVE COURSE

360-700-MS (1-2-1) 1.33 credits

This course integrates learning and methodology in the major areas of studies: Science; Social Science; Arts; and Literature. This course includes the Comprehensive Assessment, *épreuve synthèse*.

CREATIVE WORKSHOP

360-701-MS (3-2-2) 2.33 credits

The general objective of all the courses offered in this group is to use techniques, procedures and languages with a view to creating or interpreting a work of art.

The course offered is a version of the 3-hour course of the same name. An additional 2-hour lab allows students to do hands on work under the supervision of the instructor. Courses that have been offered have included:

Creative Writing (Creative Workshop in English) (page 75)
Materials and Methods of the Artist (Creative Workshop in Art) (page 53)
Theatre (Creative Workshop in Theatre) (page 67)

CREATIVE EXPRESSION

360-703-MS (3-0-2) 1.66 credits

The general objective of all the courses offered in this group is to build on knowledge and skills obtained in previous Art and Art History courses. Students use techniques, procedures and languages with a view to creating or interpreting a work of art. Courses in several disciplines may be taken, provided they include the creation of a work of art. Examples of courses that have been offered have included:

Character-Driven Creative Writing (page 76)
Digital Art (page 53)
Digital Music Technologies (page 60)
Screenwriting (page 75)
Theatre (page 67)
Twentieth Century Art History (page 48)

SOCIAL SCIENCE EXPLORATION

360-705-MS (3-2-2) 2.33 credits

The objective of all the courses in this group is to explore various contemporary social issues from the perspective of a number of Social Science disciplines.

The course offered is a version of the 3-hour Social Science course of the same name. An additional 2-hour lab allows students to do hands on work under the supervision of the instructor. Examples of courses that have been offered have included:

American History (page 55)
Criminology (page 66)
Fundamentals of Law (page 46)
Understanding Power (page 64)
Urban Geography (page 53)

CONTEMPORARY SOCIAL ISSUES

360-702-MS (3-0-2) 1.66 credits

The general objective of all the courses offered in this group is to build on the knowledge and skills that students have acquired in Social Science courses. Courses in several disciplines may be taken, provided they include a contemporary social issue component. Examples of courses that have been offered have included:

Business Psychology (page 65)
Contemporary Travel Writing (page 71)
Environmental Geography (page 54)
Introduction to International Relations (page 64)
Social Inequalities and Social Problems (page 66)
Topics in Political Science: Politics of Climate Change (page 64)

What is Justice (page 62)

MUSIC (550, 551)

CONCENTRATION COURSES FOR ARTS PROGRAMS

MUSIC ACROSS THE AGES

550-AEA-MS (3-0-3) 2 credits
(Arts, Literature and Communication)
550-120-MS (3-0-3) 2 credits (Liberal Arts)
MUS-LAA (3-0-3) 2 credits (Complementary)

This course takes students on a flight across a musical landscape, departing from the early 17th Century and arriving at the gate of the 21st Century. Stopovers allow exploration of European and North American cultures that gave rise to specific developments in musical style. The focus is on classical music but attention is also given to popular. En route, students meet fascinating composers and listen to their music.

DIGITAL MUSIC TECHNOLOGIES

502-ACB-MS (3-0-3) 2 credits
(Arts, Literature and Communication)
550-400-MS (3-0-3) 2 credits
(Liberal Arts: Digital Music Technologies)
AAS-LBQ (3-0-3) 2 credits (Complementary)

This course introduces students to contemporary digital music technologies. It covers both theoretical technical information and the application of hands-on creative techniques. It also presents students with samples of existing artistic works. Topics may include audio editing and mixing, digital signal processing, audio effects, mashups, laptop performance, sound synthesis, digital DJ techniques, sonification, interactive audio installations and a broad overview of various music technologies. No specific background training is required other than a good general familiarity with computers and an interest in music.

CONCENTRATION COURSES FOR MUSIC STUDENTS

EAR TRAINING AND THEORY I

551-156-MS (3-1-2) 2 credits

This course combines the components of Ear Training, Solfège, Writing and Analysis.

Students develop skills in sight-singing and dictation with emphasis on singing and hearing intervals within the octave, scale and arpeggio patterns and triads in their various formations. Melodic and rhythmic dictations and singing exercises are in simple and compound meters, in treble and bass clefs. The course also includes harmonic progressions and aural recognition of non-harmonic tones and cadences.

The writing component of the course builds on triads and develops from two-part writing to four-part tonal harmony involving all degrees of the scale and their inversions, including dominant and supertonic sevenths and secondary dominants. Harmonic analysis is made of these chords as well as of non-harmonic tones in musical literature. Students develop skills in writing melodies and simple Baroque dance structures and in analyzing melodic and formal structures (binary, rounded binary, ternary).

EAR TRAINING AND THEORY II

551-256-MS (3-1-2) 2 credits

Prerequisite: 551-156-MS or equivalent

This course is a continuation of 551-156-MS.

EAR TRAINING AND THEORY III

551-356-MS (3-1-2) 2 credits

Prerequisite: 551-256-MS or equivalent

The Ear Training component of this course involves recognition of compound intervals, chord quality and position, seventh chords, chord progressions on all degrees with inversions; notation of single-line and two-part melodies involving chromaticism and modulations, more advanced rhythmic patterns and atonal material. The course includes singing of melodies involving modulations to closely related keys, using treble, bass and alto clefs and duet singing; vocal realization of figured bass and seventh chords in close position; and atonal material.

As to the theory component, the course includes writing of four-part harmonizations from a given soprano or figured bass, including diatonic sevenths, tonicization, modulation, modal mixture, chromatic chords and harmonic sequences and the analysis of these in musical literature. Analysis also involves melodic and structural features (sonata form, rondo, compound ternary).

EAR TRAINING AND THEORY IV

551-456-MS (3-1-2) 2 credits

Prerequisite: 551-356-MS or equivalent

This course is a continuation of 551-356-MS.

MUSIC LITERATURE I

551-131-MS (2-1-1) 1.33 credits

Music from the Baroque, Classical and early Romantic periods

This course begins with Vivaldi and culminates with Berlioz. It presents the important composers, forms and genres of the Baroque, Pre-Classical, Classical and early Romantic eras. Musical works are situated within their cultural contexts.

MUSIC LITERATURE II

551-231-MS (2-1-1) 1.33 credits

Music from the Romantic period and early 20th Century

This course examines the composers and stylistic characteristics of 19th- and early 20th-Century music. From Rossini and Wagner to Debussy and Schoenberg, music underwent formidable change during this period. We examine Romanticism and the early modern aesthetic to help understand music's evolution in this period.

MUSIC LITERATURE III

551-331-MS (2-1-1) 1.33 credits

Music of the 20th Century

This course examines music literature from approximately World War I until the present. It traces the major stylistic developments of the period, always placing them within their cultural-historical contexts. Topics covered include Nationalism, Neo-Classicism, Atonality, Serialism, Electronic music and the American tradition. The emergence of jazz styles including Ragtime, Blues, Dixieland, Swing and Bebop are also covered.

MUSIC LITERATURE IV

551-431-MS (2-1-1) 1.33 credits

Music from the Medieval and Renaissance periods

This course introduces students to composers and major musical developments from the Middle Ages to approximately 1650. Topics covered include plainchant, early polyphony, the polyphonic Mass, the madrigal and early Opera.

PRINCIPAL INSTRUMENT I

551-121-MS (1-2-6) 3 credits

Students are required to take one individual lesson per week on their principal instrument or voice. Instruction is provided on all woodwind, brass or string instruments, as well as piano, organ, guitar, voice and percussion. The lab hours involve weekly sight-reading classes by family of instruments (piano, strings, voice, winds) and weekly accompaniment skill-building.

PRINCIPAL INSTRUMENT II

551-221-MS (1-2-6) 3 credits

Prerequisite: 551-121-MS

This course is a continuation of 551-121-MS. A jury exam is required at the end of this course.

PRINCIPAL INSTRUMENT III

551-321-MS (1-2-6) 3 credits

Prerequisite: 551-221-MS

This course is a continuation of 551-221-MS.

PRINCIPAL INSTRUMENT IV

551-421-MS (1-3-6) 3.33 credits

Prerequisite: 551-321-MS

This course is a continuation of 551-321-MS. The additional lab hour involves the complete planning and presentation of a graduation jury-recital.

LARGE ENSEMBLE AND COMPLEMENTARY INSTRUMENT I

551-144-MS (1-3-1) 1.66 credits

This course combines two elements of music-making. Each student participates in a large ensemble (choir, orchestra, wind orchestra) and takes a one-hour group lesson per week on a secondary instrument or voice. Students whose principal instrument is piano or organ study voice as a secondary instrument. All other students study piano as their secondary instrument.

LARGE ENSEMBLE AND COMPLEMENTARY INSTRUMENT II

551-244-MS (1-4-1) 2 credits

Prerequisite: 551-144-MS

This course is a continuation of 551-144-MS.

SMALL ENSEMBLE AND COMPLEMENTARY INSTRUMENT III

551-443-MS (1-2-1) 1.33 credits

This course continues to develop skills on the complementary instrument. Students also participate in a small ensemble with their principal instrument.

MUSICTECHNOLOGY

551-300-MS (2-1-1) 1.33 credits

This course provides a general introduction to music technology. The topics covered include but are not limited to the history of sound recording, symbolic music representations, score editing, psychoacoustics, digital audio, sound recording and audio production techniques. The course includes both theoretical and hands-on practical components.

PHILOSOPHY (340)

Philosophy has been variously defined as the love of wisdom, the science of the sciences or as the unrelenting examination of the fundamental principles underlying science, religion and morality. Perhaps most characteristic of the philosophical enterprise in general is its unending and uncompromising pursuit of truth, through critical evaluation and careful consideration of all aspects of an issue. The content of these courses is of an introductory nature and is thus suitable for students taking their first or a subsequent philosophy course.

PHILOSOPHIC QUEST

340-AEB-MS (3-0-3) 2 credits	
(Arts, Literature and Communication)	
340-100-MS (3-0-3) 2 credits	(Liberal Arts)
340-914-MS (3-0-3) 2 credits	(Social Science)
PHI-LAA (3-0-3) 2 credits	(Complementary)

(Introductory course) This course introduces students to philosophy. Through lectures, class discussions and exercises of various kinds, students discover what it means to do philosophy. This course explores the various areas of philosophic inquiry, the different issues that arise in each area and the methods that philosophers use in trying to think critically and productively about these issues. The overall goal is to help students acquire the ability to recognize philosophic issues and to develop their skills in thinking critically about them.

EXISTENTIALISM

340-AQE-MS (3-0-3) 2 credits	
(Arts, Literature and Communication)	
340-130-MS (3-0-3) 2 credits	(Liberal Arts)
PHI-LBA (3-0-3) 2 credits	(Complementary)

With its unrelenting focus on the solitary and alienated individual, existentialism has become the characteristic philosophy of the modern age. Students study some of the core themes of this revolution in thought by examining figures as diverse as Kierkegaard, Simone de Beauvoir, Nietzsche, Sartre and Heidegger, who have collectively exerted a widespread influence on philosophy, religion and the arts.

PHILOSOPHY OF SEXUALITY

340-AQB-MS (3-0-3) 2 credits	
(Arts, Literature and Communication)	
340-200-MS (3-0-3) 2 credits	(Liberal Arts)
340-218-MS (3-0-3) 2 credits	(Social Science)
PHI-LBS (3-0-3) 2 credits	(Complementary)

The purpose of this course is to aid students in better orienting themselves in relation to the moral dimensions of contemporary human sexuality issues. As such, this is predominantly a course in moral philosophy. The goal throughout is to take a reasoned and analytical approach to

the issues discussed. Sample topics include sexism in advertising, sexism in language and pornography.

THINK FORYOURSELF!

340-ACA-MS (3-0-3) 2 credits	
(Arts, Literature and Communication)	
340-310-MS (3-0-3) 2 credits	(Liberal Arts)
PHI-LBA (3-0-3) 2 credits	(Complementary)

The purpose of this course is to help students develop the knowledge and skills necessary to become independent, critical thinkers. The course begins by examining the basic structure and mechanics of language as a medium for communication; it then introduces the nature, methods and applications of rational thinking; and concludes by showing how to employ language effectively to express the products of our reasoning. Throughout there is an equal emphasis on developing the students' ability to evaluate the reasoning of others and to express their own reasoning clearly and effectively. At all stages of the course, the emphasis is on developing skills through individual and group exercises.

WHAT IS JUSTICE?

340-AQG-MS (3-0-3) 2 credits	
(Arts, Literature and Communication)	
340-400-MS (3-0-3) 2 credits	(Liberal Arts)
340-225-MS (3-0-3) 2 credits	(Social Science)
PHI-LBS (3-0-3) 2 credits	(Complementary)

What would a just society look like? This course allows students to explore various conceptions of political and social justice that have been developed by thinkers such as John Stuart Mill, John Rawls and Elizabeth Anderson over the past three centuries. An examination of the debate on how a state can best address the issues of justice—in political, social and economic terms should provide students with a better perspective from which to evaluate questions of justice in our own society, as well as their rights and responsibilities as citizens.

TOPICS IN PHILOSOPHY

340-AQF-MS (3-0-3) 2 credits	
(Arts, Literature and Communication)	
340-410-MS (3-0-3) 2 credits	(Liberal Arts)
340-929-MS (3-0-3) 2 credits	(Social Science)
PHI-LAA (3-0-3) 2 credits	(Complementary)

The Topics in Philosophy course focuses on a specific philosophical topic that is not covered in depth by other philosophy courses at the College. The topic for a given year is chosen according to student interest and the instructor's specialization. Topics include Environmental Ethics, The Good Life and Understanding Science. For more information students should check the registration package provided via Omnivox.

ANCIENT PHILOSOPHY

340-AEA-MS (3-0-3) 2 credits	
(Arts, Literature and Communication)	
340-910-MS (3-0-3) 2 credits	(Liberal Arts)
PHI-LAA (3-0-3) 2 credits	(Complementary)

This course provides a survey of Ancient Greek and Hellenistic philosophy, from the pre-Socratic thinkers and Socrates, through Plato and Aristotle and ending with the Epicureans and Stoics. These thinkers and their ideas are examined in their historical context, especially insofar as they influenced one another. The course explores metaphysical and

epistemological questions addressed by Pre-Socratic thinkers as well as ethical and moral views developed by Socrates, Plato, Aristotle, Epicurus and Epictetus.

MODERN PHILOSOPHY

340-AQA-MS	(3-0-3)	2 credits	
(Arts, Literature and Communication)			
340-912-MS	(3-0-3)	2 credits	(Liberal Arts)
PHI-LAA	(3-0-3)	2 credits	(Complementary)

This course offers a survey of some of the major figures in Western philosophy from the 16th to the 19th Centuries. After a general survey of the shift that occurred from the Medieval era to the Modern period, it focuses on some of the central issues in philosophy during the Modern period: What can we know? What is the self? Are human actions free? How should individuals and states act? In examining the works of prominent Modern philosophers, students discover conceptions of the world, self and state that have shaped the development of both philosophy and society up to this day.

PHYSICS (203)

The science of physics seeks to uncover the fundamental nature of the universe at all scales. Physical laws predict and explain the interaction of the particles and the forces we observe. These laws reveal the underlying simplicity and beauty of nature, from the smallest subatomic patterns to the largest cosmological structures. Discoveries in physics often impact other sciences and can lead to applications in such diverse areas as biology, chemistry, medicine, astrophysics, geophysics, environmental science and engineering.

Each of the required courses (NYA, NYB, NYC) is usually offered in an enriched version as well. Enriched sections provide additional stimulation to students who readily grasp physical concepts. There are additional topics and a deeper treatment of the regular course material. The courses' enriched nature is reflected in the course evaluation. Successful completion of an enriched section can be confirmed in an official letter that can be included with university applications.

MECHANICS

203-NYA-05	(3-2-3)	2.66 credits	(Science)
203-701-MS	(3-2-3)	2.66 credits	(Arts and Sciences)

Prerequisites: Sec. V Physics (053504, 553504) or equivalent; Sec. V Math TS (064506, 564506) or Sec. V Math SN (065506, 565506)

Mechanics is the study of systems in motion: how bodies move and what causes them to move. In this course, the student learns the classical laws governing translational and rotational motion and their application to real systems.

ELECTRICITY AND MAGNETISM

203-NYB-05	(3-2-3)	2.66 credits	(Science)
203-703-MS	(3-2-2)	2.33 credits	(Arts and Sciences)

Prerequisites: Science students: 203-NYA-05 Mechanics and 201-NYB-05 Calculus II
Arts and Sciences students: 203-701-MS Mechanics and 201-702-05-MS Integral Calculus

The diverse phenomena related to electricity and magnetism (such as electric power, circuits, static electricity and

electromagnetism) are explained using a simple framework of classical laws and fundamental concepts.

WAVES, LIGHT AND MODERN PHYSICS

203-NYC-05	(3-2-3)	2.66 credits	(Science)
203-702-MS	(3-2-2)	2.33 credits	
(Arts and Sciences: Optics, Waves and Modern Physics)			
Prerequisites: Science students: 203-NYA-05 Mechanics and 201-NYA-05 Calculus I			

Arts and Sciences students: 203-701-MS Mechanics and 201-701-MS Differential Calculus

This course covers some basic properties of waves and oscillations, properties of light (through a study of geometrical and physical optics) and some introductory modern physics concepts that are relevant to understanding the wave-particle nature of light. It includes elements of special relativity and quantum physics.

DIGITAL ELECTRONICS

203-LCV-05	(3-2-3)	2.66 credits	(Science)
Winter semester only			

Prerequisites: 203-NYA-05 Mechanics previously or concurrently

In this course, the student obtains a fundamental grasp of digital technology and the logic underlying all digital systems. Key components such as logic processors, memory devices and arithmetic units are covered. Hands-on experience in the lab by designing and bread-boarding simple circuits are used to reinforce the topics. The final project involves designing a simple integrated circuit device using either hardware or software. There is no final exam.

ASTROPHYSICS

203-LCW-05	(3-2-3)	2.66 credits	(Science)
Winter semester only			

Prerequisites: 203-NYA-05 Mechanics and 203-NYC-05 Waves with 203-NYB-05 Electricity to be taken at least concurrently

What makes the sun shine? What is a planet? What are black holes, how are they formed and how do we know they exist if we can't see them? What is the Big Bang? Astrophysics addresses these questions by applying the concepts learned in the core physics courses to the study of the Universe. Observations of the night sky as well as fundamental physical laws and principles are used to explain phenomena ranging from orbital dynamics and planet formation to the life cycle of stars, the evolution of galaxies and the origin and fate of the Universe. The observations are performed using several types of telescopes, one of which must be purchased by the student at a cost of about \$80.

TOPICS IN APPLIED PHYSICS

203-LCZ-05	(3-2-3)	2.66 credits	(Science)
Fall semester only			

Prerequisite: 203-NYA-05 Mechanics

This course, Topics in Applied Physics, extends the student's understanding of phenomena beyond the scope of the conventional physics curriculum. In this course, the student is introduced to topics related to applied physics/engineering such as the physics of bridges, drag, aeronautics, fluid dynamics and more (topics chosen at the instructor's discretion). This course combines lectures and a hands-on approach which involve computer simulations and experimental projects.

POLITICAL SCIENCE (385)

Political Science analyzes the struggle for power and authority within society. Probably the most valuable attribute of political science is its capacity to make people aware of the potential of and obstacles to, their own participation in the political process. With this awareness, citizens may have some influence on the many ways in which politics affects their daily lives.

INTRODUCTION TO INTERNATIONAL RELATIONS

385-950-MS (3-0-3) 2 credits (Liberal Arts; Social Science)
SSS-LAQ (3-0-3) 2 credits
(Complementary: International Politics)

(Introductory course) This course is designed to provide students with a basic introduction to Political Science through the study of International Politics. The student is introduced to various concepts and approaches in order to understand particular issues and events and place them within a broader context. The course focuses upon the major approaches used in the study of International Politics. Among these are the realist approach, which emphasizes power and self-interest as basic concepts in the interactions between states; and the liberal approach, which focuses attention upon international cooperation, justice and conflict resolution through institutions such as the United Nations.

Three levels of analysis are also integral to the course. First, the international system deals with the interactions among states. Second, the individual level of analysis investigates the values and perceptions of state leaders. Finally, domestic sources of foreign policy provide an internal context for decision making focusing on such components as the mass media, interest groups and political parties. The course explores specific international issues by using the two approaches and the three levels of analysis.

UNDERSTANDING POWER

385-941-MS (3-0-3) 2 credits (Liberal Arts; Social Science)
SSS-LAQ (3-0-3) 2 credits (Complementary)

This course examines political ideologies and principles on which power and political systems are based. It introduces different forms of governments and regimes, from democracies to dictatorships and primary emphasizes Canada's liberal democracy. Students learn to use the tools of political science to study the nature of political participation and conflict, particularly in Canada. The course analyzes the major issues and problems facing Canada and different nation states around the world. Concepts are applied to four moot court simulations.

THIRD WORLD POLITICS

385-946-MS (3-0-3) 2 credits (Liberal Arts; Social Science)
SSS-LAQ (3-0-3) 2 credits (Complementary)

What is the Third World? What are the opportunities and challenges facing the Third World/Global South today? This course answers these questions by examining the politics of international development. It begins by discussing the different definitions and theories of development, in addition to the identification and definitions of the Third World. It then looks at the different actors (local, regional and international) that have an impact on the development of these countries. The second part of the course examines more closely current

issues in development, such as the environment, gender and inequality.

TOPICS IN POLITICAL SCIENCE

385-929-MS (3-0-3) 2 credits (Liberal Arts; Social Science)
SSS-LAQ (3-0-3) 2 credits (Complementary)

The Politics of Climate Change

Despite scientific consensus regarding the anthropogenic nature of global warming and the urgency of achieving major reductions in greenhouse gas emissions in order to mitigate the effects of future warming, collective action to address global climate change is patently insufficient. This course is designed to provide students with a survey of the international and domestic political dynamics impacting such action, including the international bargaining and legal frameworks around climate change mitigation, the political economy of energy, public opinion and electoral calculations, the role of interest groups and the ethical dimensions of climate change.

PSYCHOLOGY (350)

Curiosity about why human beings behave the way they do has led to the field of psychology. Although many share this interest, psychologists try to understand behaviour through systematic study. The aim of psychology is to scientifically interpret, predict and understand behaviour and to apply this knowledge to the problems people encounter.

INTRODUCTION TO PSYCHOLOGY

350-102-MS (3-0-3) 2 credits (Liberal Arts; Social Science)
SSS-LAQ (3-0-3) 2 credits (Complementary)

(Required course) This course considers human and other animal behaviour as a product of a combination of biological, social, environmental and developmental factors. Specific topics covered include the history of psychology, the methodology used in psychology, the brain and nervous systems, learning and memory. Other topics covered in the course may include sensation and perception, the effects of drugs on the brain and behaviour, psychological disorders and treatments, stress and health, motivation and emotion and sleep and dreaming. At the end of this course students are familiar with the basic components of human behaviour and experience.

HUMAN BEHAVIOUR

350-701-MS (3-0-3) 2 credits (Arts and Sciences)

This course describes the main approaches to explaining human behaviour and mental processes and examines the biological, social and developmental factors that influence human behaviour. Topics may include the brain and nervous systems, memory, learning, perception and sensation, development, mental health, psychological disorders and treatments, stress and health, motivation and sleep. In this course students are expected to experimentally test a hypothesis about human behaviour.

PSYCHOLOGY OF MENTAL DISORDERS

350-213-MS (2-1-3) 2 credits (Liberal Arts; Social Science)
SSS-LAQ (3-0-3) 2 credits (Complementary)

This course examines the nature, causes and treatments of psychological disturbances and abnormalities, including Mood

Disorders, Schizophrenia, Anxiety Disorders, Somatic Symptom Disorders, Trauma and Stress-Related Disorders as well as Obsessive Compulsive and Related Disorders. Topics include contemporary research, theories and practices that contribute to the description, understanding, prevention and treatment of mental and behavioural disturbances. Students learn how research and theory are applied to current therapeutic approaches. The stigma associated with mental disorders is discussed throughout the course.

CHILD DEVELOPMENT

350-706-MS (2-1-3) 2 credits (Liberal Arts; Social Science)
SSS-LAQ (3-0-3) 2 credits
(Complementary: Developmental Psychology, CHILD)

This course explores child and adolescent development via the biological, psychological and emotional changes that occur in humans from conception to young adulthood. Students further examine the underpinnings of social behaviour, cognitive processes (i.e. intelligence, language, attention) and personality development as they evolve throughout childhood and adolescence. Basic theories and methods that are central to the understanding of child development are presented, as well as the implications of current knowledge for child-rearing today.

SOCIAL PSYCHOLOGY

350-913-MS (2-1-3) 2 credits (Liberal Arts; Social Science)
SSS-LAQ (3-0-3) 2 credits (Complementary)

The aim of this course is to study both how the social environment affects individuals and how individuals influence their social environments. Students examine topics such as the self, impression formation, stereotypes and prejudice, helping behaviour, romantic relationships and obedience and conformity. Students are encouraged to relate course content to their own experiences and to current events.

BUSINESS PSYCHOLOGY

350-921-MS (2-1-3) 2 credits (Social Science)
SSS-LAQ (3-0-3) 2 credits (Complementary)

Business psychology stresses the value of evidence-based decision making to help improve the functioning of organizations and the well-being of individuals in the workplace. Using a case approach, students learn to apply course material to help understand and propose solutions to current business problems. Topics include personality, biases, leadership, motivation, emotional intelligence, values and culture. This course is especially useful for those planning to follow Commerce in university where they will be required to take Organizational Behaviour and is relevant to anyone who wants to be a satisfied and successful employee.

FORENSIC PSYCHOLOGY

350-928-MS (2-1-3) 2 credits (Liberal Arts; Social Science)
SSS-LAQ (3-0-3) 2 credits (Complementary)

Understanding human behaviour helps us make sense of the world around us, including the legal system. The science of psychology plays an important role in our understanding of how the legal system works. In this course, students become familiar with a number of topics in psychology as they relate to the criminal justice system. These include mental health problems and the law; the accuracy of eyewitness testimony; juries and jury decision-making; interrogations and false confessions; detecting deception; psychopaths; and domestic violence.

TOPICS IN PSYCHOLOGY

350-929-MS (2-1-3) 2 credits (Liberal Arts; Social Science)
SSS-LAQ (3-0-3) 2 credits (Complementary)

Psychology of Sexuality

This course examines various concepts including anatomy and the biological underpinnings of human sexuality while also exploring contemporary issues such as gender identity, sexual orientation, sexual arousal and variations in sexual practices. It helps students reflect upon what it means to have healthy sexual relationships in today's society.

RELIGIOUS STUDIES (370)

Religious Studies offers an opportunity to develop a broader appreciation and deeper understanding of the religious dimension of the individual in contemporary society. Some courses approach the subject from a world religious perspective; others focus on the Judeo-Christian heritage while still others explore Eastern traditions. This area provides Social Science and ALC students with an in-depth understanding of ourselves and our world.

ON THE TRACK OF THE GODS

370-AEB-MS (3-0-3) 2 credits
(Arts, Literature and Communication)
370-300-MS (3-0-3) 2 credits
(Liberal Arts: Death and Dying in World Religions)
370-111-MS (3-0-3) 2 credits (Social Science)
REL-LBA (3-0-3) 2 credits (Complementary)

(Introductory course) No matter where you come from, who you are or what you believe in, one thing is certain: you will die. On this, everyone agrees. What we don't agree on is, at what moment does death actually occur? What do we do with the body once it has occurred? How is the community expected to respond to death? And what do we believe happens after? Religion deals with all of these questions in one form or another.

JUDAISM, CHRISTIANITY AND ISLAM

370-AQA-MS (3-0-3) 2 credits
(Arts, Literature and Communication)
370-121-MS (3-0-3) 2 credits (Liberal Arts; Social Science)
REL-LBS (3-0-3) 2 credits (Complementary)

This course is an introduction to Jewish, Christian and Muslim Scriptures. The purpose of this course is to introduce students to the scriptures of the three great monotheistic religions of the West. The course is subdivided into three units of study. Students begin with Judaism and the Hebrew scriptures, proceed to Christianity and the New Testament and conclude with Islam and the Qur'an. In each case, students explore a few founding scriptural passages and some subsequent interpretations of them.

EASTERN RELIGIONS: AN INTRODUCTION TO HINDUISM AND BUDDHISM

370-ACA-MS (3-0-3) 2 credits
(Arts, Literature and Communication)
370-100-MS (3-0-3) 2 credits (Liberal Arts)
370-332-MS (3-0-3) 2 credits (Social Science)
REL-LBS (3-0-3) 2 credits (Complementary)

This course has as its main objective to introduce students to

Hinduism and Buddhism. The first half is devoted to Hinduism, with a special emphasis on doctrine and mythology. The second half is devoted to Buddhism as it is practiced primarily in the Theravāda tradition.

BUDDHIST SCRIPTURES: TEXTS AND TATTOOS

370-AEC-MS (3-0-3) 2 credits

(Arts, Literature and Communication)

370-131-MS (3-0-3) 2 credits (Liberal Arts; Social Science)

REL-LBA (3-0-3) 2 credits (Complementary)

This course is focused on introducing students to scripture in the Buddhist tradition. Unlike most “western” traditions (“western” being an obviously relative term), most “eastern” traditions (with the exception of Sikhism) do not have one primary text around which the tradition pivots. There is no Buddhist Bible. There is, rather, a huge corpus of literature that essentially qualifies as scripture. This course takes on the seminar-model, with each week being split between one lecture and one in-class discussion focused on a particular Buddhist text, providing students with the opportunity to wrestle with a wide spectrum of Buddhist texts directly.

TOPICS IN RELIGIOUS STUDIES

370-AQB-MS (3-0-3) 2 credits

(Arts, Literature and Communication)

370-400-MS (3-0-3) 2 credits (Liberal Arts)

370-929-MS (3-0-3) 2 credits (Social Science)

REL-LBS (3-0-3) 2 credits (Complementary)

Himalayan Buddhism

Since the 14th Dalai Lama received the Nobel Peace Prize in 1989, Tibetan Buddhism has been catapulted onto the world stage as a religion of peace and compassion – not an entirely false representation but not an entirely true one either. This course takes an in-depth look at this complicated religion and its history in the Himalayas.

Magic and Ritual

Magic can have many meanings; a supernatural phenomenon, a form of ritual practice, a therapeutic exercise, a criminal accusation or any mix of these. Beginning with an understanding of ritual, both sacred and profane, we examine these various definitions and the practice of magic across cultures.

SOCIOLOGY (387)

Despite today’s emphasis on the individual, we often overlook the tremendous influence that society has in shaping people. Social factors have a major impact on the kind of world we live in and the kind of people we are. The sociological perspective emphasizes that the world we live in is a combination of physical and social environments. Sociology provides us with a greater understanding of human behaviour and social problems.

INDIVIDUAL AND SOCIETY

387-960-MS (3-0-3) 2 credits (Liberal Arts; Social Science)

SSS-LAQ (3-0-3) 2 credits (Complementary)

(Introductory course) This course provides the student with a basic introduction to sociology, exploring the complex relationship between individuals and their societies. Basic concepts and theoretical perspectives are presented and

applied to topics such as culture, socialization, family, sexuality, social groups and organizations, gender relations, deviance and social class.

SOCIAL INEQUALITIES AND SOCIAL PROBLEMS

387-963-MS (3-0-3) 2 credits (Liberal Arts; Social Science)

Prerequisite: 387-960-MS

Using the perspectives of sociology, this course examines the concepts of social inequalities and social problems in the 21st Century. The social inequalities that we concentrate on in this class include those based on income, with an emphasis on poverty, as well as inequalities based on racialization, ethnicity, gender and sexual orientation. This course also addresses social problems related to the urbanization, human trafficking and addictions.

CRIMINOLOGY

387-962-MS (3-0-3) 2 credits (Social Science)

Prerequisite: 387-960-MS

This course provides students with an understanding of the social factors that are related to criminal behaviour, law-making and the justice system. Topics covered include classical and modern criminological theories, violent crime, property and street crime, corporate and white collar crime, current crime statistics and the portrayal of crime and justice in the news and entertainment media.

SOCIOLOGY OF HEALTH AND ILLNESS

387-968-MS (3-0-3) 2 credits (Social Science)

SSS-LBQ (3-0-3) 2 credits (Complementary)

The aim of this course is to introduce students to the sociology of health of illness. In particular, students explore the connection between social factors such as income, education, gender and ethnicity with both people’s risks of becoming ill and the quality of care that they receive.

DYNAMICS OF SOCIAL CHANGE

387-701-MS (3-0-2) 2 credits (Arts and Sciences)

The course examines sociological concepts, perspectives and models essential to understand the world we live in and the kind of people that we are. It focuses on class, gender, the family and social organizations as viewed by the sociologist. It identifies major changes that have occurred in society and examines the process, implications and reasons for these changes. It explains social facts, taking into account cultural and structural factors. Students are expected to apply the sociological method to the study of a social phenomenon.

TOPICS IN SOCIOLOGY

387-929-MS (3-0-3) 2 credits (Social Science)

SSS-LAQ (3-0-3) 2 credits (Complementary)

Food and Social Justice

By drawing upon environmental sociology, cultural sociology, political sociology, gender, race and ethnicity and sociology of media, this course examines the social processes of food production, preparation and consumption. Topics to be explored include a) global/local food systems b) farm labour injustice and minimum wage fights c) food insecurity and malnutrition d) food law and policies e) alternative food movements f) ethnic food and multicultural cities g) gendered dieting, body image and food media. These topics serve as a

gateway to social, political, economic and cultural forces behind how and what we eat. These timely topics further shed light on social problems and justice in our time.

SPANISH (607)

Canadians share a continent with more than 400 million Spanish-speakers. Spanish is the first language of more than 45 million U.S. citizens. With the North American Free Trade Agreement, links between Canada and Mexico are becoming more important. Moreover, Spain is a full-fledged member of the European Community. As Canadians undertake business expansion abroad, knowledge of the Spanish language and culture can provide a wealth of opportunities.

Registration for Spanish I is restricted to students who have no previous knowledge of the language whatsoever. Non-beginner courses are available for students who have already acquired some knowledge of the language; students can determine their appropriate level by reading the course description below and by consulting a language teacher at the College.

SPANISH I

607-ALA-MS	(3-0-3)	2 credits	
(Arts, Literature and Communication)			
607-100-MS	(3-0-3)	2 credits	(Liberal Arts)
SPA-LAL	(3-0-3)	2 credits	(Complementary)

From day one, beginner students use Spanish to communicate. Following an audio-lingual communicative method, they acquire basic language structures and vocabulary and learn to function in everyday situations. Creative use of language acquisition is actively encouraged. Vocabulary and grammar are reinforced through exercises. Students are required to read a short story in Spanish.

Course content: introducing oneself and others; expressing greetings and farewells; ordering food and drink; expressing likes and dislikes; describing oneself and one's family; asking questions to others; identifying and locating places; telling time; describing daily activities and routine. The only verb tense taught in Spanish I is the indicative present.

SPANISH II

607-ALB-MS	(3-0-3)	2 credits	
(Arts, Literature and Communication)			
607-110-MS	(3-0-3)	2 credits	(Liberal Arts)
SPA-LBL	(3-0-3)	2 credits	(Complementary)

Prerequisite: Spanish I or equivalent

This course is a continuation of Spanish I. Students expand their ability to communicate in Spanish as they continue to acquire vocabulary, master verb forms and learn basic grammar. Students read short stories in Spanish.

Course content: giving directions and talking about means of transportation; making plans; using dates; speaking about seasons and climate; describing events in the present and past; going shopping; making comparisons; giving instructions and advice; referring to habitual actions in the past.

SPANISH III (NIVEL INTERMEDIO I)

607-ALC-MS	(3-0-3)	2 credits	
(Arts, Literature and Communication)			
607-200-MS	(3-0-3)	2 credits	(Liberal Arts)

SPA-LAK (3-0-3) **2 credits** (Complementary)

Prerequisite: Spanish II or equivalent

Al terminar la sesión los estudiantes serán capaces de: describir en el pasado; contrastar los usos del pretérito indefinido con los del pretérito imperfecto; hacer el retrato biográfico de una persona; expresar deseos y reacciones emotivas; hablar de salud, alimentación y enfermedades; hablar de y escribir sobre el futuro; hacer sugerencias. En este nivel se utilizan los siguientes tiempos verbales: presente; pretérito indefinido; pretérito imperfecto; pretérito perfecto y pretérito pluscuamperfecto de indicativo; condicional; futuro; imperativo y presente de subjuntivo.

SPANISH IV (NIVEL INTERMEDIO II)

607-300-MS	(3-0-3)	2 credits	(Liberal Arts)
SPA-LBK	(3-0-3)	2 credits	(Complementary)

Prerequisite: Spanish III or equivalent

Al terminar la sesión los estudiantes serán capaces de: hacer y rechazar una oferta; pedirle a alguien que haga algo; dar consejos y persuadir a alguien; expresar la idea de la duración o de la continuidad de una acción; expresar la idea de la necesidad; expresar opiniones, sorpresa, agrado o desagrado; reaccionar en situaciones sociales; expresar suposiciones e hipótesis; respetar las reglas de la correspondencia de los tiempos en indicativo y subjuntivo.

THEATRE (560)

Theatre at Marianopolis prepares students of all experience levels for ongoing practice in the performing arts. Students who wish to proceed to university Theatre programs build a breadth of knowledge and a solid technical base of training; students who wish to experience Theatre as a one-time complementary course benefit from cross-curricular skills in collaboration, creation and public speaking. No experience in Theatre is required. These courses are an introduction to the various aspects of theatre-making. A safe environment is created to encourage engagement and risk taking.

THEATRE EXPLORATIONS I

560-AE1-MS	(2-1-3)	2 credits	
(Arts, Literature and Communication)			
THE-LAA	(1-2-3)	2 credits	(Complementary)

A basic introduction to the craft of acting, theatre history and creation work. Through the exploration of character through movement, improvisation and devised scene work, students acquire an understanding of the creative process, commitment and diligence needed in theatre creation. This course finishes with an in-class performance.

THEATRE TECHNIQUES I

560-AT1-MS	(2-1-3)	2 credits	
(Arts, Literature and Communication: Theatre Techniques)			
560-AT1-MS	(2-1-3)	2 credits	(Liberal Arts: Theatre Explorations Category)
THE-LBA	(1-2-3)	2 credits	(Complementary)

This class focuses on techniques of acting and character development. Students explore approaches to script analysis, partnered scene work and monologue auditions. Ongoing studio work helps students develop their vocal resonance and explore physical approaches to building characters for performance. The final project is a public performance of scenes from a contemporary work of theatre.

THEATRE CRITIQUE I

560-AQ1-MS (2-1-3) 2 credits
(Arts, Literature and Communication: Theatre Critique)

560-AQ1-MS (2-1-3) 2 credits
(Liberal Arts: Theatre Issues Category)

THE-LAA (1-2-3) 2 credits (Complementary)

This course explores approaches to theatrical interpretation and performance, with an emphasis on Shakespeare's text. Students develop their critical lens through embodied studio practice, assessing comparative works of theatre and applying their own creative concepts to directing others in performance. This course finishes with an in-class, invite-only performance.

THEATRE CREATION I

560-AC1-MS (2-1-3) 2 credits
(Arts, Literature and Communication: Theatre Creation)

560-AC1-MS (2-1-3) 2 credits
(Liberal Arts: Theatre Application Category)

THE-LBA (1-2-3) 2 credits (Complementary)

The focus of this course is on creating original performance. Through studio work, observation of professional performance and solo and group creations, students investigate and practice a variety of approaches to devised theatre. The course finishes with a two-night public performance.

GENERAL EDUCATION COURSES

ENGLISH LANGUAGE AND LITERATURE (603)

All students are required to take four General Education English courses, one from each of four categories. The courses are sequenced and students must pass a course in one category before moving on to the next category. In their first semester, incoming students are required to take Introduction to College English (I.C.E., 603-101). In their second semester, they take a course from the Literary Genres (603-102) category. The third semester offers a course from the Literary Themes (603-103) category. After they have successfully completed 603-101, 603-102 and 603-103, students are eligible to take the English Exit Exam. The fourth and final English course is one from Courses Adapted to Program (603-LPE).

A variety of courses in all four categories are offered each semester. All courses are designed to provide students with a background in literature and to promote the development of thinking and communication skills. It is the goal of the English Department to ensure that when students leave Marianopolis, they have the necessary skills and knowledge to function successfully at university and in the world at large.

- ◆ In **ALC**, students in their third semester enrol in a designated General Education course, ENG 103: Memory and Imagination.
- ◆ In **Arts and Sciences** and **Liberal Arts**, students take a set of four General Education English courses which have been specifically designed for students in those two programs. As General Education courses, these courses

respect the standards and objectives common to all other offerings in these categories. However, in addition to this, these courses have a carefully selected course content to meet the following program needs:

- These courses offer a carefully selected chronological overview of some of the great literary works from the Western canon in their historical contexts. This serves the **Liberal Arts** program, as it amplifies and reflects the historically themed content of the other Liberal Arts offerings in each semester
- In **Arts and Sciences**, there is a Great Works objective (which belongs to the Specific Education component). This objective is partially satisfied by the 4th semester English course (603-704-MS), which has been specially designed to present significant literary works, in context, mainly from the Western canon. Because of this additional objective, this course is required of all Arts and Sciences students.

For both **Liberal Arts** and **Arts and Sciences** students, these English offerings reinforce the value of the narrative mode. They call on students to learn mainly through their direct experience of literary texts. These program-specific English courses are identified in the descriptions within each of the four English categories.

ENGLISH COURSES AS SPECIFIC EDUCATION

Additional English courses can also be taken as Specific Education courses in some programs.

- ◆ **ALC** students wishing to deepen their study of literature and written communication can choose from a selection of courses in the English 102, 103 and LPE categories identified on the course offering list before registration every semester. Eligible courses will be listed under one of the following course titles and codes:

Ponderation/credits: (3-0-3) 2 credits

Explorations in English Literature 1 or 2:
1 (603-AEA-MS), **2** (603-AEB-MS)
(Linked to 603-103-MQ courses)

Techniques in English 1 or 2:
1 (603-ATA-MS), **2** (603-ATB-MS)
(Linked to 603-102-MQ courses)

Critique in English Literature 1, 2 or 3:
1 (603-AQA-MS), **2** (603-AQB-MS), **3** (603-AQC-MS)
(Linked to 603-103-MQ courses)

Creation in English 1, 2 or 3:
1 (603-ACA-MS), **2** (603-ACB-MS), **3** (603-ACC-MS)
(Linked to 603-LPE-MS courses)

These Specific Education courses are taken in addition to the English courses required to meet the General Education requirements and an ALC student cannot take the same course as both General and Specific Education.

- ♦ **Arts and Sciences** students wishing to deepen their study of literature and creative writing can do so in their second year. In term three, a five-hour creative writing course may be offered, depending on student interest. In term four, students who have not already taken a creative workshop course as an elective in their third term will be able to take a creative expression course. Eligible creative writing course(s) will be identified on the course offering list before registration.
- ♦ **Liberal Arts** students who wish to pursue literature or writing skills in the Specific Education component of their program may also choose from a selection of courses drawn from the English 102, 103 and LPE categories. Eligible courses will be identified on the course offering list before registration each semester and will be listed under one of the following course titles and codes:

Ponderation/credits: (3-0-3) 2 credits

Exploring Literary Genres (603-100-MS)

Exploring Literary Themes (603-200-MS)

Creative Writing (603-400-MS)

Journalism (603-410-MS)

For Liberal Arts students these Specific Education courses are taken in addition to the English courses required to meet the General Education requirements.

REMEDIAL ACTIVITIES FOR SECONDARY V ENGLISH LANGUAGE ARTS

English for Academic Purposes

603-001-RE (2-2-4) 2.66 credits

Preparation for College-level English

603-SU1-MS (2-2-4) 2.66 credits

This preparatory course, for students who require particular help in the development of their basic English skills, is a credited course that does not count toward a DEC. Students are placed in this course if the results on their English Placement Test (taken after admission has been granted) indicate that they would have difficulty adapting to studying in an English-language environment at the College level. The course is taken in conjunction with 603-101 typically during the fall semester. The focus of this course is on understanding and using English for academic purposes. Consequently, this is not a literature-based course, but one which aims to help students develop the skills they require to succeed in all of their academic courses. The goal of this course is to help students develop a better understanding of how skills in written and oral English are essential to their academic success in an English-language college.

INTRODUCTION TO COLLEGE ENGLISH - 101

603-101-MQ (2-2-4) 2.66 credits

4 hours of class, 4 hours of homework

The focus of these courses is on helping the student make the transition to college-level studies by developing the ability to read, think and write clearly and effectively. Through the study of at least two literary genres, such as poetry, the short story, the novel, the essay or drama, students are encouraged to develop their confidence and ability to understand and analyze

what they read and to express that understanding orally and in writing. By the end of the course students should be able to write a carefully planned, clearly worded, well-organized and convincingly argued 750-word essay. The majority of courses in this category fall under the designation I.C.E.: Literature.

A group of courses designated I.C.E.: Composition and Literature are for students who need more intensive practice in the development of their English language skills. For this reason, there is an even greater emphasis in I.C.E.: Composition and Literature on the practical aspects of reading, speaking and writing, with integrated Learning Resource Centre support from English monitors and peer tutors. Students are assigned placement in these courses based upon the results of their English Placement Test.

INTRODUCTION TO COLLEGE ENGLISH: FOR ARTS AND SCIENCES AND LIBERAL ARTS

603-101-MQ (2-2-4) 2.66 credits

Classical Literature

This course introduces students to pre-classical and classical works in translation, such as selections from *The Iliad*, *The Odyssey* and/or certain Greek tragedies. It also initiates a process that continues over four semesters of recognizing literary themes and techniques in historical and philosophical contexts and of being able to speak and write clearly and effectively about them. The academic essay is a special feature of this course.

LITERARY GENRES - 102

603-102-MQ (2-2-3) 2.33 credits

4 hours of class, 3 hours of homework

In this category of courses, students are introduced to the study of one particular literary genre, for example, poetry, short fiction, essay or drama, with a view to not only study the literature itself but also to identify the characteristics of the particular genre studied and the relationship of the texts to their historical and literary period.

These courses also continue the development of reading and writing skills with an emphasis on providing guidance and practice in writing a well-crafted 1,000-word essay.

PHILOSOPHICAL APPROACHES TO THE TELEPLAY

The teleplay, a comedy or drama adapted for television, is often disparaged as a low art form. However, it has recently been gaining ground as a respected literary genre as evidenced by the burgeoning critical response to television programming from the academic community. Drawing upon current developments in genre theory, this course examines the narrative structures of two teleplay sub-genres: the sitcom and science fiction. Students analyze these sub-genres using critical approaches such as structuralism, nihilism and post-modernism.

COMICS AS LITERATURE

This course introduces students to the graphic novel and the academic study of comics as literature. It provides a vocabulary with which to analyze both the visual and textual aspects of comics, as well as information on this relatively new medium's history, developments and conventions. Through in-class work

and written assignments, students in this course learn to perform effective literary/visual analysis, explore comics as a diverse and evolving medium and better understand the importance of genre in studying any form of narrative.

DETECTIVE FICTION

This course focuses on the genre conventions and features of the formal detective story. Through the examination of works representative of key periods in the history of the genre, students explore the relationship between a text's particular use of formal characteristics and the beliefs and anxieties of the historical period in which it was written.

SHORT FICTION

Students learn to recognize the formal characteristics of the short story and the use of literary conventions within the short story and to produce literary analysis and oral presentations demonstrating their understanding.

MAGIC REALISM

This course is an introduction to the literary school(s) generally referred to as magic realism or magical realism. For this course the label is interpreted in its widest sense, as encompassing those writers of Latin America most associated with it, but also others whose work shows clear evidence of the approach. Students explore the characteristics, conventions, stylistic techniques, thematic concerns and specific methods of characterization and narrative point of view and voice typical of the genre and its most prominent authors as well as its and their relationship to larger social and cultural contexts.

SCIENCE FICTION

In conceiving of alternate realities, forms of life and ways of living that fall outside the scope of our current existence, Science Fiction provides us with a different perspective on who we are now and engages in social critique. It compels us to rethink our relationship to ourselves, to each other and to what we (can) know. This course traces the genealogy of the literary genre, with a particular focus on fiction and film from SF's golden age, the new wave and cyberpunk. In addition, students are introduced to critical approaches to the genre to gain a sense of its significance in contemporary culture.

HISTORY, TRUTH AND FICTION

This course explores the close and evolving relationship between literature and history. Underlying this study of historical fiction is the fundamental question, What can fiction contribute to our relationship with and conception of historical events? The course mainly concentrates on contemporary, postmodern works of historical fiction. The texts chosen are engaging, powerful, unconventional, humorous, irreverent and shocking – often all at the same time.

AFRICAN-AMERICAN VOICES

This course introduces students to a socio-historical approach to literature as we pay particular attention to the effect of context on content. African-American literature was born of the need to both expose and share trauma inflicted by slavery. However, this genre has evolved to express a diversity of perspectives that celebrate, expose, bemoan and proclaim their views and experiences. In this course, we focus on evolving definitions of freedom as students hone writing skills and grow comfortable engaging in critical discourse. We cover a range of themes, geographical settings and time periods as

we consider the ways in which the act of writing serves as a way to counter injustice by naming it.

THE WESTERN

After more than 100 years in print and on film, the Western remains popular and influential. Featuring the cowboy as its protagonist, the genre provides a way for Americans of European descent to celebrate and define their nation and themselves, although this has required embracing historical inaccuracies and racist portrayals of Native Americans. Through short stories, novels and film, this course explores how the formulas of the early Western have paradoxically enabled the genre's more recent engagement with revisionist historicism and postmodernism.

FOLK AND FAIRY TALES

This course explores the conventions and characteristics of folk and fairy tales. Students employ a variety of critical approaches (e.g. Freudian, Jungian, Feminist, Marxist) to analyze tales. The course focuses on folk tales in early written forms, on versions of these tales by authors such as Charles Perrault, Jacob and Wilhelm Grimm and Joseph Jacobs and on reinterpretations by 20th- and 21st-Century authors and filmmakers. The course also includes study of original literary tales by authors such as Hans Christian Andersen and Oscar Wilde.

THE POETICS OF HORROR

This course introduces students to the horror genre through an examination of selected short fiction, a novel and film, in an effort to identify the formal elements that structure horror narratives, including prevalent horror themes such as the transgression of taboos and the violation of the body. In addition, students engage with critical approaches to the horror genre to gain a sense of its significance in contemporary culture.

SCIENCE FICTION: INTERACTING WITH THE OTHER

This course is an exploration into what constitutes Science Fiction. We explore the hallmarks and literary devices that characterize the genre and as well, consider the social conditions and societies from which literature of this type is created. The class examines questions that differentiate a Science Fiction text from other texts of English literature: in particular, how does one interact with an alien other? Beginning with H.G. Wells' seminal text *The Time Machine* and continuing with Orson Scott Card, Ursula K. Le Guin, Margaret Atwood and other authors of the 20th and 21st Centuries, we consider how the genre has evolved alongside and in response to the history that chases at its heels.

TRAGEDY

Tragedy as used in the media describes an event that is emotionally devastating. This course explores the distinction between that common use and its roots in Ancient Greek drama. Tragedy gains perspective from critical theories (existentialist philosophy, evolutionary psychology, Adlerian psychoanalysis and gender theory). Film screenings supplement readings for discussion of performance and filmic production aspects. In addition to submitting conventional essays, groups of students write, film and ultimately screen their own short tragic film.

THE ESSAY

This course studies the essay, the oldest and arguably most significant form of nonfiction. According to Aldous Huxley, "Like the novel, the essay is a literary device for saying almost everything about almost anything." The contemporary essay encompasses not only a wide range of subjects, but also an array of styles and techniques. Students read various essays, discussing the rhetorical devices and how those devices were constructed to affect readers. Students write critically on the essays as well as write one personal essay.

DECODING POETRY

This survey course introduces students to poetry from antiquity to the postmodern era, highlighting the formal variations, thematic concerns and commonalities among works written during different historical epochs. Some of the key genres of poetry that students study include the epic, the sonnet and the free-verse poem. This workshop-based course emphasizes the analysis of tropes and schemes. Summative evaluations consist of cold readings of poems not studied in class.

POETRY

In this course, students examine a variety of poetic forms and styles, covering a broad historical range, with emphasis on more recent samples from the 20th and 21st Centuries. Topics include: an overview of poetic performance (from bardic recitation to the contemporary poetry slam); analyses of sound, rhythm and meter; a brief review of popular poetic forms, including ballads, sonnets, epigrams and haikus; an exploration of controversies regarding the interpretation of poetry; and examinations of poets' prose commentaries on their influences, practices and philosophies.

THE ORIGINS AND INNOVATIONS OF THE SHORT STORY

This course explores the developments in the short story from the 19th Century to the present, looking specifically at experiments within this genre. From the origins of this form in the work of Edgar Allan Poe to modern treatments by writers such as George Saunders and David Foster Wallace, we examine authors who seem to establish the rules of the short story while simultaneously breaking from these conventions. Students analyze the purpose behind avant-garde and innovative tales within this genre of fiction.

THE PENNY DREADFUL

Explores the development, forms and qualities of the sensationalistic "penny dreadfuls," published in serial form in the 19th Century. An examination of selected episodes from the Showtime series, *Penny Dreadful* – and an analysis of the characters and storylines referenced in it, plus a consideration of some of the original works themselves – provide better understanding of the conventions of such stories and help students understand their influence on our own popular literature and entertainment—from the comic book and the graphic novel, to television shows and movies.

SCREENPLAY/STAGEPLAY

The screenplay lies at the heart of dramatic life in the 21st Century. Its ability to transcend both language and culture allows it to reach audiences in a way that no other genre of contemporary literature can. Indeed, many have suggested that screenwriters are the tribal storytellers of our global

century. Yet the screenplay, as a distinct literary genre, is still not taken as seriously as established literary genres like stageplays. This course explores the similarities and differences between screenplays and stageplays. It introduces students to a number of critical theories (e.g. systems theory, object relations theory, Nietzschean philosophy, etc.) and asks them to perform interpretations of the various texts through the lenses of these critical theories. In addition to submitting essays applying critical approaches, students (in groups) write a short screenplay and then shoot, edit and screen their own short film. The course ends with a short film festival.

GOTHIC FICTION

Students examine a selection of 18th- and 19th-Century short stories and novels in order to understand the formal characteristics of Gothic literature, a genre that manipulates fear and mystery in order to probe obscure spiritual, psychological and social concerns. The course ends with generic and cultural comparisons to contemporary gothic film.

ROGUES AND REBELS: NOVELS OF NON-CONFORMITY

This course investigates fictional characters that thrive at the edges of conventional morality and societal norms, ranging from a troubled Casanova to conscientious objectors and shell-shocked victims of World War I to the terrorist-activist groups of the 1970s London political underground. By examining this line-up of unusual suspects, there is also opportunity to research the cultural and socio-historical environments that these novelists have re-created.

NOVELS AND THE MOVIES

This course explores the challenges inherent in adapting novels in general and the novels considered in class, in particular, for the feature film. The history of the relationship between the novel and the feature film is considered, as are the similarities and differences of these two media.

THE SOCIAL NOVEL

The social novel emphasizes the influence of the social and economic conditions of an era on characters and events. The objective of this course is to enable students to understand the formal features of the social novel. Students should understand each work's relationship to literary and historical contexts and should learn to explicate representative works. This analysis reflects a knowledge of formal characteristics and relation to period (social, cultural and literary). The course emphasizes structure and narrative voice, as well as character, symbolism and writing style.

CONTEMPORARY TRAVEL WRITING

The history of travel writing in English has gone through many transformations over the past six centuries, but three defining characteristics have remained the same: travel writing consists of numerous genres that describe the process of travel, travel writing blurs the boundaries between the subjective and the objective and, finally, travel writing represents other cultures, peoples and landscapes to readers back home. Two fundamental questions inform the content of the course: How does a contemporary travel writer explore a world that has already been mapped? and What politically, spiritually and individually motivates travel writers to embrace the open road?

CANADIAN NOVELS

This course introduces students to two Canadian novels: Margaret Atwood's *The Handmaid's Tale* and Timothy Findley's *Not Wanted on the Voyage*. The course begins with a brief historical overview of the social, economic and cultural conditions that gave rise to the novel as a genre in England. We then examine the development of the novel form in Canada. Through our analyses of *The Handmaid's Tale* and *Not Wanted on the Voyage*, we explore some of the thematic preoccupations that characterize the Canadian novel as well as the alterations to the novel's generic conventions that these thematic concerns engender.

THE AMERICAN SHORT STORY

The American short story is a thriving genre which has its origins in the early 19th Century. Approaching the material chronologically, this course begins with Irving, Poe and Hawthorne and includes significant late-19th and early-20th Century authors such as Wharton, Chopin, Hemingway and Fitzgerald and moves on to more recent authors such as Wright and Moore. Students learn to recognize some of the generic elements as well as the social and political contexts that have shaped the genre.

CONTEMPORARY AMERICAN DRAMA

The tragicomedy of contemporary life is thematically explored through Contemporary American Drama's early roots in the traditions of the absurd, postmodernism and existentialism, to its more political, social and experimental aspirations in the Off-Off Broadway and performance art movements. Students also explore the implications of race, class, identity, gender and sexual orientation in the various plays from this period.

MODERN AND CONTEMPORARY DRAMA

This course introduces students to the genre of drama and specifically to the conventions and developments of the Modern period (plays written since the late 19th Century). Students trace the evolution of recent forms of tragedy, comedy, plot/action, character/motivation and stage direction. Central terms include realism, naturalism, vaudeville comedic style, expressionism, the well-made play, "epic" theatre, the alienation effect, postmodernism, existentialism and the theatre of the absurd. The class follows the historical development of a merger of realism and theatre of the absurd culminating in plays so absurd they feel realistic. Each play is contextualized in its genre and its historical surround.

LITERARY WORKS I: ENGLISH LITERARY SURVEY TO 1800: FOR ARTS AND SCIENCES AND LIBERAL ARTS

603-102-MQ (2-2-3) 2.33 credits

Drawing on Medieval material such as *Beowulf* and *The Canterbury Tales*, the course also covers works by key authors of the Renaissance, Restoration and 18th Century, such as Shakespeare and Milton. Its framework is to explore developments in the genres of epic, romance and drama. The course builds on the reading comprehension and structured writing of Term 1 and offers practice in writing a well-crafted, longer essay.

LITERARY THEMES - 103

603-103-MQ (2-2-3) 2.33 credits (General Education)
4 hours of class, 3 hours of homework

Courses in this category offer the opportunity to study examples of literature which illustrate a particular theme or idea. Students are asked to trace the selected theme through a variety of literary texts, all the while being encouraged to develop their analytical skills as well as their reading and writing skills.

One of the practical objectives of these courses is to enable the student to produce a coherently argued and well-crafted 1,000-word essay.

CIVILIZATION IN CRISIS

This course explores the theme of civilization in crisis and its representation in poetry, film and fiction. However, the primary course text is Anthony Doerr's *All the Light We Cannot See*, a portrayal of the period leading up to and including World War II. Although our discussions begin with the novel's treatment of the broad theme of civilization in crisis, we also analyze related themes including social control, ethics and morality, the construction of beliefs and 'truth', the role of science and technology in civilizations in crisis and the social function of music, literature and the arts more generally.

LIARS AND THIEVES

This course explores the figure of the liar and thief in literary works and the cultural values expressed through these characters. Beginning with myths and folktales, students examine the figure's archetypal manifestation as the Trickster who embodies deviousness and change and who manipulates with words and trickery. In subsequent texts, students explore the ways the depiction of the liar and thief as hero or villain serves as the figurative expression of themes related to ideas about truth and deception and shifting views of what is seen as transgressions of accepted order. As part of this thematic focus, the course considers how the subversive nature of the figure of the liar and thief is both a reflection of and response to social values.

BAD KIDS

Films and novels in the 20th and 21st Centuries teem with precocious, nasty, genius and downright evil children. In fact, one might claim that children only really become interesting as characters when they are bad at being children. This course examines a variety of types of bad children, consistently querying the claims about society that stories and films make using them. Our cultural fascination with bad kids involves notions and themes as far-flung as proper parenting, theories of education, purity/danger, nature/nurture, the costs and benefits of social norms, ideas of guilt/innocence, expressions and regulations of sexuality and the origin of evil.

METAMORPHOSIS

Metamorphosis is defined as radical change or transformation. It has concerned writers from Ancient Greece to the present. Students analyze works of fiction, nonfiction and poetry in order to recognize a connection between the theme of metamorphosis and the values of the society and cultures in which these works were created. The objective of the course is to provide students with a method of explicating literary texts from a thematic perspective and expressing what they have learned in written and oral work.

BARE SURVIVAL

Students explore the theme of bare survival in Canadian literature or what one critic calls literature “not about those who made it, but those who made it back.” They analyze perceived differences between Canadian, American and British culture before identifying ways in which Canadian literature differs from these cultural influences. They then examine bare survival sub-themes such as nature as enemy, animal as victim, the portrayal of the First Nations and the “other solitudes.” They also analyze texts from postcolonial, Adlerian and gender studies approaches.

ARTIST’S MIRROR

This course focuses on the theme of self-reflection by an artist upon the creative process and the significance of art within specific works of literature. Students are expected to analyze short stories, essays, poems, songs and a novel in order to recognize a connection between the themes in these works and the values of the society and culture in which these works were created. Students employ a variety of critical approaches (e.g. Freudian, Jungian, Feminist, Marxist) to analyze literary works.

BETWIXT AND BETWEEN: LIMINALITY AND RITES OF PASSAGE

Situated between high school and university, CEGEP students occupy a moment that resembles the liminal phase of a rite of passage: a period of transition between two states. Arguably, liminality or being betwixt and between characterizes much of human experience. This course explores the theme and theory of liminality and rites of passage through a variety of short stories, essays, films and Ken Kesey’s novel *One Flew Over the Cuckoo’s Nest*.

SOUNDING OFF: REPRESENTATIONS OF POPULAR MUSIC IN LITERATURE

In this course, students study how popular music informs contemporary literature on both literal and figurative levels. Through close reading of the texts and related materials, students examine, among other themes: how music can fill people’s needs to belong but not conform to family/social groups; how the emotional immediacy of music affects its use and misuse by musicians and fans; and how music operates as a source of profound sanctuary as well as a proving ground for talent and courage.

ATLANTIC-CANADIAN LITERATURE

This course on Atlantic-Canadian Literature focuses primarily on the contemporary period, especially on how young writers have managed to find creative inspiration within the framework of regionalism and tradition. Themes of isolation, homecomings, resilience, maturation and regionalism are addressed through the study of various short stories and a novel as well as through an investigation into the lives of young Atlantic-Canadian writers and the local publishing industry.

BEING HUMAN

This course thematically explores the shared vulnerabilities, ambiguities and contradictions of being human. The course opens with the study of William Wordsworth’s *A Few Lines Written above Tintern Abbey* and its Romantic conventions. Next, Jeanette Winterson’s short story “Newton” is analyzed using concepts from Michel Foucault’s *Discipline and Punish* and Judith Butler’s *Bodies that Matter*. All of the concepts and

themes explored in the first part of the course are reapplied to the study of Kazuo Ishiguro’s *Never Let Me Go* and Matt Haig’s *The Humans*, two novels that share profoundly insightful first-person narrators who are not quite human and/or sometimes too human.

MISANTHROPY IN LITERATURE

This course is an exploration of misanthropy – a dislike and/or distrust of people – as it has appeared throughout several literary genres and historical periods. Each text covered puts forward its own list of humanity’s flaws, theories as to their origins, fears and frustrations concerning their consequences and suggestions as to what can be done either to remedy the situation or to cope. This focus is used to hone the student’s use of literary analysis and understanding of the impact of historical context and genre on thematic concerns.

CARPE DIEM!

This course focuses on a variety of pieces of literature that explore the Carpe Diem theme. Students study short poems, songs, a novella, a play and films from classics to contemporary pieces. Some of the fictions explored promote the seizing the day because doing so leads to fulfilment whereas others question the value of doing so and instead promote not seizing the day. Students critically analyze the theme through an examination of various literary techniques and devices.

IMAGES OF WOMEN/MEN

This course explores representative images of women in 19th- and 20th-Century fiction (poems, short stories and a play). Through this exploration of images of women, students uncover images of men. They look at the ways in which various authors accept or challenge, through their depictions of women and men and situations, the traditional stereotypes held for both genders. Ultimately, the course examines the legacy of the Adam and Eve archetypes, a legacy that has shaped our present gender relations.

GENDER FLUIDITY IN LITERATURE AND FILM

This course examines literature from the 19th, 20th and 21st Centuries that pushes the boundaries of gender expectations. By looking at ways in which fiction both shapes and defies acceptable definitions of gender, we join in a critical debate about what it means to be male, female or somewhere in between. Students pay particular attention to identifying central themes in these works. We examine gender through the intersecting considerations of individual identity, community, family and class. By analyzing how gender is constructed through narrative, we can employ literature to break down both normative and phobic reactions to gender diversity.

THE INNER SELF

Beginning in the late 18th Century, much of Western literature began to define the individual in terms of a cohesive and private inner self. This course focuses on the rise of this model of inner identity and its importance in 19th-Century literature. This course also provides some opportunities for students to compare this 19th-Century model of inner selfhood to the public, inter-subjective and performative identities that have arisen in recent years alongside technological changes and the increasing importance of social media.

POWER AND SIGHT

This course introduces students to literary texts that have a thematic focus on the methods and means by which vision – seeing and being seen – interacts with power. Through concepts including exhibition, social perception and the way in which people are hidden or hide from view as well as the literary techniques such as character and setting, students consider the ways in which power in relationships and communities shifts and flows through the medium of sight, consequently producing change or maintaining the status quo.

UNHEARD VOICES

This course introduces a number of texts (short stories, essays, poems and a novel) in which the narrator or speaker's point of view profoundly affects the reader's response to the literary work. In these texts, authors use the literary techniques of character, point of view and voice to enhance and develop major themes such as perception, misunderstanding, alienation and deceit. Students employ a variety of critical approaches (e.g. Freudian, Jungian, Feminist, Marxist) to analyze literary works.

GENDER IN SCIENCE FICTION

The genre of Science Fiction invites readers to confront alternate realities, ways of living and life forms that, once analyzed, provide us with a different perspective on our society. The theme of gender in particular offers writers the opportunity to develop characters whose transgressive sexualities outline the limits of what it means to be human in a given cultural context or historical moment. The Science Fiction texts and films covered in this course seek to challenge our conventional views of the male/female, masculine/feminine dichotomies by uncovering the performative dimension of gender, leading us to explore critically our cultural assumptions about human sexuality and gender identity.

MONSTERS

What scares us – and why – differs according to the person, generation and culture. The creatures of our fears differ in form and habit. One thing is constant: they serve specific functions in terms of both our individual psyches and our collective social systems. This course examines monsters found in a variety of literary works and films, from different historical periods and cultures. It explores why we create monsters and what functions such creatures serve in literary texts and the larger social communities.

SOCIETAL TRANSFORMATION

This course explores the theme of societal transformation in a multitude of literary genres (including speeches, poems, comic books, essays, short stories, plays, films and a graphic novel). The first unit of the course concentrates on performing formalist readings of various protest texts by focusing on how the authors in question use techniques, devices and protest strategies to develop their central themes. The second and third units explore a range of critical theories about societal transformation (ranging from Possibilist theory, to Anarchist theory, to Zizekian and Badiouian theory) and use them to perform critical readings of the texts in question. Students are asked to engage in transformative learning by applying the methodology of societal transformation developed in the course to some aspect of their own life experience.

THE VAMPIRE IN FICTION AND FILM

One of the most enduring images in the literature and cinema of the fantastic, the vampire has rarely faded from public consciousness since the publication of Bram Stoker's *Dracula* in 1897. In this course we examine the ways in which the vampire embodies thematic concerns and cultural tensions that often appear contradictory: terror and desire, eternal life and decay, fascination and repulsion, nearly absolute otherness and a troubling familiarity. To this end students analyze the texts from a thematic perspective, identify motifs and other literary devices that contribute to the work's theme and attempt to interpret the relationship between an individual work's theme(s) and the value systems of the society and/or culture in which it was created.

THE STRANGER IN LITERATURE AND CINEMA

This course explores treatments of the stranger in poems, short stories and films from the 19th Century to the present. Based on the wide array of enigmatic characters that populate these works, the stranger can be hero and villain, a savior rescuing a community or an enemy invading it. Nevertheless, the strangers of these texts do share a common effect: for better or worse, they each disrupt the social order, challenging a society's ability to label, organize and control its citizens. As we see, the politics of history, race, class and gender always play a role in how groups large and small distinguish its "insiders" from those it deems strangers or simply "strange."

IMAGINATION AND REALITY

This course focuses on works that reflect and respond to the emergence of the idea of the imagination as a creative, transformative force. These texts express themes related to the value of the imagination in our daily reality and the ambiguity we feel for the alternative realities it evokes.

REPRESENTATIONS OF THE STRANGER IN FICTION AND NON-FICTION

Looking at a wide variety of issues, from the experiences of immigrants to the careers of rebel artists, this course examines outsider figures in fiction and non-fiction. Students decipher the connections between fanciful and factual accounts of such personalities, searching for parallels and contrasts. Ultimately, this course reveals how literature may help elucidate the way that dominant cultures approach "the stranger" in real-life political, ideological and social situations.

REVENGE

This course focuses on the literary theme of revenge, as found in a variety of works from different historical periods and cultures. By examining stories and passages from various mythologies, as well plays, novels, short stories and movies, it explores the desire to get even, the ways in which this theme is connected to the values of the society and culture in which the works were created, the forms revenge may take and the often-tragic consequences that result from vengeful acts.

WAR

This course explores the literary themes of war as found in a variety of genres from different historical periods. Through various works, we explore war and the inevitable tragic

consequences that result from waging it. We look at war from a number of perspectives, including those of the soldier, the civilian, the politician and the child. We begin in chronological order, starting with excerpts from the *Iliad* and moving through to include works about wars that are ongoing. Keeping in mind the historical, evolutionary and social implications of war, we see how the themes of war literature may be developed and expressed; in addition, we see how these themes are connected to the values of the society and culture in which the works were created.

MADNESS IN LITERATURE

This course explores the various ways that madness has historically been depicted. Among other things, the madman/madwoman in literature has caused: terror (the psychotic murderer), admiration (the mad genius) and sympathy (the victim of modern alienation). Literary depictions of madness often force societies to question the sanity of their own institutions (war, capitalism, religion). Ultimately, this course seeks to address how and why madness has been symbolically used in such diverse ways.

MEMORY AND IMAGINATION

This course considers the nature of memory and its relationship to imagination and creativity, studying both memoirs and short personal essays. It explores the illusive, contradictory and unpredictable nature of memory and how writers attempt to imitate, articulate and elucidate this complexity. Students read a number of texts exploring the nature of memory, imagination and the creative process. They write critically, drawing on analysis to develop and revise their understandings and descriptively, using memory and imagination to create their own memoir.

SHAKESPEARE'S COMMUNITIES

This course is designed for students to explore the relationship between individual identity and communal identity in Shakespeare's drama. While his plays generally affirm that it is through social engagement with others that individual identities are most fully and meaningfully fulfilled, it is also often the case that community is represented as a source of dissatisfaction and anguish for many of the characters. In addition to reading them historically, students also read the plays with current ideas of community in mind, exploring how recent Shakespearean audiences, from theatregoers, to moviegoers, to classroom students, continue to form communities that respond to his drama in new ways.

LITERARY WORKS II: ENGLISH LITERARY SURVEY SINCE 1800: FOR ARTS AND SCIENCES AND LIBERAL ARTS

603-103-MQ (2-2-3) 2.33 credits

Themes in Romantic and Victorian Literature

In order to provide the student with a sense of the literary tradition in England, the reading in this course is extensive and diverse, covering poetry, fiction, drama and critical thought. The course also examines major Romantic and Victorian literary figures from Blake to Wilde. Throughout the semester, students are given exercises and sample essay tasks to prepare them for the English Exit Exam.

ENGLISH ADAPTED TO PROGRAM - LPE

603-LPE-MS (2-2-2) 2 credits
4 hours of class, 2 hours of homework

These courses provide the opportunity to study specialized areas of communication that, either by virtue of subject matter or of form, are relevant to all students in the pre-university program or more specifically to students in the Science, Social Science or Arts programs. Designed for university-bound college students, these courses are intended to prepare students for the transition to university by offering guidance and practical experience in advanced skills.

JOURNALISM

This course is an introduction to the world of the journalist and its special requirements. Part of understanding this world includes an intelligent evaluation of journalistic practices and their effects upon society. The content ranges from the straight news story formula and editorial writing to feature writing and interviewing strategies. Montreal journalists are invited to the class to share their experience as reporters and editors.

WRITING FOR CHILDREN

The books we read as children may remain with us all our lives. In this course, students learn to generate ideas and turn them into prose that appeals to a child audience. The course introduces several genres of children's writing: picture books, junior and young adult novels. Students analyze children's literature and do short assignments focusing on literary devices. Students produce two edited short stories, as well as editing sheets analyzing the work of their peers. Students also learn about the children's literature market.

SCREENWRITING

Steven Spielberg once said, "Film is the literature of our generation." This course is an introduction to the screenwriting process, from generating ideas, to developing characters, to exploring the components of film narrative, to the elements of visual composition. After studying guides to story structure – like Joseph Campbell's *The Hero with a Thousand Faces* – students develop their own short screenplays while being guided through exercises in characterization, story structure, genre, dialogue, exposition, etc. Students are also introduced to screenwriting software and standard screenplay formatting. Two thirds of the way through the course, five or six of the most effective screenplays are selected for production and students shoot one script per group. The course ends with a short film festival.

CREATIVE WRITING

This course is designed for university-bound students, allowing them to develop their skills through writing character-based, short fiction. Through a combination of writing exercises and a consideration of texts, students are introduced to the use and effects of specific literary techniques, including point of view, tense, significant detail and style. Through writing seminars, feedback and revision, students are expected to develop an editorial ear. Beginning with exercises that access student's creative process, the short, directed assignments focus on specific skills and conclude with a completed short story.

CREATIVE NONFICTION: WRITING (TRUE) STORIES

This course aims to develop students' skills in writing creative nonfiction. It introduces students to the use of nonfiction literary techniques and devices that can be incorporated into their own work. Through the process of peer revision and feedback from the instructor, students learn to edit their own work and develop their own literary voice. It focuses on exercises that encourage the creative process, beginning with short, directed assignments and culminating in longer, original pieces.

CHARACTER-DRIVEN CREATIVE WRITING

The focus of this course is the creation of character-driven short fiction; it begins with exercises that target various literary techniques, devices and approaches and concludes with an original, polished short story. All work done focuses on the creation of convincing, fully developed characters operating in a fully-realized fictional world. In addition, through the reading of selected short stories, students study – with an eye to enhancing their own work – how accomplished authors use specific techniques and devices.

WRITING ON THE ARTS

Works of art constitute loci of thought, mark the intersections of broad discursive forces, are elements in the formation of identities, sources of pleasure and the object of debate, dialogue and inquiry. This course focuses on the critical writing that drives such discussion, which, in some ways, constitutes a/our culture. Students consider representative artworks (in the areas of visual art and film), study important texts about such works and investigate a variety of approaches to critical thinking and writing about them. Students are required to write texts of their own and lead short seminar-type presentations on selected critical texts and/or works. Students may also be expected to visit artistic events as part of their class work.

THE PSYCHOPATH IN FICTION AND NONFICTION

In this course, we study the psychopathic personality as it is portrayed in fiction, nonfiction, cinema and television. We seek to understand society's perennial fascination with these characters. We examine past and current definitions to see how medical controversies have informed the literary portrayals and our own perceived notions of the psychopath. Through critical reading, class discussions, group presentations and seminars, students work toward writing and presenting a research paper or report on some aspect of the modern or historical psychopath in literature and nonfiction.

LIFE WRITING

Designed as a studio-style course, Life Writing focuses on the creative nonfiction genres of Memoir and Autobiography. Students are introduced to the theory and writing techniques that underlie the craft of life writing. Through active participation in the writing process, students explore how we shape and remake our reality through narrative. Readings offer a range of examples to inspire students in their own writing.

THE ARTIST IN FICTION AND NONFICTION

Examining fictional and non-fictional texts, this course teaches students to recognize and evaluate the arguments each of these works make about artistic merit. Acting as artistic manifestos, all of these texts implicitly or explicitly designate certain themes, styles, techniques or devices as representative of quality art. Rather than teach students how to evaluate literature according to certain standards, this course compels students to question literature that seeks to set such standards. In doing so, students come to their own conclusions about what constitutes great art.

WRITINGS AND WRITING ABOUT FOOD

This course examines the cultural relevance of food and its consumption. Students begin by reading nonfiction texts from a variety of fields, including psychology, anthropology, history and natural science, in order to explore cultural and social differences in the preparation and consumption of food. They then analyze films, novels, short stories, poems and narrative essays that use food as both image and symbol to establish mood, illuminate character, make social commentaries and examine the question of what it means to be human.

PHYSICAL WITNESS: WRITERS ON THE BODY

Beginning with an examination of how writers represent the human body and cultural attitudes toward it, students explore the ways in which they condition and are conditioned by their bodily awareness. Discussed, among other topics, are the roles of the senses, bodies at work and play, body image and identity, dysmorphia, bodily pleasures and taboos, imagined bodies and kinaesthetics, as well as various authors' insights on mind/body dualistic thinking.

LIVING SCULPTURE BEAU BRUMMELL TO LADY GAGA

This course seeks to understand the quintessential figure of 19th Century Aestheticism, the Dandy. In an effort to sketch a preliminary portrait of this persona, it compares the characterization of the leading male protagonists in two contemporary films to distinguish the Dandy from the Romantic artist. It also traces the genealogy of the Dandy as a historical figure from his birth in the Regency period to its current, post-modern incarnation in conceptual art and pop culture by analyzing short essays by leading writers of the 19th Century and the visual practices of contemporary artists such as Yinka Shonibare, Gilbert & George, Andy Warhol and Lady Gaga.

BUSINESS COMMUNICATION

In the Communicating to Find a Job unit, students learn about cover letters, resumes, interviews and LinkedIn profiles. Next, in the Communicating in a Crisis unit, students examine how corporations manage crises, notably through apologies and social media. Finally, in the Communicating within a Company unit, students learn how to navigate politics, emails and sending/receiving difficult messages. This course is relevant and accessible to non-commerce students.

GOSSIP IN LITERATURE AND FILM

This course examines the relationship between gossip, plot and character in short stories, films and novels. In fiction, gossip often forms an alternative storyline that distracts from, competes with and impacts the main narratives under consideration. Considering the writings of theorists from various fields, such as psychology, law, gender studies and philosophy, the course distinguishes between the ways in which different disciplines interpret and analyze gossip. It looks at ways in which gossip is affected by gender, nationality, time period and media. This course is intended for university-bound students and designed to reinforce their ability to think critically, read carefully, research independently and express themselves clearly and compellingly both orally and in writing.

EROTICISM IN POETRY

According to Nobel Laureate Octavio Paz in *The Double Flame: Love and Eroticism*, eroticism is sexuality transfigured, a metaphor. This course focuses on romantic and erotic love as expressed in Greek mythology and poetry, Renaissance, Romantic and contemporary poetry, in addition to 19th- and 20th-Century prose. In analyzing the similarities and differences among writers throughout the ages in their depictions of love, lust and the erotic, students explore how different literary modes define the nature of desire and how each text reveals the historical, philosophical and social context of its respective period.

SHAKESPEARE OVER TIME

Shakespeare's plays have been interpreted around the globe in a multitude of ways in the late 20th and early 21st Centuries. Students consider what happens to the meaning-making potential of Shakespeare's drama once it is displaced from the cultural preoccupations of its original historical moment and then resituated within a variety of recent critical and performative contexts. Before exploring the challenges of interpreting Shakespeare's 400-year-old language according to the concerns of today's world, students first acquire a general understanding of his drama's significance in its own time.

POWER OF REPRESENTATION

This course focuses on literature that demonstrates a keen awareness of the power stories have to shape public perception and by extension public opinion, attitudes and beliefs. The primary texts – comics and prose – demonstrate this awareness not only in their own exploration and representation of social, political and cultural issues, but also in the ways they parody, refer and allude to narratives from literature, popular culture and history that have participated in defining these issues in the past.

LEGAL ISSUES

This course introduces students to different areas of law: criminal, constitutional, contracts, negligence, family law and employment law. Students learn to identify and analyze legal issues and use effective techniques of persuasion to argue different sides in hypothetical legal cases. After careful study of the above legal issues under the guidance of the instructor, students engage in court simulations in which groups prepare and present the relevant sides of a hypothetical legal case based on a legal issue. Students develop and practice skills of oral and written persuasion in their assignments and in each class.

SOCIAL ISSUES IN LITERATURE

Designed for second-year, university-bound students, this course reinforces critical reading, writing and communication skills. Students are expected to be more autonomous in generating ideas for discussion and contribute to classroom learning by organizing and participating in seminars using literature as the focus. Because the fictions deal with social issues, an important outcome is an awareness of social problems. The reading is diverse, spanning time to show that the concerns in society are mirrored in literature in literary themes and plots.

RESEARCHING EIGHTEENTH-CENTURY CRIME WRITING

This course on researching 18th-Century crime writing explores the thematic treatment of crime in the development of various popular literary forms, including ballads, broadsides, engravings and criminal biographies. All of these forms are woven together into the fabric of the early 18th-Century novel. Authors, artists and dramatists from the period took their inspirations from the streets. Students conduct research with historical documents (court transcripts, criminal confessions and pamphlets) from the period.

WORLD MYTHOLOGY AND CRITICAL THEORY

This course draws upon several theoretical lenses to sharpen students' critical reading of major themes in world mythology. Students begin, through both reading and discussion, by exploring the traditional and current definitions and insights gained from myth. They then apply Joseph Campbell's monomyth and Claude Levi-Strauss' structuralist approaches to *The Epic of Gilgamesh*. They also analyze selected hero myths from both a Jungian and a Freudian psychoanalytic point of view. The course culminates with an examination of contemporary apocalypse myths from a post-modern perspective.

LITERATURE AND THEORY

The objective of this course is to enable students to develop greater critical ability in approaching literature from various perspectives. Students study a range of critical approaches and learn to apply them to selected literary works. Approaches discussed may include New Criticism, Reader Response Theory, Psychoanalytic Criticism, Eco-Criticism, Post-colonial Criticism, Gender Studies, Feminism, Queer Theory, Marxism and New Historicism. Students refine their critical thinking and oral skills in the design and management of their seminars. They learn to lead discussion, frame questions and express informed opinions.

LITERATURE AND RELIGION

The course enables students to understand the presentation of religious concepts as presented in literature. The principal question asked is: How is God defined and represented in various religious texts and what is humankind's principal relationship to him/her? Issues surrounding faith, belief and the attributes of "God" are discussed. We explore forms of spirituality in various faith traditions including those of Ancient Greece, Judaism, Christianity, Islam and Buddhism.

LITERARY WORKS III: MODERNISM AND CRITICAL THEORY (SEMINAR): FOR ARTS AND SCIENCES AND LIBERAL ARTS

603-704-MS (2-2-2) 2 crédits (Arts and Sciences)
603-LPE-MS (2-2-2) 2 crédits (Liberal Arts)

This course focuses on the period of literature (1900-1960) known as Modernism and on different genres, such as poetry, fiction, drama and the novel, representative of that period. Students examine works by some of the best known modernist authors (such as Eliot, Joyce, Woolf and Hemingway) who came to define the ethos of their era. They are taught to apply elements of critical theory, such as New Criticism, Psychoanalytic Theory, Marxism, Feminism and Structuralism, as the mode of discourse for their seminars and critical essays.

FRENCH (602)

All students must take two French courses to meet their General Education requirements, an A and a B course. For each, four levels are offered. A placement process determines the appropriate level for each student. Students found lacking a sufficient knowledge to enter the most basic level will be required to take remedial courses at Marianopolis and, in some cases, one or more extra courses outside the College, to enable them to reach the entry level in their third semester.

Courses are normally taken in the following sequence:

COURSE A		COURSE B
100	➡	LPW
101	➡	LPX
102	➡	LPY
103	➡	LPZ

- ♦ A selection of A and B courses in the upper two levels (i.e. 102/LPY and 103/LPZ) may also be taken as part of the Specific Education component of the ALC and Liberal Arts programs; those eligible courses are identified on the course offering list before registration every semester. These are in addition to the French courses required to meet the General Education requirements and an ALC or Liberal Arts student cannot take the same course as both General and Specific Education. An ALC or Liberal Arts student taking a French course as Specific Education would be registered under one of the following course titles and codes:

ALC et Liberal Arts pondération/crédits : (3-0-3) 2 crédits

FOR ALC STUDENTS:

Explorations en langue française 1, 2 OU 3 :
1 (602-AEA-MS), **2** (602-AEB-MS), **3** (602-AEC-MS)
 (Linked to 602-103-MQ/602-LPZ-MS)

Parcours culturel et littéraire 1 OU 2:
1 (602-ATA-MS), **2** (602-ATB-MS)
 (Linked to 602-LPY-MS/602-LPZ-MS)

Réflexions culturelles et littéraires 1 OU 2 :
1 (602-AQA-MS), **2** (602-AQB-MS)
 (Linked to 602-103-MQ/602-LPY-MS)

Production en langue française 1 OU 2:
1 (602-ACA-MS), **2** (602-ACB-MS)
 (Linked to 602-LPZ-MS)

FOR LIBERAL ARTS STUDENTS:

Réflexions culturelles et littéraires : 602-210-MS
Explorations en langue française : 602-330-MS
Production en langue française : 602-340-MS

LES COURS DE MISE À NIVEAU ET ACTIVITÉS FAVORISANT LA RÉUSSITE

PRÉPARATION AU FRANÇAIS DU COLLÉGIAL

Pratique du français, langue seconde
602-012-MS (3-1-3) 2.33 crédits
 Renforcement en français, langue seconde
602-009-MS (3-1-3) 2.33 crédits
 Mise à niveau pour français, langue seconde, de la 5^e secondaire
602-008-RE (3-1-3) 2.33 crédits

Les crédits accordés pour ce cours ne peuvent contribuer à l'obtention du DEC. Ce cours n'est pas un cours pour débutant : il vise à amener l'étudiant à développer ses aptitudes à lire, écrire, comprendre et parler en français. Une attention particulière sera accordée à la rédaction et à la compréhension de textes. À la fin de ce cours, l'étudiant devra avoir acquis les compétences nécessaires afin de satisfaire aux exigences requises pour le cours 602-100-MQ, Langue et expression I.

En plus de ses quatre heures régulières de cours, l'étudiant sera tenu de consacrer une heure chaque semaine à du travail individuel obligatoire avec un moniteur.

LES COURS « A » : PREMIERS COURS

LANGUE ET EXPRESSION I

602-100-MQ (2-1-3) 2 crédits

Tout en mettant l'accent sur la lecture et l'écriture, ce cours se propose d'amener l'étudiant à appliquer les notions fondamentales de la communication en français courant. L'étudiant améliorera sa compréhension de la langue et son expression écrite et orale par la lecture et la rédaction de courts textes, par le visionnement de documents audiovisuels, par des discussions, par la présentation d'un exposé oral ainsi que par la révision de certaines notions grammaticales.

En plus de ses quatre heures régulières de cours, l'étudiant sera tenu de consacrer une heure toutes les deux semaines à un travail individuel avec un moniteur.

LANGUE ET COMMUNICATION

602-101-MQ (2-1-3) 2 crédits

Ce cours, tout en mettant l'accent sur la lecture et l'écriture, se propose d'aider l'étudiant à communiquer en français avec une

certaine aisance. L'étudiant améliorera sa compréhension de la langue et son expression écrite et orale par la lecture et la rédaction de textes, le visionnement de documents audiovisuels, la présentation d'un exposé oral ainsi que par la révision de certaines notions grammaticales. Les étudiants qui le désirent peuvent bénéficier de l'aide d'un étudiant-tuteur.

LANGUE ET CULTURE

602-102-MQ (2-1-3) 2 crédits

Ce cours, comme celui du niveau 101, favorise la lecture et l'écriture. Des activités d'apprentissage plus complexes permettront à l'étudiant de développer les éléments suivants : compréhension écrite, production orale et rédaction. L'étudiant se familiarisera avec certains aspects de la culture francophone, notamment par la lecture intégrale d'une œuvre littéraire de langue française. Les étudiants qui le désirent peuvent bénéficier de l'aide d'un étudiant-tuteur.

CULTURE ET LITTÉRATURE

602-103-MQ (3-0-3) 2 crédits

Ces cours sont destinés aux étudiants de niveau avancé qui maîtrisent bien le français. Les étudiants amélioreront leur capacité d'analyse et de rédaction tout en se familiarisant avec la littérature et la culture québécoises ou françaises. Une variété de sujets leur est proposée.

Notez bien que tous ces cours ne sont pas nécessairement offerts chaque session.

Le conte

Ce cours propose à l'étudiant une analyse profonde du genre narratif qu'est le conte. À travers l'étude de divers récits, l'étudiant sera amené non seulement à voir les grands thèmes et personnages stéréotypés du monde du conte, mais aussi à saisir et à comprendre la réécriture de certains contes. À l'aide d'une lecture psychanalytique, l'étudiant sera amené à plonger au cœur de l'écrit pour y repérer des messages subliminaux et entrevoir une analyse au-delà du sens littéral.

Au théâtre cette saison

À partir d'œuvres présentées au théâtre cette saison, ce cours proposera l'exploration de la dramaturgie québécoise contemporaine tout en la situant dans le contexte de l'émergence relativement récente du théâtre québécois dans son ensemble. Au contact de formes théâtrales variées (présentations scéniques, textes, adaptations cinématographiques), ce cours étudiera, plus particulièrement, les pièces de dramaturges phares du Québec d'aujourd'hui et se penchera sur les questionnements sociaux, culturels et humains qu'elles soulèvent.

Chanson française

Ce cours a pour but de voir comment la chanson populaire est le produit des idées et des événements de son époque. À partir de l'exemple de la France et de la chanson française, l'étudiant effectuera un survol des principales tendances sociales, idéologiques et artistiques présentes chez les auteurs, compositeurs et interprètes qui ont marqué la scène musicale de ce pays durant la période s'étalant de la Seconde Guerre mondiale jusqu'à aujourd'hui. Une attention particulière sera accordée à la commercialisation de la musique, à l'arrivée des nouveaux moyens de diffusion (radio, télévision, vidéoclips, Internet, mp3, DVD, etc.), à la révolution technologique dans le milieu musical, de même qu'aux phénomènes sociologiques qui ont marqué la chanson durant les 70 dernières années.

La chanson québécoise

La chanson est un art populaire qui reflète, depuis plus de 400 ans, les enjeux sociaux, artistiques, linguistiques et politiques de la société québécoise. Des premiers colons français jusqu'aux jeunes artistes d'aujourd'hui, en passant par les Autochtones, les patriotes et les nouveaux arrivants, des femmes et des hommes ont chanté pour tour à tour amuser, dénoncer ou encore remettre en question leurs contemporains. À travers l'analyse de textes et le visionnement de documents d'archives, les étudiants seront amenés à mesurer l'évolution de la chanson québécoise, à étudier ses grandes figures et à comprendre comment paroles et musiques ont souvent été au cœur des transformations sociales qui ont marqué le Québec. L'identité, l'écologie, la mémoire, l'engagement et l'amour seront les principaux thèmes abordés. La lecture et l'analyse d'un roman québécois contemporain complètent le cours.

Révolutions

Ce cours de culture générale a pour but de voir en quoi la période de la Révolution industrielle a marqué une cassure profonde dans la façon qu'a l'être humain de concevoir son existence. À partir de textes divers provenant de nombreux domaines, ce cours tentera de mettre en lumière ce que cette période (1830-1914) a légué à notre monde et comment elle a transformé complètement la façon de concevoir les choses en Occident. À travers l'étude de phénomènes sociaux des plus divers (littérature, journalisme, technologie, sciences, architecture, sports professionnels, mode, cinéma, arts, etc.), on verra comment la Révolution industrielle a mis en branle des structures qui, encore aujourd'hui, sont incontournables.

La Grande Guerre 1914-1918

La Première Guerre mondiale (1914-1918) a marqué un tournant dans l'histoire de l'humanité. Au-delà d'une simple chronologie des opérations militaires, ce cours cherchera à explorer les nombreux aspects inusités et moins connus de cette guerre qui, à son époque, a marqué un sommet dans l'horreur et dont les conséquences ont orienté tout le 20^e siècle par la suite. Par le biais de textes de fiction, de productions artistiques et de documents divers (souvent d'époque), l'étudiant abordera plusieurs thématiques qui, à la fin du cours, lui permettront de brosser un portrait d'ensemble de cette funeste « Grande Guerre » dont les cicatrices sont encore présentes aujourd'hui.

Arts et littérature en France

Le cours se propose d'initier l'étudiant à la riche contribution faite par la France dans les domaines artistique et littéraire, de 1960 à nos jours. Certains mouvements et certains artistes les plus représentatifs de leur époque seront étudiés. Une attention particulière sera portée aux interactions entre les arts et la littérature. Par ailleurs, on amorcera une réflexion sur le musée en tant que lieu d'exposition.

Poésie, slam et rap francophones

Dans la première partie de la session, les étudiants tenteront de répondre aux questions suivantes : qu'est-ce que la poésie ? Comment lire un poème ? Comment analyser un poème ? Pour les aider dans leurs réflexions, les étudiants devront lire un recueil de textes élaboré par le professeur. Chaque semaine, le professeur proposera également différentes explications théoriques et ateliers pratiques pour compléter le tout. Dans la seconde partie, les étudiants liront des textes tirés du slam et du rap francophones et analyseront certaines œuvres tout en se questionnant sur la nature de ces disciplines ; quels sont leurs liens avec la poésie ? En sont-elles une forme contemporaine ? Sont-elles des héritières ? En quoi

le slam et le rap sont-ils différents de la poésie ? Pour aider les étudiants à mieux comprendre ces formes d'art, ces derniers feront également un travail de création.

LES COURS « B »: DEUXIÈMES COURS

LANGUE ET EXPRESSION II

602-LPW-MS (2-1-3) 2 crédits

Étant une suite du cours 100, le cours LPW se propose d'amener les étudiants à appliquer les notions fondamentales de la communication en français courant. Les activités seront surtout axées sur la lecture et l'écriture, sans que la compréhension et l'expression orales ne soient négligées. En plus de leurs heures de cours régulières, les étudiants seront tenus de consacrer une heure toutes les deux semaines à un travail individuel avec un moniteur.

LANGUE ET COMMUNICATION II

602-LPX-MS (2-1-3) 2 crédits

Découvertes

Le cours propose à l'étudiant d'approfondir sa connaissance du français à partir d'un éventail de thèmes. Les activités du cours comprennent l'analyse de textes oraux et écrits, la rédaction, la révision grammaticale et la possibilité de sorties culturelles.

LANGUE ET CULTURE II

602-LPY-MS (2-1-3) 2 crédits

Trois cours de langue française adaptés au programme : un cours portant sur le domaine des médias, un cours d'initiation à la littérature et un cours traitant de thèmes à portée sociale.

Médias et cinéma

L'objet principal de ce cours est l'image. Les images sont nombreuses et omniprésentes dans notre quotidien. Par conséquent, ce cours les abordera par le biais de trois thèmes principaux, soit *la publicité*, *le cinéma* et *l'information*. Tout au long de la session, les étudiants seront amenés à observer, à analyser et à commenter ces images, mais également à les remettre en question, ils pourront ainsi développer leur esprit critique.

Fictions

Ce cours permet à l'étudiant de niveau intermédiaire de se familiariser avec les différentes composantes d'un texte de fiction. L'étudiant fera aussi l'étude d'une œuvre littéraire.

Enjeux sociaux

Ce cours permet à l'étudiant de développer un point de vue bien fondé concernant divers enjeux sociaux auxquels est confronté le monde actuel. Il met l'accent sur les thèmes suivants : l'énergie et l'environnement; les langues et l'aménagement linguistique; le commerce et l'éthique. Le cours, offert à tous les étudiants, s'adresse plus particulièrement à ceux inscrits au programme de sciences humaines.

CULTURE ET LITTÉRATURE II

602-LPZ-MS (3-0-3) 2 crédits

Notez bien que tous ces cours ne sont pas nécessairement offerts chaque session.

Science moderne

Ce cours a pour but de donner à l'étudiant un aperçu des racines sociales, historiques et philosophiques du monde scientifique actuel. À partir d'événements marquants ou de textes qui ont fait date dans l'histoire de la science au cours des cinq derniers siècles, l'étudiant verra la naissance et l'évolution de la pensée moderne dans les domaines scientifique et technologique. En somme, ce cours constitue une sorte de « balayage », en français, du développement moderne des sciences pures, humaines ou de la santé depuis la Renaissance jusqu'aujourd'hui.

L'absurde dans la littérature

Ce cours propose à l'étudiant une étude en profondeur de la notion de l'absurdité dans la littérature française du 20^e siècle. Un panorama de différents mouvements littéraires marqués par le concept de l'absurde sera présenté afin de permettre à l'étudiant de saisir non seulement le sens attribué à cette pensée, mais aussi les divers contextes socio-politiques dans lesquels cette notion a vu le jour. Un corpus d'œuvres clés initiera l'étudiant à une lecture et à une analyse plus pointues de la thématique de l'absurde littéraire.

Musique, littérature et cinéma

Ce cours se propose d'étudier la représentation de la musique dans des œuvres littéraires et cinématographiques. Certains textes et films marquants de l'époque contemporaine, ayant comme sujet central la musique, seront donc analysés selon une approche thématique. Les étudiants seront, par ailleurs, amenés à s'interroger sur les liens et les échanges qu'entretiennent ces diverses formes d'expression artistique. De plus, une réflexion sur l'expérience de l'auditeur, du lecteur et du spectateur sera amorcée.

Tendances de la littérature contemporaine

Ce cours proposera une exploration de tendances de la littérature contemporaine telle qu'elle s'est déployée tant dans le contexte littéraire québécois que dans le contexte plus vaste de la littérature contemporaine (théâtre, roman, essai) et par l'étude de formes cinématographiques et musicales qui y sont liées, le cours abordera les thèmes et les caractéristiques formelles (postmodernité, fragmentation, autofiction, etc.) au cœur des mouvances actuelles.

Écriture scénaristique

Dans ce cours, les étudiants auront pour objectif de concevoir un projet de court métrage, de l'élaboration du projet au scénario final, en passant par la création de personnages, la rédaction d'un synopsis et la création d'un *storyboard*. L'écriture scénaristique ayant une esthétique, des codes et un jargon qui lui sont propres, il conviendra d'abord de transmettre aux étudiants un certain bagage théorique pour qu'ils se familiarisent avec cet univers. L'analyse de scénarios de films connus viendra compléter cet apprentissage. Quelques notions de mise en scène cinématographiques seront également au programme afin que les scénarios des étudiants soient enrichis de didascalies techniques.

HUMANITIES (345)

Reaching every student at the collegial level, the Humanities curriculum invites students to reflect on the dimensions of human experience and, in so doing, to develop a keener awareness of their own culture and values. Humanities study is multidisciplinary by definition and therefore distinct from the traditional

disciplines.

Students are required to take three Humanities courses, one in each category, to receive the collegial diploma. First-year students select their courses from the first two categories only: Knowledge and World Views.

Knowledge	345-101-MQ
World Views	345-102-MQ
Humanities Adapted to Program	345-LPH-MS

The curriculum is designed to give students tools for evaluating and understanding knowledge, for looking at the ways different groups experience and understand the world and for debating and exploring ethical issues related to a variety of topics including their field of study. All Humanities courses emphasize the written and oral expression of ideas, the formulation of arguments supported by research and evidence and the development of critical thinking. These processes allow students to find links between their courses and help prepare them to participate as members of society by giving them tools to reflect on their place in it.

- ◆ In **Arts and Sciences**, the first Humanities course (345-701-MS, Knowledge and Integration) belongs both to the General and Specific components of the program. As General Education, it respects the standards and objectives common to all other offerings. As Specific Education, it shares an objective that requires the study of great works, mainly from the Western canon. The two other Humanities courses (indicated by "Also a course taken by Arts and Sciences students.") share the objectives of the Humanities curriculum but are designed to serve the Arts and Sciences program by complementing and enhancing the themes and content found in other courses in the program.
- ◆ In **Liberal Arts**, there are three specially designed Humanities courses (indicated by "Also a course taken by Liberal Arts students."). These courses share the objectives and standards of the Humanities curriculum but are designed to serve the Liberal Arts program by amplifying and reflecting the historically themed content of the other Liberal Arts offerings in each semester.

The course descriptions below are a sample of what may be offered.

KNOWLEDGE - 101

345-101-MQ (3-1-3) 2.33 credits (General Education)
4 hours of class time, 3 hours of homework

This category of Humanities contains courses that study human knowledge, how it is acquired and how it is analyzed and used. A particular emphasis is placed on how these aspects of knowing affect the values of society.

UNDERSTANDING CANADIAN SOCIETY THROUGH THE ARTS

This course examines how knowledge of Canadian society and the complexities of its various cultures and identities can be gained through an investigation of the arts. Course content

includes artistic and cultural experiences that are reflective of past and emerging trends in Canada. Examples in art are used to consider historical and contemporary collective issues, on the national, regional and local levels. It critically examines a wide range of arts (including visual arts, multidisciplinary, performance, public arts and film) in their historical, social and cultural contexts, from the nationalistic landscape paintings of the Group of Seven to the social activism of the Quebec Automatistes artists, to the interdisciplinary works of Indigenous artists Lawrence Paul Yuxweluptun and Nadia Myre. A fundamental element of the course is a better knowledge and critical understanding of the development of Canadian cultures, including multicultural, Quebecois and Indigenous perspectives.

MAKING MONTREAL: ARCHITECTURE AND URBAN IDENTITY

Together, a city and its buildings create an image, a collective urban identity for its citizens. Individually, each building and public space transmits messages about the identities and cultural aspirations of the people and organizations who pay for them, build them and use them. This course investigates the messages embedded in Montreal and its architecture by asking two main questions: what kinds of knowledge about history and identity can be derived from studying the city's buildings and layout and what kinds of knowledge were needed to make the city in the first place? Through in-class discussions and a number of field trips, students develop the ability to learn from the city and to appreciate the knowledge required to build it.

BACKWARDS OR BRILLIANT? EARLY MODERN WAYS OF KNOWING

This course investigates how knowledge was created and policed in early modern Europe (1500-1800). By learning about how people knew things in the past, students can better understand the nature and limitations of what we know today. The course is arranged thematically and topics include but are not limited to the Protestant Reformation, the Scientific Revolution, the Enlightenment and the political revolutions that took place in England and France. Students participate in several in-class workshops as well as a field trip to the rare books collection at the Osler Library of the History of Medicine at McGill University. Readings include historical documents and scholarly sources. Students submit a variety of written work including a term paper.

MODERNITY AND CONSUMER CULTURE

Our clothes, electronic devices and material comfort carry a significance in forming our modern identities in ways that are both liberating and oppressive. Despite urgent environmental and social consequences, shopping remains a top pastime for many. The course introduces students to the field of critical consumer studies. We look at the pivotal role played by goods in British and European imperial expansion, as well as in the contemporary period of brand culture and rampant consumerism. We examine closely how heightened consumerism can introduce added freedoms in society at the same it can create and worsen inequality, alienation and ecological crisis.

THE NATURE OF PROPAGANDA

Many of the messages we are exposed to everyday can be considered forms of propaganda, which is commonly defined as the systematic propagation of a given doctrine. Propaganda can be disseminated through many social institutions, including the government, the media and schools. It can insinuate itself undetected in everyday social discourse, especially as its content often overlaps with prevailing ideology. This course is designed to help students see through propaganda, whatever its source.

TRUTH: PHOTOGRAPHY, DOCUMENTARY AND REALITY TV

This course is designed to allow students to apply a logical analytical process to the questions of how knowledge produced through visual imagery is organized and used. It examines the concept of truth as it has been presented in visual imagery. Beginning with the development of photography, students analyze documentary photographs, television and film in their historical and cultural contexts, including recent developments in reality television and social media imagery. They consider well-known fakes as well as less obvious cases of deception and deceit. Concepts of truth in war, history and art are broached, as are issues developing from continuing advances in digital technology. The course also introduces basic principles of Photoshop and documentary film.

HOW DO WE KNOW WHAT WE KNOW? THE HISTORY AND NATURE OF SCIENTIFIC INQUIRY

From the Latin word for "knowledge," science has often been viewed as an unbiased quest for objective truth about the world. More recently, social scientists have questioned this simplistic perception, arguing instead that science is inextricable from the social context in which it is produced. Today, the question is further muddled with the advent of "post-truth," "alternative facts," "deepfake" videos and all manners of conspiracy. This course proposes to explore these issues through a historical and epistemological lens. How have humans constructed knowledge, from prehistory to the present day? How are theories and ideas proven or disproved through science? How do social identities such as gender, race or social class influence scientific theories? What are "facts" and what are their roles in science and society? What is the influence of market forces on scientific enquiry?

ADOLESCENT EXPLORATIONS

This course examines how different fields of knowledge are used to study adolescence and how the research is applied in the lives of adolescents. According to contemporary neurobiology, the human brain goes through significant changes during the teen years that can account for many of the behaviours and experiences associated with that age group, such as mood swings, risk-taking and susceptibility to peer pressure. These theories imply that the same traits would be found among youth in all societies, regardless of time and place. Yet, anthropological research shows that the turmoil associated with the teen years in the West does not occur in all cultures, while historians point to economic, political and social changes to explain many of the characteristics of modern youth. This course examines how different fields of knowledge shape the way we think about adolescence and determine how adolescents are raised by parents, taught in schools and treated within legal and medical systems.

SEX, SCIENCE AND SOCIETY

This course is designed to allow students to critically examine how our knowledge regarding human sexuality is constructed and used. We begin by examining how different disciplines have influenced our conception of the root of human sexuality: while researchers in some fields claim that an individual's sexuality is the effect of the social norms that permeate their culture, others argue that it is a psychological phenomenon springing from their interactions with their parents and other key figures in their life and yet others claim that it is a product of their biology. In exploring the social conception of sexuality, we look at the ways different social institutions (e.g., the state, religious institutions, the medical establishment, the mainstream media and pornography) have shaped people's understanding of sexuality as well as their sexual practices. The class ends by assessing how defenders of the social and the biological conceptions of sexuality each attempt to explain gender/sex differences in sexuality. Students are encouraged to develop their own viewpoint on the issues discussed in class.

GENDER BENDER

This course is about gender and how it intersects with every aspect of our lives. It looks at the origins of gendered power relationships as well as gender in action, provides an introduction to the gender spectrum and diversity and explores ways of moving toward equality. Course content includes historical and contemporary situations and an understanding and use of feminist methodology and queer theory.

THE STUFF OF NONSENSE

In this course students explore a wide variety of examples of nonsense: jokes, nonsense literature, nonsense film and surrealist painting. Students see that successful nonsense contains internal, dynamic and cohesive qualities which make it meaningful, that is, full of sense. Students are encouraged to re-evaluate the ingrained rationalistic system of value that dominates the modern, technological civilization of the west and to consider whether, in a society which values reason over the emotions, the nonsense artist may provide a necessary escape valve from a narrowly rationalistic universe.

SOUNDS OF MUSIC

The human experience of music is shaped by a complex combination of factors: the physical properties of sound; human physiology; auditory perception and cognition; cultural training; social and business interests; and the technologies available for sound production, preservation and distribution. This course offers a multidisciplinary and cross-cultural exploration of these influences and the links between them.

THE SOUNDTRACKS OF OUR LIVES

A broad ranging exploration of musical genres and communities, this course explores the role of music in the formation of groups. Some musical genres have engendered communities and some communities seem predisposed to adopt certain kinds of music. By using a variety of approaches from critical theory and the social sciences, students examine some of the ways music and genre communities are interconnected. The course starts with a history of American popular music and then explores ideas about musical genres and some of the ways those genres have been used to understand communities (soul, punk, heavy metal and women's music, for example).

WHAT LIES BENEATH, INTRODUCTION TO ARCHAEOLOGY

Archaeology, the study of man's past through surviving material remains, fascinates with its ability to shed light on the lives of others. This class looks at archaeology, both as a discipline and as a changing body of knowledge. It examines various methodologies, sites and artefacts from all over the world, with an emphasis on the Mediterranean civilizations.

WHY ROME? KNOWLEDGE IN ANCIENT ROME

Ancient Rome began as a few huts and grew to a massive empire with wide-reaching influence in spite of social inequality, political intrigue and civil war. Using various methods and tools, this class examines how this civilization developed and functioned. Topics covered include the history of Rome, the family, medicine, propaganda, slavery, gladiators and the ancient world in film.

CORNERSTONES OF MEDIEVAL KNOWLEDGE

(Also a course taken by Liberal Arts students.)

The Middle Ages refers to a period of global history spanning the 1000 years between roughly the 5th and the 15th Centuries. Both independent societies and interconnected ones generated knowledge that had a significant impact on developments in subsequent periods. With lectures, discussions, group work, presentations, museum visits, dramatic recreations and other in-class activities, the course explores some of the cornerstones of Medieval knowledge around the globe. Topics covered thematically include manuscripts and knowledge transmission, Vikings and Norse myths, the Silk Road and travel, pilgrimage, medicine and the Black Death, music and performing arts and more.

KNOWLEDGE AND INTEGRATION

SCIENCE AND SOCIETY (ARTS AND SCIENCES)

Required course for students in Arts and Sciences
345-701-MS (2-1-3) 2 credits
3 hours of class, 3 hours of homework

This course examines science as a system of knowledge by looking at a series of case studies. Students contrast arguments for why science offers a unique form of knowledge with studies that show how scientific understanding, like other forms of knowledge, is informed by societal forces.

WORLD VIEWS - 102

345-102-MQ (3-0-3) 2 credits (General Education)
3 hours of class, 3 hours of homework

Courses in this category explore the world views of individuals, groups, nations, cultures, artists and people from history.

STRANGERS, GODS AND MONSTERS: STORYTELLING FROM RELIGIONS AROUND THE WORLD

This course is designed to allow students to apply critical thought processes to world views. More specifically, this course explores the role that storytelling plays in the human experience. Students explore the question of why human beings love to tell stories. They also examine a number of universal story themes in world literature. The purpose of this course is therefore to introduce storytelling as a universal practice to students and encourage them to explore the question of their own story. The course culminates in a story students write, using the skills they learned to express a piece of their own world view.

DEMONS, SAINTS AND ANGELS

Religion defies reason. Yet, people claim to have direct experience of demons, saints and angels. What can we make of these out-of-this-world stories? Does the supernatural exist? Are they allegories for subjective human truths? And even if one does accept the existence of gods this poses even more complex questions, such as the problem of evil. Why do bad things happen to good people? How can a just God allow the innocent suffer while the wicked prosper? This course examines legends of demons, saints and angels from antiquity until today.

ART AND CULTURE OF THE ANCIENT AMERICAS

This course explores the artistic and cultural traditions of the Ancient Americas. It traces the prehistoric populations of the Americas, following the evolution of different artistic traditions and the lifestyles and beliefs they reflect. Students explore in detail the evolution of several distinct cultures, ranging from those that created the soapstone carvings of the Arctic, to the striking designs of Pacific coast totems, to the intricate patterns of Southwest sand-painting, to the monumental pyramids of Central and South America. Students also study the impact of the arrival of Europeans.

INDIGENOUS CULTURES IN CANADA

Indigenous communities in Canada face critical issues surrounding the revitalization of their social, political and cultural identities. This course respectfully examines Indigenous perspectives, ideas and experiences. Students study communities across Turtle Island with a focus on diverse aspects of First Nations, Metis and Inuit cultures, such as social and political realities, stories and the arts. An emphasis is placed on the eleven nations in Quebec, as well as the urban Indigenous community in Montreal. Accurate terminology, common inaccuracies, myths and stereotypes are addressed, as well as issues surrounding media representation. Issues related to gender are explored. Federal and provincial assimilation policies and settler colonialism are studied, including treaties, the Indian Act and reserve system and residential schools. The course also addresses the relevant contexts and implications of historical and contemporary issues, such as land and resource rights and the United Nations Declaration on the Rights of Indigenous Peoples. Contemporary cultural contributions in the arts and popular culture is explored, as well as discussions of indigenization and decolonization in all levels of Canadian society.

EDUCATION'S END

This course explores education and raises the question of why and how education may be of value. Because it aims to raise important questions about the system students are already engaged in by virtue of their being students, it attempts a dual methodology: every week, one class is devoted to a lecture topic and one class is devoted to class discussion. Students are encouraged to raise questions for themselves about the educational system. What better question with which to provide students?

UTOPIAN DREAMERS

What do the utopias that people create tell us about their world view? This course examines utopian world views connected by a shared interest in social justice, liberation and creativity which took root in Revolutionary Europe and the Industrial Revolution. We focus on the 19th Century utopian socialist visionaries who offered alternatives to harrowing industrialization, inequality and social unrest. The inspiring radicalism of utopian dreams is also explored through past and present social experiments, intentional communities, art and science fiction.

19th-CENTURY THINKERS

(Also a course taken by Liberal Arts students.)

The mid-19th Century in Europe was a time of radical social and intellectual change. This age witnessed the birth of Marxism and of the theory of evolution, the first debates about women's rights and capital punishment and the first attempts at coping with mass industrialization and urbanization through mass education. This course looks at the 19th Century as an age of new ideas and rapid change and examines the writings of eminent writers.

WHEN WORLD VIEWS COLLIDE: THE CLASH OF CAPITALISM AND COMMUNISM IN THE 20TH CENTURY

This course explores what was perhaps the defining ideological conflict of the 20th Century: the confrontation of democratic capitalism and authoritarian socialism. While in hindsight the ultimate triumph of capitalism over communism might appear to have been preordained, it certainly did not appear that way to the people who experienced it. Both world views had globalist ambitions and a powerful appeal in all parts of the world and both experienced spectacular victories as well as terrifying setbacks. This course aims to examine the ideological foundations of the conflict, the conceptual framework developed by academics to make sense of it, its social and cultural consequences for regular people around the world, its economic repercussions on the developing world and how it helps us understand the power dynamics of the 21st Century.

LISTEN TO THE MUSIC

This course addresses the question, "What does music teach us about the world views of those who create, disseminate and consume it?" Through the study of major works of music dating from the 18th, 19th and 20th Centuries, students gain insight into various historical and current world views and the extent to which these perspectives can and cannot be expressed through or reflected in music. Topics may include: Music and the Age of Science; Music and the Age of Absolutism; Music and the Enlightenment; Music and Romanticism; Music and Communist Ideology.

ARCHITECTURE—A WORLD VIEW

This course incorporates ideas drawn from a variety of disciplines to present architecture as a form of cultural expression. The ideas held by patrons, architects and builders about what buildings should do, how they should look and how people should behave within them are conditioned by their world views. By comparing these world views with actual buildings, students recognize how, in different times and places, the ways people organize space and impose different orders on the natural world reflect specific notions of human existence in the larger scheme of things.

XY VISION: HOW GENDER SHAPES OUR WORLD

We're told again and again that men are violent and women are emotional. But what are these stereotypes really telling us? What does it mean to see the world through a gendered lens? This course asks how gendered assumptions shape how we see the world. Topics include but are not limited to rape culture, the gender wage gap, intersectionality, ideal male beauty, masculinity and stoicism and transgender rights. Students read an assortment of texts and complete a variety of activities, including a researched book review.

TATTOOS, TROPHIES AND T-CELLS

This course examines concepts of the body in various cultures and eras. Based on descriptions of illness, healing, sports, the arts and religious rituals, students discuss how world views are reflected in the ways we treat, use and experience our bodies. They also ask how these views and practices differ according to a person's social or economic position. By examining conceptions of the body, students come to a greater understanding of how a world view shapes our daily experiences and our sense of self.

BEYOND BOLLYWOOD

India, the second most populous country and a leading emerging economy in the world, is also a land of contrasts – living folk traditions side by side with the latest in animation and simulation, some of the world's wealthiest people and farmers who commit suicide because of indebtedness. This course focuses on developing an understanding of India and her people through an exploration of some of her major ideas and values, as well as the stresses and tensions that are a result of the rapid changes taking place.

ART AND ACTIVISM

This course aims to offer students a broad look at the history and current state of creative activism. Moving through different time periods and exploring movements in diverse areas of the world, it examines the activist tradition in high art forms including visual art and performance but also considers the power of media stunts, online activism and culture-jamming. Through case studies, readings and classroom discussions, students are invited to answer questions including: How have art forms been used to support activist causes and challenge world views? What strategies have been used in different times and places? What is the difference between artistic activism and propaganda?

I'M NOT MYSELF TODAY?

(Also taken by Arts and Sciences students)

Over the entrance to the temple at Delphi were the words "Know thyself." In the ancient Greek and Roman world, the idea of the "self" was important, but what did ancient people think the "self" was? This class examines ancient Greek and Roman world views through an analysis of their concept of "self" using literary, scientific and philosophical works. We then contrast the ancient concept of self with contemporary views of self, notably in the fields of biology and social science.

HUMANITIES ADAPTED TO PROGRAM - LPH

345-LPH-MS (3-0-3) 2 credits (General Education)

3 hours of class, 3 hours of homework

These Humanities courses examine social and ethical questions.

ETHICS IN ANTIQUITY: RIGHT AND WRONG IN THE ANCIENT WORLD

From slavery to infanticide, socially acceptable practices in the Ancient Greek world are repugnant to most Westerners today. Yet, at the same time, this civilization developed complex and very modern ideas about the role and importance of the individual, the state, responsible leadership, health and the best way to lead one's life. In this course, students use translations of different Ancient texts, including epic poetry, drama and philosophy to examine fundamental questions: Why are we here? What are our obligations to others? How should we best live our lives? The class also focuses on how the ancient world is still a component of our ethical values today.

VIRTUOUS BODIES

The course considers how religions use the body to translate experience and knowledge, both for the individual and the collective. Students examine the role the body plays in a number of religious contexts, consider various taboos and restrictions (such as those surrounding menstruation and childbirth) the various markings on the body used to identify the person with religion (through clothing and physical marks) and the controversial and very challenging concept of hurting or even sacrificing the body for an ideal. These concepts are analyzed in an ethical framework. This course narrows its focus by looking exclusively at Eastern traditions. Parallels to Western traditions naturally emerge but the focus remains on Hinduism and Buddhism as they are practiced in various countries.

THE DA VINCI CODE: FACT AND FICTION IN POPULAR CULTURE

Using the Da Vinci Code phenomenon as a test case, this course guides students toward becoming critical consumers of popular culture, learning to recognize and appreciate the often blurry line between fact and fiction. It explores Dan Brown's claims of art historical and religious "facts" in his novel through a detailed study of Leonardo and specific historical and theological issues. It also discusses the ethical questions raised by the author's claims and the marketing of his book, as well as the reaction of the media which often embraced Brown's assertions, sometimes promoting sensationalism at the expense of verifiable research.

TRUTH TELLING, APOLOGIES AND HEALING: GLOBAL RECONCILIATION ETHICS AND ACTIONS

This course explores the diverse moral and ethical issues around reconciliation between nations and communities with histories of collective oppression and violence. We examine the process of ethical truth telling, apology, forgiveness, healing and the various associated challenges. Comparative approaches in state apologies and reconciliation projects are examined, within the historical and ongoing contexts of genocide and colonialism experienced by Indigenous and other minority groups. Case studies focus on both the national Canadian Indigenous contexts and international contexts, including the US, South America, Armenia, South Africa, Australia/New Zealand.

GENDER IN A GLOBALIZED WORLD

This course is about changing aspects of gender today. It introduces students to gender basics and a historically contextualized understanding of globalization. Students read, discuss and debate ethical issues related to topics such as outsourcing and its impact on local communities, sex work, beauty ideals, wars ostensibly to spread democracy and women's equality, secularism and fundamentalism, how the gendered nature of work is being transformed, sexual orientation and identity, trafficking and surrogate motherhood.

JUST PROGRESS? ETHICS OF INNOVATION

Laika's tragic space voyage, the Great Leap Forward in Maoist China, *laissez-faire* capitalism in the West: innovations sold as progress during their time and place then later questioned as flawed and even failed experiments. Together we assess the human and non-human costs of science, work and progress and highlight how notions of the greater good can complicate ethical outcomes. Students interrogate how conventional morality and ideology influence innovation and why in an age of powerful technologies and global crisis these debates are more urgent than ever.

SQUARING THE CIRCLE: ETHICS, ECONOMICS AND THE ENVIRONMENT

This course examines one of the most complex, yet fundamental ethical challenges of our time: reconciling industrial capitalism with ecology and environmental ethics. Students learn to identify the great environmental issues of our time, explore some of the most fundamental theories and schools of thought in moral philosophy and environmental ethics and understand the origins of industrial capitalism and its state in the world today (analyzing such key concepts as liberalism, neoliberalism, globalization, economic theory, etc.). Finally, through a wide variety of learning activities, students explore and explain the major ideas, values and social implications of these fields of academic inquiry, recognize and organize the various ethical dimensions associated to these questions and debate these ethical problems using appropriate theories, concepts, ideas and elements of knowledge.

MUSIC AND ETHICAL ISSUES

This course explores some of the ways musicians and composers have negotiated complicated moral terrain. Through a series of case studies, students explore the roles of composers and musicians in historical contexts and talk about their musical production in terms of ethics. Starting with a

discussion of some theories of ethics from religion and philosophy, the course looks at cases including Renaissance Italy and royal and religious patronage, the Classical Period and Mozart, World War II and the role of music in Nazi Germany, the 20th Century, protest music, Bob Dylan, copyright and other popular music subjects.

ETHICAL ISSUES IN ART

This course deals with the social implications of significant ethical issues in the art world. The relationship between art and technology is explored using examples from photography to film, video and cyberspace art. Students debate ethical issues surrounding art in the 20th and 21st Centuries, along with how the arts have been used by artists to raise awareness of political and social issues. The course also addresses the role of art in providing resistance with regard to issues such as racism. It examines gender issues, feminism and the role of women artists, along with post-colonial perspectives, issues of ownership surrounding art objects, repatriation and environmental art.

REPRESENTATION, REPORTING AND THE STORIES WE TELL

Studies suggest that the average Canadian spends 19 hours online and 28 hours watching TV every week. It's important to remember that the content we're consuming isn't neutral. This course examines some of the ethical questions raised by both mass media content and internet technology. Topics include but are not limited to depictions of race and gender in the entertainment industry, free speech in a global context, violence in the media and internet regulation and surveillance. In order to facilitate these discussions, students study various ethical frameworks, engage in in-class debates and submit a variety of written assignments.

ETHICS AND GLOBALIZATION

(Also taken by Arts and Sciences students)

This course examines the ethical questions raised by the new world order, characterized by dissolving borders, intensifying economic competition and shifting global structures. Two broad themes guide the study: the first, globalization and North America, focuses on the current quest for international competitiveness and its impact on Canada, the United States and Mexico; the second, globalization and the new world order, extends the discussion to explore the more general contours of the new world order.

ETHICS AND THE FAMILY

What gives an adult the rights and responsibilities of parenthood? How do we decide when and if a child can make decisions about her own life? What obligations does a child have to his parents? Who should have access to reproductive technologies? Should those who provide reproductive services like surrogacy and sperm donation be paid? Students explore these and other questions through ethical theories and within historical and global contexts.

BIBLICAL SEX

What are the foundations of our sexual ethics? What does it mean to say that a particular sexual practice or perspective on human sexuality is "biblical"? This course examines the foundations of various ethical perspectives on gender and sexuality, both religious and secular, through the examination of current media, social movements and legal codes as well as

the history of Biblical literature. Topics under discussion include marriage, celibacy, gendered and sexual identities, homosexuality, abortion and birth control, masturbation, prostitution, rape and sexual assault.

VIDEO GAMES

This course focuses on important ethical and social issues associated with video games. Students are required to consider video games critically and analytically from a variety of perspectives. The first part of the course provides students with the historical, technical, cultural and philosophical background necessary for them to accomplish this. The second part of the course focuses on specific social and ethical issues such as: health benefits and concerns; general effects of video games on real-life behaviour; addiction and social isolation; virtual communities and economies; promotion of violence; in-game sexuality; censorship and rating systems; gender, race and other stereotypes; in-game propaganda and advertising; online gambling; piracy and hacker culture; cheating; video games as art; and educational applications.

ETHICAL ISSUES IN WORLD WAR I

The Great War, as it was called, of 1914-1918 saw the dovetailing of philosophical, political, economic and technological developments of the preceding centuries – particularly the late 18th and the 19th. Nationalism, imperialism, individual rights, socialism, free trade, industrialization were all part of the mix. World War I as it came to be called was a cataclysmic event of truly global proportions that set the agenda for the rest of the century and beyond. The crucible of war laid bare ethical and moral questions of our time. And as always in times of flux, givens no longer held sway; opportunities were created in certain areas. There were peace conferences. The League of Nations came out of the war. Conscientious objectors were pilloried but many held fast to their beliefs. Among the issues covered in the course are: war as a means of settling disputes; pacifism as the only ethical way forward; colonialism and imperialism; racism; the right of peoples within empires to their own state; questions related to gender; industrial warfare and the capacity to kill and maim on an industrial scale; free trade or government-tempered *laissez-faire* economics; civilian populations in times of war; battlefield medicine.

JUST AND UNJUST WARS

(Also a course taken by Liberal Arts students.)

This course seeks to examine the moral and ethical issues involved in the decision by one or more independent states to use force against another sovereign state. It seeks to assess whether armed intervention in the internal affairs of a sovereign state is ever justified. If it is, under what conditions can it be justified? The course also examines the moral implications of the decision to go to war as well as the ethical issues of the manner in which the war is conducted. It also investigates the relationship between the existing moral values and the justification for war and acceptable behaviour in wartime against the backdrop of the broad sweep of history from the Napoleonic Wars to the present.

PHYSICAL EDUCATION (109)

Students are required to take three Physical Education* courses, each with a unique focus that allows them to lead an active lifestyle. Students are encouraged to try something new, ideally an activity that they've never

tried before, in order to increase their physical activity opportunities in the future. Physical Education courses are offered at an introductory to intermediate level to ensure optimal achievement for all.

First-year students select their courses from the first two categories in any sequence: Physical Activity and Health (109-101-MQ) and Physical Activity and Effectiveness (109-102-MQ).

* Students in the Arts and Sciences Program (700.A0) take two Physical Education courses, Physical Activity and Health (109-101-MQ) and Physical Activity and Autonomy (109-103-MQ).

PHYSICAL ACTIVITY AND HEALTH - 101

109-101-MQ (1-1-1) 1 credit

2 hours of class, 1 hour of homework

COMPETENCY: To analyze physical activity within the context of lifestyle behaviours that promote health.

Students study the physical, psychological, social and intellectual benefits of physical activity as they learn how to choose safe and effective activities for all components of fitness. By sampling a variety of activities, students identify personal needs, interests and motivational factors that potentially lead to an active lifestyle. Students also analyze how nutrition, stress and time management influence their overall health and wellness.

Additional fees are required for courses marked with an asterisk (*). Fees subject to change.

FITNESS

Each class introduces cardiovascular, muscular and flexibility activities using a variety of apparatus. Students learn how to use free weights, cardio and weight-training machines according to their needs and abilities. Weather permitting, classes may also include outdoor activities such as power walking, jogging, circuit training or games.

FITNESS/BARRE

Barre class workouts use the whole body with exercises designed to chisel and sculpt the muscles while working the core, stability and posture. It is a combination of Basic fitness exercises, Pilates and ballet into one workout.

FITNESS/GAMES

A variety of activities are used to develop cardiovascular endurance, muscular fitness and flexibility. Cardiovascular fitness is the primary focus of the course and is developed through the following games: soccer, basketball, floor hockey, thron, badminton, touch football, ultimate, capture the flag, dodgeball, etc.

FIT/KICK *

This course offers a variety of workouts that help increase overall fitness level in a fun way. Students improve their cardiovascular, muscular and flexibility level by using kickboxing and Thai boxing. The class integrates combinations of punches, kicks, pad work, sparring, muscular and motion exercises to strengthen and tone, as well as stretching to develop flexibility. Weather permitting, classes include outdoor

training. Students must purchase boxing gloves (approximately \$35).

FITNESS/YOGA

Cardio activities include stationary equipment, steps, circuits and sun salutations. A variety of yoga poses develop muscular and flexibility components.

FITNESS/ZUMBA

Zumba is an easy and fun dance fitness program featuring movements inspired by various styles of Latin and World music. This course combines all elements of fitness – cardio, muscle conditioning, balance and flexibility through Zumba and complementary fitness activities.

PHYSICAL ACTIVITY AND EFFECTIVENESS - 102

109-102-MQ (0-2-1) 1 credit

2 hours of class, 1 hour of homework

COMPETENCY: To demonstrate improvement in a physical activity.

This course focuses on skill development and acquisition. By critically assessing their strengths and challenges, students develop and apply a plan of action that leads to improvement in the basic skills required for the physical activity.

Additional fees are required for courses marked with an asterisk (*). Fees subject to change.

BADMINTON

This course is designed to introduce students to the fundamental strokes and strategies of singles and doubles play. Skills and strategies are developed through drills, patterns and games.

BASKETBALL

Students learn fundamental skills (passing, shooting, lay-ups, etc.) and strategies (offensive and defensive) that enable them to play pick-up basketball as part of their activity repertoire in the future.

CANOEING (INTENSIVE) *

Fall semester

This intensive course runs until early September and introduces basic canoeing skills, enabling students to pursue canoeing safely in the future. Students learn how to increase their awareness of nature by identifying medicinal and edible plants and trees and searching for the presence of wildlife. Canoeing day trips take place up north and at Parc de la Rivière-des-Mille-Îles in Laval. Students should be comfortable in deep water while wearing a lifejacket. The fee covers all expenses, including canoe rental, assistants and transportation to the venues.

CROSS-COUNTRY SKIING (INTENSIVE) *

Winter semester

Students learn basic cross-country skills as they sample ski trails at Parc Bois-de-Liesse and Gai-Luron in Bellefeuille. Practice sessions and trip preparation lectures take place on campus and at Mount Royal. The course fee covers transportation, assistants and facility costs.

CYCLING (INTENSIVE) *

Fall semester

This intensive course, which runs until mid-September, teaches students how to prepare for longer bike trips and how to bike safely in a group setting. **To register for this course, students must be available for all classes and outings.** The theory components include: basic bike maintenance, training techniques, cadence and pacing, safety, road rules and trip preparation. There are two exciting day trips on weekends that take place primarily on bike paths. The first trip (approximately 45-60 kilometres) is an urban cycling experience in Montreal. The second trip (approximately 50-75 kilometres) takes place in the Laurentians on the Petit Train du Nord. **Students must provide their own compulsory helmet and a reliable multi-gear bike in good working order.** The course fee covers all expenses including transportation to the venues and assistants.

DANCE

Basic dance elements of Hip Hop, Jazz and Modern are covered through choreographies adapted to beginner and intermediate dancers.

FLOOR HOCKEY

Students learn fundamental skills (passing, shooting, etc.) and strategies (offensive and defensive) that enable them to play pick-up floor hockey as part of their activity repertoire in the future.

INTRO TO OUTDOOR EDUCATION (INTENSIVE) *

Students are introduced to camping (with and without a tent!), canoeing, nature observation, fire building (with and without matches!) and other basic survival skills at Camp Kanawana in the Laurentians. This course offers students a unique opportunity to become more aware of nature by learning how to move as quietly as a fox, listen as attentively as a deer and search for the presence of wildlife and identify medicinal and edible plants by using all their senses. The course fee covers the costs of transportation, equipment, assistants, accommodations and meals.

MARTIAL ARTS *

Students learn fundamental offensive and defensive strategies that enable them to defend themselves. Kickboxing and Jiu-Jitsu are part of the curriculum. Students learn how to strike properly using pads and their partners. They also learn how to defend themselves against an attack on the ground. They must purchase shin pads (approximately \$15) and boxing gloves (approximately \$35).

ORIENTEERING (INTENSIVE) *

Orienteering is an outdoor activity that uses a map and a compass to navigate through different terrain and environments. This course focuses on local areas with an emphasis on hiking/walking and applying map- and compass-reading skills. It aims to increase students' enjoyment of the outdoors and promote environmental awareness. The course takes place over 12 weeks in the 15-week semester with one Saturday orienteering competition. There is a fee to cover the cost of the competition. This course may also be offered as a 103 course. Check the course offering list at registration.

SOCCER

Students learn fundamental skills and offensive and defensive strategies that enable them to play soccer as part of their activity repertoire in the future. Taught on the sports field in the fall, this course finishes in early November.

TOUCH FOOTBALL

Fall semester

Students are introduced to the sport of touch football using drills, mini-games and games. All basic skills of touch football are covered at introductory and intermediate levels. No previous experience is required. Taught on the sports field, this course finishes in mid-October.

ULTIMATE

This course introduces the fundamental skills and strategies of organized Ultimate for the beginning to intermediate player. Ultimate requires development of the following individual skills: disc throwing, passing, catching, running, cutting and marking. Students also learn to practice effective communication with teammates.

VOLLEYBALL

Students are introduced to the sport of Volleyball through cooperative activities, lead up drills, mini games and games. Fundamental skills (volley, bump, serve, etc.) are practiced as well as offensive and defensive strategies (three-hit plays, net play, W-formation, etc.). Emphasis is placed on improving individual skills and abilities while developing a strong, positive and co-operative team environment.

YOGA

In this introductory yoga course, students learn basic and intermediate yoga poses. They learn how to synchronize breath to movement and energy flows.

YOGALATES

Yoga and Pilates exercises are part of this course as well as a personal program design. Students learn yoga and Pilates postures, as well as new elements to improve their overall cardiovascular endurance, muscular endurance and flexibility. Some cardio activities and circuits are included. This class is a perfect way to get in good condition while stretching and reducing stress.

PHYSICAL ACTIVITY AND AUTONOMY - 103

109-103-MQ (1-1-1) 1 credit
2 hours of class, 1 hour of homework

COMPETENCY: To demonstrate the ability to responsibly engage in physical activity which promotes health.

Following the successful completion of both 109-101-MQ and 109-102-MQ, second-year students are required to select the third Physical Education course from the Physical Activity and Autonomy category, 109-103-MQ.

Students in this second-year course focus on taking responsibility for their active lifestyle. Students are provided with the opportunity to be autonomous, apply safe and effective training principles, manage their time and set clear

goals as they design and implement a personalized activity plan. By working out on their own (known at the College as "ponderating" *) throughout the semester, students demonstrate that they can improve their fitness. As a result, there are no intensive courses. All 103 courses continue for the duration of the term.

* Marianopolis provides 26.5 hours of free time in the Fitness Centre per week, overseen by a qualified and knowledgeable Fitness Monitor.

Additional fees are required for courses marked with an asterisk (*). Fees subject to change.

BADMINTON

Students participate in a variety of badminton drills, patterns and matches to develop cardiovascular fitness and muscular endurance. No previous badminton skills are required.

BASKETBALL

Students work on their cardiovascular endurance through a variety of mini-games, drills and full-court scrimmages in a fun, safe, cooperative setting. Muscular activities are introduced periodically and each class ends with a stretching routine.

CARDIO DANCE

All students are welcome in this course which focuses primarily on cardio fitness through follow the leader and group aerobic dance movements.

CORE TRAINING

Students find out what their core really is and the most effective ways to train it. They do integrated muscular and strength training specifically targeting the core muscles using a variety of equipment such as TRX, kettle bells, battle ropes, stability and pilates balls as well as traditional hand-held weights. This course also includes cardiovascular training with machines.

CROSS-COUNTRY SKIING (INTENSIVE) *

This intensive course focuses on an introduction to basic cross country ski technique and cardiovascular fitness. Students ski at a few well-maintained ski centers such as Mount Royal and Gai-Luron in St. Jerome. Practice sessions and trip-preparation lectures take place on campus and at Mount Royal. The course fee covers equipment, transportation and facility costs. This is an intensive course so students must be available for all the evening lectures and weekend outings.

CROSS-TRAINING

Students get fit by trying different training techniques TRX, ladders, sliders, cardio, rebounders, weights, resistance bands, powerwalking and partner work, indoors and outdoors. This course introduces many types of exercises that condition the entire body.

CYCLING (INTENSIVE) *

This intensive course focuses on an introduction to cycling techniques and cardiovascular fitness. Students explore cycling around the area they live and participate in two-day trips around Greater Montreal with the class. They are introduced to basic riding techniques such as changing gears, turning, braking, group riding, hand signaling, repairing flats and

cadence. Assistants accompany us on all trips so we can keep the riding groups small. The course fee covers all expenses including transportation to the venues.

To register students must:

- Provide their own helmet and multi-gear bike in good working order.
- Be at the College with their bike for the lectures and weekend rides.

HIKING (INTENSIVE) *

Students learn how to increase their nature awareness by identifying medicinal and edible plants and trees and searching for the presence of wildlife as they explore the neighbourhood during class time (seven to eight classes over the 15-week semester) and hike the trails of Bois de Liesse and Mont St. Bruno on two-day trips. The course fee includes transportation, assistants and trail fees.

ORIENTEERING (INTENSIVE) *

Orienteering is an outdoor activity that uses a map and a compass to navigate through different terrain and environments. This course focuses on local areas with an emphasis on hiking/walking and applying map- and compass-reading skills. It aims to increase students' enjoyment of the outdoors and promote environmental awareness. The course takes place over 12 weeks in the 15-week semester with one Saturday orienteering competition. There is a \$15 fee to cover the cost of the competition. This 102 course may also be offered as a 103 course. Check the course offering list at registration.

RUNNING *

The main focus of this course is cardiovascular fitness through running. Students train predominantly outside in the neighbourhood streets and on Mont Royal. Students enter a 5km race in the Montreal area. The course fee covers the race costs.

SELF-DEFENSE *

Students learn fundamental offensive and defensive strategies that enable them to defend themselves. Aikido, Krav Maga and Jiu-Jitsu are part of the curriculum. At the end of the semester, students are able to defend themselves in different situations such as chokes, bear hugs, strikes and attacks on the ground. Students must purchase shin pads (roughly \$15) and boxing gloves (roughly \$35).

SNOWSHOE HIKES *

Winter semester

Experience the mystery and fun of a moonlight snowshoe hike and increased nature awareness by identifying plants, trees and searching for the presence of wild life while snowshoeing. Students meet for seven to eight classes over the 15-week semester and go on two outings. During class time, students design and implement their Personal Activity Plan, snowshoe, hike and power walk. This is a unique opportunity to have fun, get in shape and live a wilderness experience. The course fee includes transportation, assistants, equipment and trail fees.

SOCCER

Students participate in a variety of mini-games, drills and games as they experience a good cardiovascular and muscular endurance workout. Team work, movement, support for

teammates and fun-safe competition are emphasized. Weather permitting, classes are held outdoors.

STRESS MANAGEMENT

Students learn and use a variety of techniques in order to help manage stress. These include: physical activity; communication and conflict resolution skills; perspective and self-awareness; time management and a variety of relaxation techniques, such as meditation, autogenics, visualization and progressive relaxation.

TEAM SPORTS

Students participate in a variety of sports that promote a good cardiovascular workout. Movement, teamwork and safety are emphasized during the mini-games, drills and full-court scrimmages introduced. Students have an opportunity to select the sports played from the following list: soccer, floor hockey, basketball, touch football, handball, badminton, low organizational games, volleyball, tchoukball and more.

ULTIMATE

Students work on their cardiovascular endurance through a variety of mini-games, drills and scrimmages in a fun, safe, cooperative setting. Muscular activities are introduced periodically and each class ends with a stretching routine.

YOGA

Students learn the basics to the PowerYoga program developed by Beryl Bender Birch, which include proper breathing techniques, rooting skills and a variety of different yoga postures. The course also includes cardiovascular training in various forms using machines and a variety of equipment in a circuit fashion.

WEIGHT TRAINING

This course teaches students how to properly strength train using a variety of exercise equipment with emphasis on proper alignment and safe lifting methods. In addition, students learn how to increase cardiovascular endurance and flexibility.

COMPLEMENTARY

Complementary courses are part of the General Education component for all students with the exception of those in the Arts and Sciences and Liberal Arts programs. They are designed to be a complement to the Specific Education component of a program. Students must take two courses from five areas or domains outside their Specific Education component:

- Art and Aesthetics
- Mathematics Literacy and Computer Science
- Modern Languages
- Science and Technology
- Social Science

If a student chooses two courses in the same domain, the courses must be from different sets or levels, indicated by the middle letters A and B. For example, in Modern Languages, a student can choose GERMAN-LAL and GERMAN-LBL but not two courses with the same middle letter such as SPANISH-LAL and GERMAN-LAL.

German, Italian and Spanish courses are listed within the Course Descriptions section on pages 54, 56 and 67.

When students register in a complementary course that is linked to a specific education course, they are only expected to fulfill the requirements of the General Education-Complementary component as defined in the course outline. Linked complementary courses are identified as follows:

BUSINESS PSYCHOLOGY

350-921-MS (2-1-3) 2 credits (Social Science)
SSS-LAQ (3-0-3) 2 credits (Complementary)

THE FOLLOWING ARE COMPLEMENTARY COURSES NOT LINKED TO OTHER COURSES IN THE CALENDAR:

ENHANCING MATH SKILLS

(MAT-LAM)

201-LAM-MS (3-0-3) 2 credits (Complementary)

Prerequisite: Sec. V Math TS (064506, 564506) or Sec. V Math SN (065506, 565506)

This is a complementary course for Social Science and Arts, Literature and Communication students. It is offered in the fall semester to strengthen and reinforce the mathematical skills that students need to successfully complete their Calculus course.

SCIENCE AND TECHNOLOGY: EXPLORING THE UNIVERSE

(SCI-LAT)

203-LAT-MS (3-0-3) 2 credits (Complementary)

What makes the Sun shine? What causes the seasons? What are black holes, how are they formed and how do we know they exist if we can't see them? What is the Big Bang? Exploring the Universe addresses all of these questions and more by combining lectures with observations of the night sky. This introductory level survey of ancient and modern astronomy, offered exclusively to students outside of the Science program, takes students on a journey through the solar system, galaxies, the life cycle of stars and the history of the entire universe.

SCIENCE AND TECHNOLOGY II: EMERGENCY SKILLS - FIRST AID AND C.P.R.

(STS-LBT)

105-LBT-MS (3-0-3) 2 credits (Complementary)

Fall semester

What would you do if

- ♦ you accidentally cut yourself and you are bleeding profusely?
- ♦ your friend sprains an ankle while hiking?
- ♦ your loved one has a heart attack?
- ♦ your sibling burns themselves?
- ♦ you were concussed during a rugby practice?
- ♦ your friend suddenly stops breathing?

You'll learn about the Scientific Method and apply it to solve a simple problem related to a first aid and/or emergency situation. Additionally, you develop emergency plans, use appropriate protocols and respond confidently, safely and efficiently toward diverse medical emergencies. Designed for non-science students, the main skills needed to be able to learn about emergency skills are curiosity, team-work, creativity and an eye for detail. The impact of students' actions is tested in the methodical application of protocols.



CALENDAR

2021-2022

marianopolis.edu

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Vendôme

Villa-Maria

Bus 138

Bus 124, Shuttle Bus