

## CREATIVE ARTS, LITERATURE AND LANGUAGES (500.A1) DIPLOMA REQUIREMENTS

(27 to 28 Courses)

GENERAL EDUCATION COMPONENT (26-2/3 credits)		MINISTERIAL REQUIREMENTS	
<ul style="list-style-type: none"> <li>• 4 English 9-1/3 credits</li> <li>• 3 Humanities 6-1/3 credits</li> <li>• 3 Physical Education 3 credits</li> <li>• 2 French 4 credits</li> <li>• 2 Complementary 4 credits</li> </ul>		<ul style="list-style-type: none"> <li>• English Exit Examination</li> <li>• Comprehensive Assessment (épreuve synthèse)</li> </ul>	
SPECIFIC EDUCATION COMPONENT (28 credits)			
Arts and Letters Option		Languages Option	
<b>Compulsory (6 credits)</b> <ul style="list-style-type: none"> <li>• Perspectives in Arts and Letters I AAL-LPA</li> <li>• Perspectives in Arts and Letters II AAL-LPB</li> <li>• Integrative Project AAL-LSA</li> </ul>		<b>Compulsory (4 credits)</b> <ul style="list-style-type: none"> <li>• Perspectives in Arts and Letters I AAL-LPA</li> <li>• Perspectives in Arts and Letters II AAL-LPB</li> </ul>	
<b>Students must <u>choose</u> 22 credits from the following disciplines:</b> <ul style="list-style-type: none"> <li>• Art History</li> <li>• Cinema</li> <li>• Computer Science</li> <li>• English Literature</li> <li>• Fine Arts</li> <li>• French</li> <li>• German</li> <li>• Mathematics</li> <li>• Music (General)</li> <li>• Philosophy</li> <li>• Religious Studies</li> <li>• Spanish</li> <li>• Theatre</li> </ul>		<b>Students must <u>take</u> the following 14 credits:</b> <ul style="list-style-type: none"> <li>• German I GER-LDA</li> <li>• Spanish III SPA-LDB</li> <li>• Spanish IV SPA-LDD</li> <li>• German II GER-LDE</li> <li>• Linguistics <u>or</u> FRE-LDC</li> <li>• German III GER-LDC</li> <li>• Histoire de l'amour <u>or</u> FRE-LBF</li> <li>• Le conte FRE-LEG</li> </ul> <b>Students must <u>take one</u> of the following:</b> <ul style="list-style-type: none"> <li>• Fictions FRE-LBB</li> <li>• Littérature française : discussions FRE-LDB</li> <li>• L'absurde dans la littérature FRE-LEC</li> </ul>	
		<b>Students must <u>choose</u> 10 credits from the following:</b> <ul style="list-style-type: none"> <li>• Art History</li> <li>• English Literature</li> <li>• Fine Arts</li> <li>• French</li> <li>• Mathematics</li> <li>• Music (General)</li> <li>• Philosophy</li> <li>• Religious Studies</li> <li>• Spanish</li> </ul>	
<p><i>All students must select their courses in a manner which ensures that they meet the stated objectives or competencies of the program (please consult an Academic Advisor).</i></p>			
<a href="http://www.marianopolis.edu/call">www.marianopolis.edu/call</a>			

### Arts and Letters (502)

*Arts and Letters courses are offered exclusively to CALL students and thus form an essential component of the program. Interdisciplinary in nature, they provide a wide-ranging survey of cultural history and encourage students to think about and participate in contemporary culture.*

**Perspectives in Arts and Letters I**  
(AAL-LPA)  
502-LPA-MS (3-1-2) 2 credits

Perspectives I presents major currents in the visual arts and architecture, literature and music from the Renaissance to Romanticism (1400–1850). Context—historical, intellectual and cultural—is emphasized as a means to analyze the development of the various arts and to understand how the different types of artistic production of a given period relate to one another.

**Perspectives in Arts and Letters II**  
(AAL-LPB)  
502-LPB-MS (3-1-2) 2 credits

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 mid-nineteenth century to the present.

**Integrative Project: Creative Arts, Literature and Languages**  
(AAL-LSA)  
502-LSA-MS (3-1-2) 2 credits

In their final semester, students in the Arts & Letters option plan and carry out a self-directed integrative project to be presented during the college's annual ArtsFest. The development of this project requires the integration of skills and knowledge acquired in at

least two disciplines from the specific education component of the CALL program. Beyond this requirement, students are free to choose their own topics and means of expression: projects can take the form of academic, artistic or literary works. In addition to working on their own projects, students collaborate to organize, advertise and execute the public presentation of these works during ArtsFest. 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.

### 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**  
(ARH-LEA)  
520-LEA-MS (3-0-3) 2 credits

An introduction to the primarily Western visual arts produced between 15,000 B.C.E. and C.E. 500, 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**  
(ARH-LEB)  
520-LEB-MS (3-0-3) 2 credits

An increasingly humanistic world view began to emerge in Western Europe between the eleventh and the early sixteenth 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.

**Art from the 16th to the 19th Century**  
(ARH-LFA)  
520-LFA-MS (3-0-3) 2 credits

By examining the history of European art from the end of the Renaissance through to nineteenth-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 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.

## Creative Arts, Literature and Languages: Cinema - Computer Science

### Twentieth-Century Art

(ARH-LCB)

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

Modernism and its meaning is the central concept of this survey of major trends in modern and contemporary art from Expressionism to Post-Modernism. Changing ideas about modernity, creativity and representation are examined through the study of art movements such as Cubism, Futurism, Surrealism, Abstract Expressionism and Pop Art. The works of Canadian artists are presented along with those of their international peers.

### Cinema (530)

*Cinema serves diverse functions in our society. It can create a cultural mythology and fantasy world through entertainment films or a national identity through documentary and propaganda films. By studying cinema, one can explore the nature of the art and be in a better position to understand how deeply it influences our daily lives. Each of the following courses is offered at least once in four terms.*

### The Language of Film

(CIN-LFB)

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

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. The course is complemented by the screening of relevant films.

### History of Cinema

(CIN-LEA)

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

This course explores the history of cinema from the silent era to the present. Areas of focus include the Golden Age of Hollywood in the 30s, Neo-realism in the 40s, the New Wave in the 50s, and other contemporary developments. The course is complemented by the screening of relevant films.

### Contemporary Cinema

(CIN-LFA)

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

Contemporary international films combining complexity of thought with artistic expression are examined. A study of major film directors from various countries emphasizes their ideology, stylistic content, and how they reflect the world in which we live. The course is complemented by the screening of relevant films.

### American Cinema

(CIN-LEB)

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

A survey of the Hollywood studio and star system. Topics covered include genres such as the western, comedy, musicals, and film noir, and the evolution of the Hollywood saga from the silent to the sound era, and from the Golden Age to the advent of television, video and DVD technology. This course is complemented by the most representative American filmmakers.

### 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 circuit design, programming, problem solving, or*

*project planning. Computer users may produce documents, perform commercial computations, or keep track of masses of information using standard business packages. Using specialized software, they may solve equations or plot curves; they may design web pages, advertisements or industrial parts.*

### Enhancing Computer Skills

(PRO-LEA)

420-LEA-MS (3-0-3) 2 credits

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, advanced word-processing techniques, file management, number-crunching using spreadsheets, Internet fundamentals. There are hands-on labs in all these topics. 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

(PRO-LFB)

420-LFB-MS (3-0-3) 2 credits

This course is an introduction to the design of web pages. Students are not assumed to have any previous 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. The emphasis is on "raw" HTML coding using a text editor. Later in

## Creative Arts, Literature and Languages: Cinema - Computer Science

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the course students are introduced to an HTML editor. Following the contemporary approach to web page design, StyleSheet definitions (“CSS”) are introduced; interactivity is achieved through user-input forms; livelier web pages are created by using short examples of code in the JavaScript programming language.

### Computer Graphics

(PRO-LFC)

420-LFC-MS (3-0-3) 2 credits

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 previous 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.

## English Language and Literature (603)

*The following are samplings of English courses (subject to availability) that may be taken for the Arts and Letters Option, Creative Arts, Literature and Languages:*

### Diaries and Letters

(ENG-LFE)

603-LFE-MS (3-0-3) 2 credits

This course focuses on two often neglected, but widely-practiced,

literary forms: diaries and letters.

Letters are generally written to someone; diaries tend to address the self or the future self. Yet both letters and diaries may move from the “private” to the “public” domain.

### Detective Fiction

(ENG-LCK)

603-LCK-MS (3-0-3) 2 credits

This course explores the development, 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 story’s particular use of the formal characteristics and the beliefs and anxieties of the historical period in which it was written.

### Principles of Drama

(ENG-LEJ)

603-LEJ-MS (3-0-3) 2 credits

A survey of the principles of dramatic tragedy that define the works of three playwrights: Sophocles, Shakespeare and Ibsen. These principles are explored within the evolving cultural context of Classical Greek mythology, Renaissance idealism and Modern existentialism.

### Fairy Tales

(ENG-LFA)

603-LFA-MS (3-0-3) 2 credits

This course introduces students to fairy tales as a literary genre. The course initially focuses on folk tales in some of their earliest written forms and on their development in written versions by authors such as Charles Perrault, Jacob and Wilhelm Grimm, and Joseph Jacobs. In addition, students examine some twentieth-century versions of these traditional folk tales and then focus on original literary fairy tales by authors such

as Hans Christian Andersen and Oscar Wilde. Different critical interpretations (Freudian, Jungian, feminist, historical) of the significance of fairy tales are also explored. Finally, the fairy tale elements are analyzed in the film version of Frank Baum’s American tale, *The Wizard of Oz* and in the recent satirical DreamWorks film, *Shrek*.

### Cinema and the Novel

(ENG-LFD)

603-LFD-MS (3-0-3) 2 credits

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.

### Creative Non-Fiction

(ENG-LFJ)

603-LFJ-MS (3-0-3) 2 credits

This course is designed for students to develop their skills in writing creative non-fiction. Focus is placed on exercises that encourage the creative process, beginning with short, directed assignments and culminating in longer, original pieces. In addition, students are introduced to the use of specific literary techniques and devices that can be incorporated into their own work. Through the process of group writing seminars, feedback from the instructor, revision, and class critique, students learn to edit their own work. All of these elements help students find and develop their own literary voice.

### 20th-Century Poetry

(ENG-LCF)

603-LCF-MS (3-0-3) 2 credits

This course examines the American,

## Creative Arts, Literature and Languages: Fine Arts - French

British and Canadian poetry of the twentieth century in relation to a historical period. Students are taught to apply a critical approach to the different forms of poetic discourse representative of this period through the study of specific literary movements like imagism, formalism, Beat, confessional, projective and feminist verse.

### Screenwriting (ENG-LFJ)

603-LFJ-MS (3-0-3) 2 credits

This course is an introduction to the screenwriting process, from generating ideas, to the components of film narrative, to the elements of visual composition. After studying guides to story structure – the three-act plot structure and Joseph Campbell's *The Hero with a Thousand Faces* – these paradigms are applied to the students' own short screenplays through exercises in story structure, genre, characterization and dialogue. In learning the nine stages of screenplay development, from Character review through to the Final draft the students become familiar with *Final Draft*, screenwriting software and standard screenplay formatting.

### The Beat Generation (ENG-LCD)

603-LCD-MS (3-0-3) 2 credits

The Beat movement in literature began in the mid-1950s as a response to the post-war conservatism of the United States. The writings of its seminal figures, Kerouac, Ginsberg, Corso, Snyder and others deal with the relationship of the individual to society, aspects of which include a questioning of political values, sexual and religious norms, and the introduction of non-western cultural traditions and popular culture into the American consciousness. Throughout

their study, students assess the influence of the Beats on popular culture, particularly the folk music and rock 'n' roll of the 60s and 70s.

### Journalism

(ENG-LFH)

603-LFH-MS (3-0-3) 2 credits

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 will be invited to the class to share their experiences as sports writers, editorialists, and photo-journalists.

### Critical Approaches to Myth

(ENG-LCJ)

603-LCJ-MS (3-0-3) 2 credits

Students begin, through both reading and discussion, by exploring the traditional and current definitions and functions of myth, before they examine archetypal images in various myths of creation and of the earliest times. Students can then apply Joseph Campbell's "monomyth" to a selection of hero myths, followed by an analysis of how Freudian psychology and structuralism can be adapted to other hero myths. The course ends with an exploration of feminist responses to how female goddesses, heroines and villains have been portrayed in world mythology.

### Life Writing

(ENG-LFB)

603-LFB-MS (3-0-3) 2 credits

This is a writing course which focuses on non-fiction writing based on personal experience. Through an

examination of critical theory, writing techniques and participation in the writing process, students explore how we shape and remake our reality with words. Readings include five genres of life writing: diary and journal, letters, autobiography, biography, and the personal essay.

## Fine Arts (510)

*Fine Arts provides the student with studio experience and a broad base of knowledge in the visual arts – drawing, painting and aspects of design (including 3-D work), emphasizing a spirit of critical inquiry.*

### Introduction to Studio Art: Drawing, Painting, 3-D Construction and Digital Imaging (ART-LEA)

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

The aim of this foundation course is to encourage artistic discovery and to develop skills and fluency of expression in a variety of media. Fundamentals of drawing, composition, colour, image manipulation and spatial construction provide a base for course content.

### The Human Figure

(ART-LCB)

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

Figure drawing emphasizes drawing foundations with concentration on the figure. Students draw from the observation of the model in space to investigate and understand structure, anatomy on a basic level, visual elements, action elements, as well as emotive content using a variety of media. Emphasis is placed on developing visual perception. There are references to historical and contemporary artists and their work.

## Creative Arts, Literature and Languages: Fine Arts - French

### Visual Expression: Aspects of Narrative

(ART-LCD)

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

A diversity of approaches within the studio experience through challenging projects in image translation addressing issues of identity and personal expression. Curriculum introduces connections with creative writing, story telling and other narrative structures. Image/text relationships in the form of an artist book, illustration and narrative painting are explored.

### Dynamics of Design

(ART-LFC)

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

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. Relationships between form and function are investigated. Particular attention is given to visual communication by challenging existing systems of language and perception.

### Materials and Methods of the Artist

(ART-LFA)

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

In this course, students are challenged technically through the exploration of diverse materials and alternative modes of expression such as print media, collage, assemblage, clay and paper structures. Emphasis is put on material manipulation and development of organizational abilities.

### Drawing

(ART-LEB)

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

A foundation course that focuses on basic principles and elements of drawing such as structure, form,

movement and light. A wide selection of drawing materials is introduced along with techniques for their use. Emphasis is placed on developing perceptual awareness.

### Painting

(ART-LFB)

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

This foundation course introduces a variety of painting techniques and emphasizes the expressive potential of painting. Color, light, composition, figuration, and abstraction are examined, while simultaneously favouring experimentation and personal expression. Studio production approaches the traditional subjects of still life, landscape, abstraction, and personal imagery from a contemporary point of view with references to historical and current painting. Projects may include the use of stencils, transfers, collage, and digital images.

### Digital Art \*

(\* pending Ministry approval)

(ART-LFA)

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

This course introduces students to basic principles of art using the computer. Over the course of the semester 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.

## French (602)

*Notez bien que tous ces cours ne peuvent être offerts simultanément chaque trimestre.*

### Le Québec en devenir

(FRE-LEA)

602-LEA-MS (3-0-3) 2 crédits

Le but de ce cours est de permettre aux étudiants d'explorer l'identité distincte des Québécois. Les transformations récentes de l'identité traditionnelle québécoise seront observées dans des œuvres littéraires du Québec. Celles-ci illustreront aussi quelques thèmes majeurs de la construction du Québec contemporain : la part autochtone, la place des anglophones, les politiques d'intégration et d'immigration, la politique linguistique, les relations avec le Canada et ce qu'on appelle le modèle québécois. L'étudiant, qu'il soit francophone, allophone ou anglophone, sera alors en mesure de mieux choisir le rôle qu'il entend jouer dans l'évolution du Québec.

### Au théâtre, cette saison

(FRE-LCD)

602-LCD-MS (3-0-3) 2 crédits

Dans ce cours, l'étudiant s'initiera et participera à la richesse stimulante de l'expérience théâtrale en assistant à des pièces de théâtre présentées à Montréal. Ces pièces serviront de base à des discussions dirigées. Le tout sera encadré par des notions théoriques et par l'élaboration d'une définition de la spécificité théâtrale.

Remarque importante : l'étudiant doit assister à quatre pièces de théâtre, en soirée, sur semaine. Il bénéficiera de tarifs réduits de groupe. En conséquence de cette dépense, le coût des ouvrages à l'étude que l'étudiant devra se procurer demeure minime.

## Creative Arts, Literature and Languages: French

### **Le conte**

(FRE-LEG)

602-LEG-MS (3-0-3) 2 crédits

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 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.

### **Montréal, métropole culturelle**

(FRE-LCF)

602-LCF-MS (3-0-3) 2 crédits

Ce cours propose à l'étudiant d'explorer diverses facettes de l'expression culturelle et artistique du Montréal d'aujourd'hui par des sorties au théâtre et au musée, le visionnement de films et la lecture d'une œuvre littéraire. Ce cours vise également à développer chez l'étudiant un esprit critique et analytique lui permettant de mieux comprendre ces manifestations culturelles et d'en dégager certains éléments de convergence.

### **Révolutions**

(FRE-LEE)

602-LEE-MS (3-0-3) 2 crédits

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 chanson française**

(FRE-LED)

602-LED-MS (3-0-3) 2 crédits

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 60 dernières années.

### **Médias et cinéma**

(FRE-LEB)

602-LEB-MS (3-0-3) 2 crédits

Le cours propose à l'étudiant d'approfondir sa connaissance du français à partir d'un éventail de thèmes et d'activités. Aux textes des magazines et des journaux, s'ajoute

l'apport des médias (télévision, cinéma, Internet) pour l'exploration de ces thèmes. Les activités du cours comprennent : lecture et analyse de textes et de films, rédaction de commentaires ou de critiques, minirecherche.

### **Fictions**

(FRE-LBB)

602-LBB-MS (3-0-3) 2 crédits

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 et de son adaptation cinématographique.

### **Linguistics**

(FRE-LDC)

602-LDC-MS (3-0-3) 2 crédits

Dans ce cours, on sensibilisera l'étudiant aux différents aspects du français et de l'anglais, on l'amènera à réfléchir sur les deux langues, sur leur organisation et leur fonctionnement et à faire une analyse contrastive de leurs mécanismes avant de passer à la traduction proprement dite. Ce cours permettra à l'étudiant d'affermir ses connaissances linguistiques en français et en anglais.

### **Histoire de l'amour**

(FRE-LBF)

602-LBF-MS (3-1-2) 2 crédits

Le cours abordera de façon critique la pratique de l'amour en Occident en prenant appui sur des œuvres majeures de la littérature française. On y questionnera, entre autres, la passion amoureuse, le romantisme à la Harlequin, l'amour-obsession et l'altruisme compulsif en amour. Par ailleurs, les discours sur l'amour qui ont caractérisé des époques précises de l'histoire de France

## Creative Arts, Literature and Languages: German

seront examinés : l'amour courtois, l'amour précieux, l'amour libertin, l'amour romantique et ce qu'on a appelé la révolution sexuelle. De cette manière, les étudiants seront en mesure de mieux saisir les changements récemment intervenus dans le domaine des relations hommes-femmes, qui ont modifié les notions de couple et de rôle sexuel.

Pour les étudiants du programme CALL, il s'agit d'un cours porteur de l'épreuve-synthèse de programme.

**Littérature française : discussions**  
(FRE-LDB)  
602-LDB-MS (3-0-3) 2 crédits

Étude de diverses œuvres significatives de la littérature française puisées dans le répertoire du roman et du théâtre. Un aperçu du contexte social ou historique des œuvres en permettra une plus grande compréhension. En plus d'épouser les objectifs de la description des cours génériques de ce niveau, ce cours vise à développer un sens analytique et critique chez l'étudiant par l'analyse et la discussion des œuvres au programme.

**Regards contemporains**  
(FRE-LEF)  
602-LEF-MS (3-0-3) 2 crédits

Ce cours a comme objectif d'initier l'étudiant au genre littéraire de l'essai. Il comprend l'analyse d'essais contemporains de la littérature d'expression française. Les sujets abordés par les essayistes au programme rejoignent certaines des préoccupations de l'être humain de cette décennie.

**L'absurde dans la littérature**  
(FRE-LEC)  
602-LEC-MS (3-0-3) 2 crédits

Ce cours propose à l'étudiant une

étude en profondeur de la notion de l'absurdité dans la littérature française du 20<sup>ème</sup> 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.

Pour les étudiants du programme CALL, il s'agit d'un cours porteur de l'épreuve-synthèse de programme.

### German (609)

*German is spoken in several European countries and has been a major language for business, the arts and culture. Now, in a united Europe, it has become a valuable means of communication. For Canadians seeking cultural and business links with Europe, German has become increasingly important. Students in German-language courses 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.*

*An assistant from Germany offers conversation workshops to all levels weekly and organizes extra-curricular activities related to German-speaking countries. Our students are encouraged to participate in Canada-wide language competitions and work programs in German-speaking countries. Students are also provided with information about summer courses in German on this continent as well as in Europe.*

**German I**  
(GER-LDA)  
609-LDA-MS (3-0-3) 2 credits

This is an introductory course in German using a communicative approach. From the beginning students learn to communicate effectively in German. The contexts for practice are everyday situations. New expressions, grammatical structures and vocabulary are reinforced through written and oral exercises, and material on video. Computer software provides practice in the language lab.

**German II**  
(GER-LDE)  
609-LDE-MS (3-0-3) 2 credits

Prerequisite: GER-LDA or equivalent (with instructor's permission)  
Continuation of GER-LDA

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. This course involves an extended lab component.

**German III**  
(GER-LDC)  
609-LDC-MS (3-0-3) 2 credits

Prerequisite: GER-LDE or equivalent (with instructor's permission)

This intermediate-level course further develops the student's 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. This course involves an extended lab component.

## Creative Arts, Literature and Languages: Mathematics - Music (General) - Philosophy

### Mathematics (201)

#### Calculus I

(MAT-LFA)

201-LFA-MS (3-1-4) 2.66 credits

Prerequisites: Sec. V Math-526, or Math-536

Content: Limits, continuity, derivatives by definition; techniques of differentiation; graphing; max-min problems; other applications.

#### Calculus II

(MAT-LFB)

201-LFB-MS (3-1-4) 2.66 credits

Prerequisite: MAT-LFA

Content: Definite and indefinite integrals, Fundamental Theorem of Calculus; techniques of integration; indeterminate forms and improper integrals; applications to area; other applications.

#### Linear Algebra

(MAT-LFC)

201-LFC-MS (3-1-4) 2.66 credits

Prerequisites: Sec. V Math-526, or Math-536

Content: Systems of linear equations; matrix algebra; determinants; vectors; geometry of lines and planes in  $\mathbb{R}^3$ ; other topics.

### Music (550) (General Program)

#### Musical Masterpieces of the Twentieth Century: Music Across the Ages

(MUS-LCB)

550-LCB-MS (3-0-3) 2 credits

This course is a survey of Western art music ("classical music") from the Medieval era through to and including

the 20th Century, passing through the Renaissance, Baroque, Classical and Romantic periods. In addition to investigating the historical, social and cultural contexts that gave rise to the characteristic forms and genres of each period, the course explores specific developments in musical style, touching on major composers and their works.

### Philosophy (340)

*Philosophy is 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 the unending and uncompromising pursuit of truth, arrived at through critical evaluation and careful consideration of all sides of an issue. Unless stated otherwise, the content of all courses described below is of an introductory nature and is thus suitable for students taking their first or subsequent philosophy course.*

#### Philosophic Quest

(PHI-LEA)

340-LEA-MS (3-0-3) 2 credits

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 issues.

#### Eastern Philosophies

(PHI-LCF)

340-LCF-MS (3-0-3) 2 credits

The term *philosophy* means the "love of wisdom." This reveals an important function and goal of human inquiry in all cultures—that of providing a satisfying vision of reality that enables us to situate human meaning and values in the greater scheme of things. It is this aspect of philosophy that is the focus of this course.

Students look at the dominant philosophic systems of India and China, including Vedanta, Yoga, Buddhism, Taoism, and Confucianism.

#### Wisdom of India

(PHI-LFA)

340-LFA-MS (3-0-3) 2 credits

India has a philosophic tradition that is at least as old and varied as the European tradition which has its roots in ancient Greece. This course introduces the student to this philosophic tradition through the close reading of its most famous piece of philosophic literature—the *Baghavad Gita*.

#### Existentialism

(PHI-LEB)

340-LEB-MS (3-0-3) 2 credits

With its unrelenting focus on the solitary and alienated individual, existentialism has become the characteristic philosophy of the modern age. Students examine some of the core themes of this revolution in thought by reading thinkers as diverse as Kierkegaard, Dostoyevsky, Nietzsche, Sartre, and Heidegger who have collectively exerted a widespread influence on philosophy, religion and the arts.

## Creative Arts, Literature and Languages: Philosophy

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### Philosophy of Sexuality

(PHI-LEC)

340-LEC-MS (3-0-3) 2 credits

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, sexual harassment, pornography and censorship.

### Moral Dilemmas

(PHI-LED)

340-LED-MS (3-0-3) 2 credits

The aim of this course is to help students develop the capacity for rational, critical thinking on moral issues. Lectures and discussions focus first upon the nature of moral philosophy and some of its representative theories, and then focus on the application of these theories to important contemporary moral issues.

### The Problem of God

(PHI-LFB)

340-LFB-MS (3-0-3) 2 credits

How can there be a problem with God? God is an infinite being, the totality of all perfections. Unless, of course, God is just a figment of the human imagination. In contemporary Western culture there are very conflicting views about the nature and (especially) the existence of God. In this course we examine the origin and nature of our problem with God.

### Medical Ethics

(PHI-LEE)

340-LEE-MS (3-0-3) 2 credits

This course is designed to acquaint students with the ethical dimensions

of contemporary controversies in medicine. After a preliminary look at a handful of moral theories, the task is to apply these theories to some troublesome issues surrounding advances in medical technology. Sample topics include genetic screening, consent, the allocation of scarce medical resources, and research involving human subjects.

### Think For Yourself!

(PHI-LFD)

340-LFD-MS (3-0-3) 2 credits

As the course title indicates, the purpose of this course is to help students develop the knowledge and skills to become independent, critical thinkers. Through a series of readings, lectures and regular exercises, students are introduced to the nature, methods and applications of rational thinking. The course examines the nature and value of rationality itself, as well as the way language works as a medium for communicating in a rational manner. It also explores various applications of rational thinking: formal and informal logic, scientific reasoning, reasoning about values and moral issues. At all stages of the course, the emphasis is on developing skills through individual and group exercises.

### What is Justice?

(PHI-LCG)

340-LCG-MS (3-0-3) 2 credits

We consider "justice" to be central to the successful functioning of a democratic society, but what do we actually mean by this term? This course explores different theories of justice, past and present, and examines how they relate in a concrete way to the interaction between the individual and the social/political community. Issues discussed include the origin of justice,

social contract theory, the purpose or function of justice, and the question of punishing injustice.

### Topics in Philosophy

(PHI-LEF)

340-LEF-MS (3-0-3) 2 credits

Plato's *Republic* is a classic of philosophic literature. One of the reasons for this is that Plato discusses virtually every aspect of human life and experience in this dialogue, and examines their interrelations. Through a close reading of the *Republic* students in this course get the opportunity to explore these issues together, and to select one (or more) of them to explore at greater depth through a term paper (or a series of discussion questions).

### Ancient Philosophy

(PHI-LCB)

340-LCB-MS (3-0-3) 2 credits

This course provides a survey of ancient Greek philosophy, from the pre-Socratic thinkers and Socrates, through to Plato and Aristotle. These thinkers and their ideas are examined in terms of their historical context, especially insofar as they influenced one another. Special emphasis is given to the way in which these thinkers laid the foundation for western thought in the natural and social sciences, as well as the major philosophical areas of metaphysics, theory of knowledge, and ethics.

### Early Modern Philosophy

(PHI-LCD)

340-LCD-MS (3-0-3) 2 credits

This course offers a survey of the major figures in Western philosophy during the 17th and 18th centuries, a period which marked the transition from the medieval to the modern approach in both philosophy and

science. After a general survey of the period itself, we focus on some of the central issues in philosophy during this period: epistemology (what can we know?), metaphysics (what is the nature of reality?) and ethics (how should we act?). In examining the work of Descartes, Hume and other modern thinkers students will discover theories that have shaped the development of both philosophy and science in the modern world.

### **Religious Studies (370)**

*The study of religion is crucial if we want to gain an in-depth understanding of ourselves and our world. Religious Studies explores various religious traditions from the perspective of scripture, ritual, oral tradition, and more.*

#### **On the Track of the Gods: An Introduction to World Religions Through the Theme of Death and Dying**

(REL-LEB)

370-LEB-MS (3-0-3) 2 credits

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? All of these questions are dealt with in one form or another by religion. This course explores these questions from both a secular perspective and through the lens of five of the great religions of the world – namely, Judaism, Christianity, Islam, Hinduism and Buddhism.

#### **Judaism, Christianity and Islam: An Introduction to Jewish, Christian and Muslim Scriptures**

(REL-LEA)

370-LEA-MS (3-0-3) 2 credits

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**

(REL-LFA)

370-LFA-MS (3-0-3) 2 credits

This course has as its main objective to introduce students to Hinduism and Buddhism. The first half of the course is devoted to Hinduism, with a special emphasis on doctrine and mythology, and the second half is devoted to Buddhism, as it is practiced primarily in the Theravāda tradition.

#### **Varieties of Religious Experience: Mysticism & Spiritual Experiences**

(REL-LCB)

370-LCB-MS (3-0-3) 2 credits

Mysticism and spiritual experiences can be studied in a number of ways. The first part of this course considers the subject in the context of the various religious traditions (e.g. Hinduism, Buddhism, Judaism, Christianity). The second part of the course explores the subject in the context of the modern world with an emphasis on drugs and mysticism, meditation and altered states of consciousness, and the psychology of religious experiences.

### **Spanish (607)**

*Canadians share a continent with more than 300 million Spanish-speaking people. Spanish is the first language of 25 million U.S. citizens. The North American Free Trade Agreement has now been signed. Spain is a full-fledged member of the European Community. As Canadians look to business expansion abroad, knowledge of the Spanish language is a real asset.*

*Students with some knowledge of Spanish wishing to take a Spanish course should consult a Spanish teacher to determine their level.*

#### **Spanish I**

(SPA-LEA)

607-LEA-MS (3-0-3) 2 credits

From day one, beginner students use Spanish to communicate. Following an audio-lingual communicative method, students 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 also reinforced through exercises on the Spanish web page and practice in the language lab. Both of these practice methods are compulsory.

#### **Spanish II**

(SPA-LEB)

607-LEB-MS (3-0-3) 2 credits

Prerequisite: SPA-LEA 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. Practice in the lab and

## Creative Arts, Literature and Languages: Spanish - Theatre

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exercises on the Spanish web page are compulsory. Spanish II students are to read two novellas in Spanish.

### Spanish III (SPA-LDB)

607-LDB-MS (3-0-3) 2 credits

Prerequisite: SPA-LEB or equivalent

An intermediate course with a communicative approach designed for students who already have an elementary knowledge of Spanish. Students learn to narrate in the past and talk about future events, to express wishes, reactions and opinions and to give instructions in different situations. In addition to the textbook, videos and articles from Spanish-language periodicals provide the cultural information necessary for class discussions. Spanish III students are encouraged to explore websites in Spanish and are required to read a literary work in Spanish. Practice in the lab is compulsory.

### Spanish IV (SPA-LDD)

607-LDD-MS (3-0-3) 2 credits

Prerequisite: SPA-LDB or equivalent

This course is a continuation of Spanish III. The students expand their ability to use all verb tenses and complex structures and vocabulary appropriate to different situations. Moreover, they explore a number of contemporary topics dealing with the Hispanic world and discuss them orally and in writing. Spanish IV students are encouraged to explore websites in Spanish and are required to read a novel and various short stories. The course involves an extended lab component.

### Special Topics in Spanish (SPA-LEC)

607-LEC-MS (3-0-3) 2 credits

Prerequisite: SPA-LDD or equivalent

An advanced course with a communicative approach designed for students who have already a good knowledge of the language. In this course, listening, speaking, reading and writing skills are integrated through a broad range of exercises, class discussions and oral presentations. Students will explore the cultural aspects of Hispanic culture through films and different literary genres. Students are required to read a novel and a play of prominent Spanish authors.

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## Theatre (560)

### Theatre I, II, III, IV

Four one-term courses given in progressive order.

560-LFA-MS (THE-LFA) (2-2-4)

560-LFB-MS (THE-LFB) (2-2-4)

560-LFC-MS (THE-LFC) (2-2-4)

2.66 credits each

560-LCA-MS (THE-LCA) (3-0-3)

2 credits

These courses are designed as a theoretical and practical program to introduce the students, in a relatively short time, to a comprehensive study of theatre. The theoretical part of each course forms a survey of drama ranging from the classical to the present day. The practical part of each course concentrates on developing techniques of interpretation both physical and vocal through the study of speech and movement, as well as through practical application of the theoretical.

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