MARIANOPOLIS
COLLEGE

Calendar
2015-2017
Applies to 2015 cohort
Beginning of session
End of session
Holiday
Professional/Department Day
Activity Period reserved for office hours
General Education Evaluation Period
Specific Education Evaluation Period
Teacher-Student Day

DATES TO REMEMBER
September 10: Monday Schedule in effect
October 16: Monday Schedule in effect
November 4: Monday Schedule in effect
Week of Nov. 30: Gen Ed. evaluations ONLY
December 12 and 19: Emergency Exam Days
March 31: Monday schedule
Week of May 2: Gen Ed. evaluations ONLY

Duration of fall semester: 85 days
Duration of winter semester: 85 days
RREC 2001: Minimum 82 days required per semester, excluding professional/department days and holidays
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.
altering various fee schedules and modifying policies

MARIANOPOLIS CALENDAR 2015-2017

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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 fee schedules and modifying policies.

Students should be aware that the course listing may be incomplete and that not all courses listed here will be offered for 2015-2017. Notice of changes and additional information will be distributed to students as it becomes available.

Dépôt légal - 1er trimestre 2015
Bibliothèque et Archives nationales du Québec
Library and Archives Canada
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.

1854 | The Congrégation de Notre-Dame purchases property at the foot of Mount Royal from Samuel Cornwallis Monk as a future site for its educational mission.

1926 | The College moves to what is its present campus, to a building designed by J.O. Marchand, the most nationally prominent Quebec architect of his time, creator of such architecturally significant buildings as the Municipal Courthouse and the Peace Tower of Parliament’s Centre Block.

1947 | Marianopolis grants its first Bachelor of Science degrees.

1969 | Marianopolis also admits its first students to a CEGEP-equivalent program. The deans of the College and of McGill University’s Faculty of Music agree to have Marianopolis music students participate in McGill choral and instrumental ensembles. Almost half a century later, Marianopolis remains the only college whose students enjoy this unique relationship to McGill.

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

1999 | With the introduction of a lay board and the establishment of the Marianopolis Millennium Foundation, the College begins the preparations to return to 4873 Westmount Ave. The building is modernized: nuns’ quarters are transformed into state-of-the-art science labs and a double gymnasium is built underground.

2007 | The 2007-2008 academic year begins at the current location.

2008 | Marianopolis celebrates 100 years of preparing young people to study at the world’s leading universities.
EDUCATIONAL RESOURCES AND SERVICES

ACADEMIC ADVISING

Academic Advisors help students plan their program of studies according to their individual needs, diploma requirements and university prerequisites. Students are encouraged to meet with an Advisor to discuss topics related to their studies at Marianopolis, including:

- Program information, change and follow-up
- Changing or withdrawing from courses
- Advanced placement
- Academic probation
- Withdrawing from the College
- R-Score
- Summer school

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

- School and program choice
- Entrance requirements and application procedures
- Application essays, tests and interviews
- 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 also hold information sessions throughout the year on topics related to studies both at Marianopolis and at university. They maintain an active liaison with universities and coordinate visits by representatives from universities in Quebec, the rest of Canada, the United States and abroad.

DEVELOPMENT AND ALUMNI AFFAIRS OFFICE

THE MARIANOPOLIS MILLENNIUM FOUNDATION

MARIANOPOLIS COLLEGE ALUMNI ASSOCIATION

The purpose of the Development and Alumni Affairs Office is to build win-win relationships between the College and its alumni. You will soon be part of this powerful and vibrant community. We are also here to ensure that Marianopolis is as strong in the future as it is today. We accomplish this task by creating professional social networks for you and fostering alumni volunteers and donors. Two organizations are vital in meeting these objectives: The Marianopolis Millennium Foundation and the Marianopolis College Alumni Association.

The Marianopolis College Alumni Association is your gateway to a vibrant social and professional network. Over the past 107 years, the Association has grown to more than 30,000 members around the world. This group includes both those students who received university degrees prior to the introduction of the CEGEP system in 1969 and the more recent alumni who received their DECs.

As you move on from your college experience, you will become part of our alumni network and will reap the benefits we offer:

- networking events and reunions that enable you to keep in touch with old friends and make new connections in your personal and professional life;
- mentorship programs that support and add to your academic and professional development;
- opportunities to participate in the governance of Marianopolis; and
- Marianopolis Matters alumni magazine, In Support of Excellence newsletter, email updates and online social networks to help you connect with fellow graduates and stay in the loop.

ASSOCIATE ACADEMIC DEAN’S OFFICE

Academic success is the primary focus of the Associate Academic Dean. This includes the implementation of the Institutional Policy on the Evaluation of Student Achievement (IPESA) and the Plan for Success, and the management of the Learning Resources Centre, which includes tutoring, literacy services and support for students with disabilities. The Associate Academic Dean is available to meet with students facing extraordinary circumstances and those experiencing academic difficulties. The Associate Academic Dean is also responsible for communicating with parents.

All cases of cheating and plagiarism are reported to the Associate Academic Dean.

INFORMATION TECHNOLOGY SERVICES (ITS)

The Information Technology Services Department (ITS) provides computing facilities, resources and support of teaching and learning. This includes the latest software, numerous computer-assisted learning programs and internet access. ITS manages the College's computer labs, printers, copiers and network services, as well as the widely used Teaching and Learning Technologies (TLT), in A-358.

Students may borrow a variety of equipment from TLT, such as laptops, digital cameras, camcorders, microphones, tripods and boomboxes. TLT also provides technological assistance and hosts a Mac video-editing studio. All resources can be booked through the College's online booking system.

The I wing houses two computer labs, in rooms I-412 and I-414, including a Mac lab with software for music and studio art.

The A wing houses two computer labs, in rooms A-366 and A-357: one has computers that support specialized software for the teaching and learning of modern
languages. Students may use any of the labs for individual work as long as it is available. They also have access to printing stations throughout the College. TL T and the computer labs are open 8 a.m. to 6 p.m. weekdays; TL T and the A wing computer labs until 9 p.m. Thursdays.

LEARNING RESOURCES CENTRE

The Learning Resources Centre encompasses services and projects that support student learning and college-wide student success. The Marianopolis Plan for Success, which aims to foster student success, provides enriching and remedial activities and largely funds the Learning Resources Centre, marianopolis.edu/lrc

Peer and Alumni Tutoring

The Learning Resources Centre, located in the spacious F-317, with large windows along two walls, is home to peer and alumni tutoring in disciplines such as Mathematics, Biology, Physics, Chemistry, Quantitative Methods, Economics and Psychology. One-hour weekly sessions are offered, primarily in courses that are program requirements; the service is free of charge.

Writing Centre for English and French Literacy

In the Writing Centre, all students can work with professional staff and resources to improve their writing and language skills in both English and French.

English Literacy

The Writing Professional and English Monitors work one-on-one with students to improve skills in grammar, writing and editing across all disciplines. Students may drop in without an appointment during posted hours and enjoy working in the natural daylight in comfortable chairs or at a work table. A variety of tip sheets help guide students through grammar fundamentals and writing guidelines. Staff also lead specialized sessions and workshops on a regular basis each semester.

French Monitoring

French Monitors meet one-on-one weekly or biweekly with students enrolled in French 009, 100 and LPW to work on comprehension, pronunciation, grammar, vocabulary, spelling and writing. Students receive individualized help that supplements classroom instruction. French Monitors are also available for drop-in visits during posted hours.

AccessAbility Services

The Adapted Services Counsellor provides and monitors accommodations and services for students with learning disabilities, attention disorders and mental-health issues. Students with documented disabilities who are registered with the service receive support through the AccessAbility Services Centre (F-310) and may receive testing accommodations, such as a quiet room, extra time, use of a computer, enlarged print or an electronic reader.

LIBRARY

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

The Library’s beautiful main floor houses the reference and circulation service counters, as well as the extremely popular Reserve Collection from which a copy of almost all 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, individual study carrels and a group 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. As well, the Library’s Film and Music Collection enhances the classroom learning experience.

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 will help them succeed in their studies now and in the future.

For more information, please see marianopolis.edu/library

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:

- Admissions
- Registration: confirmation forms, registration appointments
- Student schedules
- Academic requests: transcripts, final grade appeals, diplomas
- Changes to personal information
- Graduation
- Student records

For more information, please see marianopolis.edu/registrar

STUDENT SERVICES

Student Services’ multidisciplinary team of dedicated professionals and educators provide a wide variety of programs and services to enhance the quality of life of all students. The college years, while exciting, can also be
demanding and stressful. Student Services 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, students should consult their Student Agenda or marianopolis.edu/resources-and-services

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. In addition to spiritual counselling, programs have included weekend retreats, peace initiatives, volunteerism, film study, panel discussions and special initiatives such as Women’s Week and food drives.

Counselling Services

Counsellors meet with students individually and in groups to discuss personal and vocational matters. Confidentiality is always respected. Students may book an individual appointment with a counsellor on Omnivox or through Student Services. Counsellors also cooperate in the student support offered by the Associate Academic Dean 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.

Group Workshops

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.

Health Programs

Trained members of Student Services 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.

Information and Referral 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.

Safety and Security

Marianopolis is proud of the security enjoyed by all members of the College community. Security staff safeguards this environment during school hours.

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 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.

FACULTY

TEACHING FACULTY

ALAPI, Zsolt
B.A. (McGill), TESL Cert. II (Concordia), Ph.D. (McGill)

ARNOT, Elizabeth
B.A. (Bishops), L.L.B. (Queen’s), M.A. (Concordia)

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

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

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

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

BRZEZÍNSKI, Marek
B.A. (Alberta), M.A. (Concordia)
<table>
<thead>
<tr>
<th>Name</th>
<th>Degree Details</th>
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<tbody>
<tr>
<td>BURTON, Andrew</td>
<td>BBA (Wilfrid Laurier), M.A. (Concordia)</td>
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<td>BURTON, Kimberly</td>
<td>B.A. Hons. (Winnipeg), M.A., Ph.D. (McGill)</td>
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<td>BUTT, R. Hussain</td>
<td>B.Sc. (Lethbridge), Ph.D. (Calgary)</td>
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<td>CAMPBELL, Jennifer</td>
<td>B.A. (Calgary), M.A. (McGill)</td>
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<td>CARRIER, Nicolas</td>
<td>B.A. (Saint Mary's), M.A. (Concordia)</td>
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<td>CATALANO, Riccardo</td>
<td>B.Sc., M.Sc. (Université du Québec à Montréal)</td>
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<td>CAVERLY, Grant</td>
<td>B.A. Hons., M.A. (Concordia)</td>
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<td>CAWKER, Hugh</td>
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<td>B.A. (McGill), B.A., M.A., Ph.D. (Concordia)</td>
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<td>COHN, Serge</td>
<td>M.Sc. (Politehnica University of Bucharest)</td>
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<td>COLLE, Lois</td>
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<td>CÔTÉ, Christine</td>
<td>B.A., M.A. (Concordia), Diploma of Ed. (McGill)</td>
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<td>DALY, Stewart</td>
<td>B.Sc. (Concordia), Ph.D. (Western Ontario)</td>
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<td>DANN, Philip</td>
<td>B.A. (New Brunswick), B.Ed. (Queen's), M.A. (McMaster)</td>
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<td>B.A. Hons., M.A. (McGill)</td>
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<td>DELORME, Bruno</td>
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<td>DESLANDES, Jean-François</td>
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<td>DI FLUMERI, Celestino</td>
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<td>DUBÉ, Peter</td>
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<td>DUFOUR, Maurice</td>
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<td>EGAN, Matthew</td>
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<td>EL-CHAÂR, Caroline</td>
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<td>ELENKIS, Peter</td>
<td>B.Com. (McGill), B.A. (Concordia), M.Sc. (Guelph)</td>
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<td>ESCAMILLA, David</td>
<td>B.A., M.A. (McGill)</td>
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<td>FATHOLAHZADEH, Baharak</td>
<td>B.A., B.Sc. (McMaster), B.Sc., M.Sc., Ph.D. (Toronto)</td>
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<td>FAVREAU, Yves</td>
<td>B.A., M.A. (Montréal)</td>
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<td>FEHER, Irene</td>
<td>B.F.A. (Concordia), D.A.M.P.S. (Concordia), M.Mus, Ph.D. (McGill)</td>
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<tr>
<td>FLEISCHER, George T.</td>
<td>B.Sc., M.Sc. (McGill), M.Comp.Sc. (Concordia)</td>
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<td>FRAULEY, Mary</td>
<td>B.A. (St. Thomas, NB), B.Ed., TESL, M.A. (Concordia)</td>
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<td>FREEMAN, Jeff</td>
<td>B.Sc. (University College of North Wales), Ph.D. (Reading)</td>
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<td>GALLACHER, Tracy</td>
<td>B.Ed. (P.E.) (McGill)</td>
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<td>GALLANT, Pascal</td>
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<td>GARNEAU, Claude</td>
<td>B.A. (St. Lawrence College), B.Sc., M.Sc. (Laval)</td>
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<td>GASSE-HOULE, Magali</td>
<td>B.A., M.A. (Montréal), Ph.D. (Queen's)</td>
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<td>GAVRIN, Victor</td>
<td>Ph.D. (Belorassian State University)</td>
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<td>GIACOMIN, Monica</td>
<td>B.P.E. (Dalhousie)</td>
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<td>GODIN, Véronique</td>
<td>B.A. (Montréal), M.Sc. (McGill), Ph.D. (Stanford)</td>
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<td>GOLDNER-SAUVÉ, Audrey</td>
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<td>HAAPAMAKI, Turjo</td>
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<td>HALAB, Liliane</td>
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<td>HANNIGAN, Sheila</td>
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<tr>
<td>HERON, Lillian</td>
<td>A.R.C.T. (Toronto), B.Mus., C.A.P.E.M. (Sherbrooke), M.C.M. (Southern)</td>
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<td>HUFFELS, Natalie</td>
<td>B.A. (Laurentian), B.Ed., M.A. (Western Ontario), Ph.D. (McGill)</td>
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<td>IACCHETTA, Tony</td>
<td>B.Sc., B.Ed. (McGill), M.Sc., Ph.D. (McGill)</td>
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<td>JEANNET, Anne</td>
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<td>B.A. (Institute of Business Management), B.A. (Alabama A&amp;M University), M.A. (McGill)</td>
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<td>LAMONT, Larry</td>
<td>B.A., M.A. (Saskatchewan), B.F.A. (Concordia)</td>
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<td>B.A. (McGill), M.A. History (Laval)</td>
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<td>LEBEL, Céline</td>
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<td>LEE, Rebecca</td>
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<td>LEFCOE, Andrew</td>
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<td>LÉGER, Alain</td>
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<td>LINNEN, Anne-Marie</td>
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<td>MALOTT, Paul</td>
<td>B.A. (St. Mary’s), M.A., Ph.D. (Dalhousie)</td>
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<td>McCAMBRIDGE, Andrew</td>
<td>B.A., Dip. of Ed. (McGill), Dip. of Journalism, M.A. (Concordia)</td>
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<td>MCKAY, Cory</td>
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<td>MORRIS, Blair</td>
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<td>NEWELL, Megan</td>
<td>B.A. Hons., M.A. (McGill)</td>
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<td>NOBILE, Louise</td>
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<td>PEDERSEN, Susan</td>
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<td>PERREAULT, Jean</td>
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<td>PERRON, Josée</td>
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<td>PETTIT, James</td>
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<td>POLAK, Monbertrand</td>
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<td>PONCE, Veronica</td>
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<td>QUEEN, James</td>
<td>B.A. Hons. (King’s College), M.A. (Dalhousie), Ph.D. (Guelph)</td>
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<td>RALICKAS, Vivian</td>
<td>B.A. (Concordia), M.A., Ph.D. (Toronto)</td>
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<td>RANGER, Jill</td>
<td>Hons. B.Sc. (McMaster), Ph.D. (McGill)</td>
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<td>RICHARDSON, Wendy</td>
<td>B.A., M.A. (McGill), Ph.D. (Johns Hopkins)</td>
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<td>RINEHART, Joseph</td>
<td>B.Sc. (McGill), M.Sc. (Waterloo), Ph.D. (Toronto)</td>
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<td>RUDOLPH, Jeffrey</td>
<td>B.Com., L.L.B. (McGill)</td>
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<tr>
<td>SABIK, Simon</td>
<td>B.Sc. M.Sc (Montréal), Ph.D. (Toronto)</td>
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<tr>
<td>SACKS, Deena</td>
<td>B.F.A. (Sir George Williams), Dip. Ed. (McGill), M.A. (Concordia)</td>
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<tr>
<td>SANKERALLI, Marcel</td>
<td>B.Eng., M.Eng., Ph.D. (McGill)</td>
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SASSON, Vanessa  
B.A., M.A., Ph.D. (McGill)

SAUMIER, Michèle  
B.Sc., M.Sc. (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)

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

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

SIMONS, Mark  
B.MUS., M.MUS. (Temple University)

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

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

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

VITE-LEON, 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. (McGill), M.A. (Concordia)

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)

WILLMER, Andrew  
B.F.A. (Windsor), B.Ed. (Queens), M.A. (Concordia)

WHITE, Shaun  
B.Math. (Waterloo), M.Sc. (British Columbia)

ZAKON, Tamara  
B.Sc. (Windsor), M.A. (Harvard)
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 Vision and Mission 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, equity, coherence, transparency and consistency, within and among the disciplines and academic programs of the College. All students, faculty, staff and members of management are responsible for knowing the provisions of the IPESA.

Please refer to the IPESA for details concerning:
- General regulations for student evaluation
- Rights and responsibilities of students
- Policy on Academic Integrity
- Procedure for Grade Appeals

For more information, please see marianopolis.edu/IPESA

2. POLICY ON STUDENT CONDUCT

In keeping with the Vision and Mission of Marianopolis, all members of the College community share rights and responsibilities based upon integrity and respect for one another, for self and for our environment. The College is committed to ensuring an atmosphere that promotes cooperation, courtesy, personal safety and inclusion. It safeguards the freedom to create, to study, to play, to learn, to speak and to associate.

3. STUDENT RIGHTS

Marianopolis College will:
- ensure students’ right to pursue their educational goals as well as their personal and social development by assuring, as far as possible, the resources and atmosphere that these require;
- protect, in keeping with the Quebec Charter of Human Rights and Freedoms, everyone’s right to be treated equally and with respect, without harassment or discrimination of any kind including that based on gender, race, ethnicity, religion, sexual orientation or handicap or the use of any means to palliate a handicap;
- in the case of breach of regulations, judge each case confidentially and independently based on established regulations and in keeping with the College Vision and Mission and provincial and federal laws;
- protect a student’s right to confidentiality particularly when reporting problems and concerns to Student Services or to College faculty or staff;
- provide an atmosphere of concern and support when dealing with students in situations of conflict or discipline.

4. STUDENT RESPONSIBILITIES

Students have a responsibility to:
- treat all members of the College community and the College environment with respect;
- be acquainted and comply with all official publications of the College which contain academic and non-academic regulations, policies and requirements. These publications include the:
  - College Calendar
  - Educational Services Contract
  - Policy on Student Conduct
  - Institutional Policy on Evaluation of Student Achievement (IPESA)
  - Student Agenda and the What’s Up
  - Library Conduct Policy and the Computer Lab Users Agreement

5. INFRACTIONS OF THE POLICY ON STUDENT CONDUCT

The present policy is by no means all-inclusive; Marianopolis also operates within the confines of the provincial and federal laws. Students may be subject to disciplinary action in all cases involving illegal acts, aggression against others and self, acts against property and unacceptable behaviour whether such conduct occurs against a member or non-member of the College community and whether such conduct occurs on or off the College campus. Proscribed conduct includes but is not limited to the following:

I. ILLEGAL OR AGGRESSIVE ACTS
1. Physical threat, abuse, assault or fighting;
2. Possession or use of dangerous materials or weapons;
3. Verbal threat, abuse or assault (including malicious libel, slander or defamation of character);
4. Stalking or sexual harassment of any person;
5. Propagation of hate literature, promotion of hatred in ideas or actions;
6. Knowing or wilful abuse of a position of trust;
7. Inciting, aiding, being party to or deliberately concealing another person’s misconduct;
8. Possession, buying, selling or use of drugs or alcohol on campus.

II. ACTS AGAINST PROPERTY
1. Attempted or actual theft, damage to or loss of College, staff, faculty, visitor or student property;
2. Vandalism, defacement (including graffiti) or destruction of College grounds, buildings, facilities or equipment or of property of any member of the College community;
3. Failure to follow directives regarding the posting and distribution of flyers in the College;
4. Forgery, alteration or unauthorized use of any College document, records or ID card;
5. Misuse or abuse of College property including but not limited to computers, photocopy machines, books or telephones.
III. UNACCEPTABLE BEHAVIOURS
1. Behaviour in the classroom which is contradictory to the requirements of the teacher and interferes with the learning of other students;
2. Smoking in an area where it is prohibited;
3. Parking on campus without authorization;
4. Setting off a false alarm or failure to vacate the building and comply with emergency evacuation procedures when an alarm is sounded;
5. Reckless driving;
6. On-campus student-initiated projects for personal profit;
7. Failure to identify oneself, refusal to produce a Marianopolis ID card or failure to comply with the directives of staff or faculty members acting in performance of their duties;
8. Unauthorized use of the College name, crest, letterhead or College facilities;
9. Gambling or participating in any games involving money or the exchange of property;
10. Entering the College outside authorized hours without permission;
11. Disturbing the peace (i.e. inappropriate language and tone).

All members of the College community have responsibility to report violations of this policy immediately to one of the following: the Director of Student Services, the Associate Academic Dean, the Security Officer or any College faculty or staff member.

For guidelines and information on disciplinary procedures, sanctions, and definitions, please refer to the complete Marianopolis Policy on Student Conduct at marianopolis.edu/policies

6. 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 Services.

7. CAMPUS SECURITY
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 Services, Security or to a member of faculty or staff.

8. 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.

9. REGULATION FOR COMPLIANCE WITH COPYRIGHT IN SOFTWARE
WHEREAS infringements of copyright in software are contrary to the COPYRIGHT ACT, R.S.C. 1985, c. C-42 (the "Act");
WHEREAS such practices are also contrary to ethics and standards of conduct set by our Institution;
WHEREAS any violation of the Act may give rise to material suits which may entail, for each offence, a maximum fine of $1,000,000 or imprisonment for a term not exceeding five years or both;

MARIANOPOLIS COLLEGE (the "Institution") DECLARES AS FOLLOWS:
1. No infringement of copyright, and particularly in software, is permitted or tolerated by the Institution;
2. The Institution prohibits the use of any infringing software and the unauthorized reproduction of accompanying user's manuals;
3. The Institution intends that there be compliance with the licences governing the software used on its computers;
4. In order to ensure compliance with the Act, the Institution reserves the right to implement any measure which it deems appropriate, including any measure to verify the enforcement of this Regulation;
5. The Institution expects the cooperation of all its employees and students in applying this Regulation.

UNDERTAKING TO COMPLY WITH COPYRIGHT IN SOFTWARE
1. I understand that the Institution does not own the copyright in software it purchases nor in the accompanying user's manuals;
2. In this respect, I understand that neither the software nor the user's manuals can be reproduced in any way;
3. I also understand that I must use this software in conformity with the licence applicable thereto;
4. I understand that any unauthorized reproduction of this software and/or user’s manuals is illegal;
5. In addition, I understand that I cannot use any personal software on the computers of the Institution without prior authorization;
6. I accept that the Institution conduct an annual verification of software installed on all computers on its premises as well as unannounced periodic verifications;
7. I declare having read the Regulation for Compliance with Copyright in Software, a copy of which is attached hereto and I undertake to comply therewith in all respects.

All students must comply with the "Regulation for Compliance with Copyright in Software" as published in this Calendar. Students sign an Educational Services Contract every semester which includes reference to the rules and regulations as specified in the Course Calendar.
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 Policy on 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 have the contract signed by a parent or legal guardian.

ACADEMIC YEAR

The academic year is divided into three sessions: fall, winter and summer. Fall and winter are full sessions. There is a limited selection of courses offered in the summer session and 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, examinations, 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. However, sometimes universities request the following grading scale, in use at Marianopolis, in addition to transcripts. The following grading scale is for reference purposes only:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
<td>Excellent</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
<td>Very Good</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
<td>Good</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>Pass</td>
</tr>
<tr>
<td>E</td>
<td>below 60</td>
<td>Unsatisfactory (Failure)</td>
</tr>
</tbody>
</table>

ACADEMIC STANDING

To be in good academic standing, a student must achieve an overall average of 65%. A student in poor academic standing is not eligible to register for the following term without authorization from the Associate Academic Dean. 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 do so through the Academic Advisors. These courses are subject to availability, permission and additional fees.

PROGRAM CHANGES

Students may request a program transfer by November 1 for the winter session and March 1 for the fall session. The transfer is not automatic; the student’s high school as well as CEGEP grades will be considered before a decision is rendered. A program transfer 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 but are subject to stricter guidelines for fall and winter.

OFFICIAL ACADEMIC RECORDS

BULLETIN D’ÉTUDES COLLÉGIALES (BEC)

The BEC (Bulletin d’études collégiales) is the official cumulative transcript of marks issued at the end of every term.

NOTATIONS

The following remarks may appear on a student’s cumulative report:

DISPENSATION (DI)

DI carries no credit value but denotes that the student has been granted an official exemption or dispensation from a course. The decision regarding a DI is made by the Registrar. An exemption is rarely granted for a compulsory course. However, it may be granted in physical education if a serious medical condition prevents the student from meeting the objectives of such a course. Medical documentation is required and becomes part of the student’s permanent record.

failure (EC)

EC accompanies any grade below 60% and denotes a failure.
EQUIVALENCE (EQ)

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 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.

TEMPORARY INCOMPLETE (IT)

An IT indicates an extension of the evaluation period and may be granted in cases where a student is unable to complete course requirements in the normal time frame due to illness, an exam conflict or another exceptional circumstance. It must be approved in writing by the Associate Academic Dean, 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, the original mark assigned for the course will stand as the official mark.

PERMANENT INCOMPLETE (IN)

In very rare and serious cases, such as a severe accident, prolonged illness or a death in the immediate family, the Associate Academic Dean may assign a permanent incomplete, IN, for one or more of a student’s courses. No credits are earned for the course(s) and the IN becomes part of the student’s permanent record. Students should inform the Associate Academic Dean of such situations as they occur. Further information about the criteria and procedures may be obtained by contacting the Office of the Academic Dean.

SUBSTITUTION (SU)

SU indicates that the substitution of one course for another course set out in a student’s program of studies has been authorized. In some cases, it is granted automatically when a student’s file is reviewed, especially when the student changes programs; in other cases, the student applies in writing to an Academic Advisor for a substitution. Relevant documentation becomes part of the student’s file.

PASS (RE)

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

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 the 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.

COMPREHENSIVE ASSESSMENT (ÉPREUVE SYNTHÈSE)

By 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. The project will attest to their having met the objectives and standards of their particular programs and of the College Language Policy. Relevant program committees operating under Academic Council review the guidelines for the objectives, structure, submission and evaluation of the assessment with particular concern for equity within and across programs.

The form of the project may include examination, essay, performance, portfolio or some other appropriate academic activity. Successful completion of the assessment will be indicated by the notation RE (réussite) on the BEC. Failure to realize the objectives will result in failure to graduate.

TRANSCRIPTS

Students requiring the College to send official transcripts to other institutions for university entrance or transfer must fill out a request form at the Records Office or through Omnivox. Please see the College website for applicable fees. Transcript requests are processed within five working days. Students may also print unofficial transcripts in Omnivox.

ATTESTATIONS

All students who are on the Dean’s List or Honours List or who have followed enriched courses may request an attestation from the Records Office that they can enclose with university applications. It is the student’s responsibility to send it; the College will 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, office staff of Enrolment Services, Academic Advisors 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 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 the student agenda and 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 assist students in their course selection. 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. Students may not register as part-time students 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 posted in April. Students who need summer school to graduate are given priority to register for their courses. If the College does not offer the course required for graduation, it may issue a commandite to allow the student to take the course at another CEGEP. The maximum number of courses permitted during summer school is two, including courses taken at other CEGEPs.

STUDENT PROGRESSION

To ensure that students are able to fulfil the requirements of the Diploma of Collegial Studies, they are grouped into tracks which determine the number and sequence of courses to be taken. Students may request to add a course to their workload only in a semester where physical education is planned and with permission from an Academic Advisor. The Progression Chart can be viewed in Omnivox. Students are not permitted to change tracks or course progression.

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 few days of the semester.

IN-TERM GUIDELINES

ATTENDANCE

Regular and punctual attendance at the College is obligatory. At the beginning of each term 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 Academic Dean. They should also inform the Office of the Academic Dean 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 Academic Dean.

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 other 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 Academic Dean.

STUDENTS WITH DISABILITIES/SPECIAL NEEDS

Students with disabilities should contact the Office of the Academic Dean 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 Counselor 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 and 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 evaluation 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 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 scholastic equivalent to the information indicated on page 3. For most provinces this means completion of Grade 11. The additional requirements as outlined must also be met. Additional fees of $2860 per year or $1430 per semester (fees subject to change) are required of non-Quebec residents.

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 tuition fee of $6816 per year before the beginning of the fall semester (fees 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 Records 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.

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. See 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. All applicants must be completing Secondary V or equivalent-level French. French placement at Marianopolis is based on Secondary IV and V grades for Français, langue seconde or Français, langue maternelle. Students with incomplete grade information will be required to take a placement test.

PLACEMENT TESTS

The College reserves the right to administer examinations for admissions and course placement purposes. In particular 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 ± FALL ADMISSION

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

NOVEMBER ± WINTER ADMISSION (GRADUATES OF QUEBEC HIGH SCHOOLS AND COLLEGE TRANSFER STUDENTS ONLY)

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

C. TUITION AND FEES

I. STUDENT FEES

- Confirmation Fee $200 per year ($100 non-refundable confirmation fee for students entering in January or registering for one additional semester)
- Tuition $2505 per term *
- Auxiliary Fee $180 per year
- Graduation Fee $45 due once in third term
- Student Association Fee $40 per year
- Late-payment Fee $25 and an additional $10 monthly charge
- Returned-cheque Fee $45
- Unfunded Courses $5.50 per course hour **

* Fees are subject to change dependent upon government grants and regulations. 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 $175 per credit.

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

Additional fees are charged for Outdoor Education and CPR courses or courses where attendance at theatre events is required.

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

USER FEES:

- Late Registration $60
- Transcripts $10 (per request/institution)
- Course Outlines $8 (per course)
- Duplicate Tax Receipts $10 each

INTERNATIONAL STUDENT FEE:

Students studying in Canada on a Student Visa are required to pay an additional fee of $6816 per year before the beginning of the fall semester.

Fees are subject to change by the Ministry of Education.

OUT-OF-PROVINCE FEE:

Students who are not Quebec residents as defined by the Ministry of Education are required to pay an additional fee of $1430 per semester.

Fees are subject to change by Ministry of Education.

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 method A or B

Method A: Tuition for each term paid in full on the first day of classes in August and January.

Method B: One half of the tuition for each term paid on the first day of classes in August and January with the balance paid approximately six weeks later: October for the fall semester and February for the winter semester. Invoices will be sent.

TAX RECEIPTS

Income tax receipts for paid tuition are available at the end of February via Omnivox.

II. WITHDRAWAL AND REFUND POLICY

A student may withdraw without record from a course or the College prior to September 20 in the fall term and February 15 in the winter term. 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 Student Records 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 he/she has 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 Policy on 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) gives interest-free loans based on need for the duration of full-time studies. It also gives gifts of money, called bursaries. To qualify for bursaries, 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 parents’ income, size of family and student’s 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. Application forms are available online in late May at www.afe.gouv.qc.ca.

MARIANOPOLIS TUITION CREDITS

Marianopolis Tuition Credits supplement the help given by the Quebec government’s Student Loans and Bursaries Program. They are applied to the student’s tuition bill late in the fall semester and late in the winter semester. Incoming and returning students must apply no later than August 28 in order to be considered for either semester. Prospective students may apply as part of their application for admission to Marianopolis so that, should they be accepted at the College, they would receive, along with their acceptance letter, a preliminary assessment of their eligibility.

Applications are available from high school guidance counsellors and at marianopolis.edu/fa.

Funds for tuition credits, scholarships, prizes and book loans are generously provided by a network of donors and supporters of the College.

MARIANOPOLIS LOANS

Interest-free emergency loans are available to students through the Marianopolis Student Loan Fund. Established by the graduating class of 1963 and maintained by various student projects, Marianopolis 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. Students should apply in person 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. Eligible students may borrow some of their required textbooks for free. Application instructions are sent to eligible students via Omnivox at the start of each semester.

IV. SCHOLARSHIPS

Each year, Marianopolis gives scholarships and awards to about 150 students. The maximum total of scholarships and awards cannot exceed the amount of full resident tuition. Please find below some of the key entrance scholarships offered by the College. For a complete list of all scholarships and awards, please visit marianopolis.edu/fa.

ENTRANCE SCHOLARSHIPS

Director General’s Merit Scholarship ($2,500)

Students are selected based on final high school grades and are invited to apply for the scholarship; all applicants are notified in the summer. Recipients who demonstrate financial need are eligible to receive additional support so as to cover the full cost of resident tuition.

Director General’s Student Life Scholarship ($2,500)

This scholarship recognizes high school students who, in addition to meeting Marianopolis College’s academic requirements, possess significant potential to contribute to the quality of student life at the College. Students apply through their high school; all applicants are notified in the spring before admitted students confirm whether they will attend Marianopolis. Recipients who demonstrate financial need are eligible to receive additional support so as to cover the full cost of resident tuition.

The Marianopolis Millennium Foundation Entrance Scholarships ($1,000)

These scholarships are granted in the spring to 10 newly admitted students with the highest average based on Secondary IV final and Secondary V mid-term grades. They are applied as a tuition credit for the fall.

The Marianopolis Millennium Foundation Academic Awards ($500)

These scholarships are granted in the spring to 100 newly admitted students with the highest average based on Secondary IV final and Secondary V mid-term grades. They are applied as a tuition credit for the fall.

D. ACADEMIC HONOURS

I. THE DEAN’S LIST

The Dean’s List is determined at the end of each session 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 profile that the student has been assigned. Physical education courses are included in the average. Only courses followed at Marianopolis are included in the calculation.

II. HONOUR ROLL

The Office of the Academic Dean determines the Honour Roll 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:

<table>
<thead>
<tr>
<th>Program</th>
<th>Total Credits</th>
<th>Total Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>200.B0 Science</td>
<td>58½</td>
<td>26</td>
</tr>
<tr>
<td>Options in Health Science or Pure and Applied Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>200.11 Science and Music</td>
<td>90½</td>
<td>42</td>
</tr>
<tr>
<td>Three-year program leading to a DEC in Science and a DEC in Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>300.A0 Social Science</td>
<td>56½-58</td>
<td>28-29</td>
</tr>
<tr>
<td>Commerce (Social Science)</td>
<td>57½</td>
<td>28</td>
</tr>
<tr>
<td>300.11 Social Science and Music</td>
<td>88½-90</td>
<td>44-45</td>
</tr>
<tr>
<td>Three-year program leading to a DEC in Social Science and a DEC in Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>500.AE Arts, Literature and Communication (ALC)</td>
<td>56½</td>
<td>29</td>
</tr>
<tr>
<td>500.11 ALC and Music</td>
<td>89½</td>
<td>45</td>
</tr>
<tr>
<td>Three-year program leading to a DEC in Arts, Literature and Communication (ALC) and a DEC in Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>501.A0 Music</td>
<td>58½</td>
<td>30</td>
</tr>
<tr>
<td>700.A0 Arts and Sciences</td>
<td>59½</td>
<td>29</td>
</tr>
<tr>
<td>700.B0 Liberal Arts</td>
<td>56½-58</td>
<td>27-30</td>
</tr>
</tbody>
</table>

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;
- general arts, education, social science, law;
- 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 (COMMERCE)
- social science;
- law, administration, business, economics, journalism, computer science;
- communications, general arts.

ARTS, LITERATURE AND COMMUNICATION (ALC)
- general arts, communications, fine arts, journalism, modern languages, social science, law, education;
- mathematics, computer science.

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;
- social science and commerce programs;
- general arts, creative arts, journalism, modern languages, law, communications.
LIBERAL ARTS

- general arts, law, communications;
- social science, education, journalism, philosophy, mathematics;

C. CERTIFICATES

All students, regardless of their chosen program, are eligible for certificates in Environmental Studies, International Studies, Law and Social Justice, Native Studies and Third World Studies.

A certificate is an attestation that a student has completed a series of courses and activities centering on a particular theme. Certificates allow motivated students to integrate their knowledge and enrich their understanding of the chosen theme while completing the requirements for their DEC. While students take specific courses to complete the certificate requirements, they are not required to take additional courses.

ENVIRONMENTAL STUDIES CERTIFICATE

The Environmental Studies Certificate has at its root the College’s Mission to have all members of the Marianopolis community “practice responsible stewardship of the natural environment.” A major feature of this certificate, the newest at Marianopolis and open to students in all areas, is the blending of theoretical knowledge and community action through three major components: learn (students gain an in-depth understanding of environmental issues), educate (students educate others about environmental topics and their potential solutions) and act (students contribute to the betterment of the environment).

Requirements

1. Students in the Environmental Studies Certificate are required to complete a combination of course work and certificate activities. Specifically, a student must: Complete courses listed in the Environmental Studies pamphlet as A-type courses (courses that focus on environmental issues) or successfully complete graded work touching on the environment in the context of B-type courses (courses that may not focus on environmental issues but allow students to carry out a project or to write a paper on an environmental issue)

2. Attend and submit abstracts of Greening Marianopolis seminars by guest-speaker environmental experts

3. Participate in and/or organize extracurricular activities that educate peers or the wider community about environmental issues and/or possible solutions

4. Create or take part in projects that contribute to the betterment of the environment

The structure of the certificate allows a student to participate even if they are not enrolled in an eligible A- or B-type course in a particular semester. At least two semesters of active participation, as described above, are required.

INTERNATIONAL STUDIES CERTIFICATE

The International Studies Certificate is composed of a set of courses and activities designed to enhance the student’s understanding of:

- contemporary world problems (political, economic, social, cultural, ideological, military, etc.)
- relationships between nations and between cultures
- various contemporary nations, societies and cultures
- relationships between nations and between cultures
- various contemporary nations, societies and cultures

The International Studies Certificate groups together all the courses which focus on these topics, spanning the disciplines of Social Science, Humanities, English and Modern Languages. A complete list of eligible courses appears in the International Studies brochure. Through these specific courses, students will develop a feeling for various peoples and learn approaches and techniques of the social sciences for analyzing relations between nations, world problems and various societies. Participation in extracurricular activities will enable the student to gain experience in the application of these approaches, techniques and knowledge.

Certificate requirements:

1. Complete successfully a minimum of five eligible courses (including at least one from the Social Sciences list)

2. Participate in various extracurricular activities of an international theme (lectures, conferences, debates, Model UN club, etc.)

3. Attend events of the International Studies Certificate

4. Follow the news about current international developments

5. Be active for two semesters (see handbook for details)

The International Studies Certificate is open to students in all programs. Alternative requirements for Science students who are unable to fit five eligible courses into their course selections are four eligible courses and a research activity approved by the International Studies Coordinator, plus requirements 3, 4 and 5.

For more information, please contact Professors:

Jean-Michel Cohalan (j.cohalan@marianopolis.edu)
Jennifer Campbell (j.campbell@marianopolis.edu)

LAW AND SOCIAL JUSTICE CERTIFICATE

An important goal of the Law and Social Justice Certificate is to stimulate critical thinking about the dynamic interaction between the law and political, sociological, historical, economic, religious and other factors in society. Emphasis is placed on how law is
shaped and influenced by a society’s values and institutions and in turn, how the law’s application serves to shape that society. To qualify for the Certificate a student must:

- successfully complete a total of five eligible courses
- choose four of the five eligible courses from a minimum of three disciplines in the Social Science area
- write a research paper or complete a project in each of the five courses on a topic pertinent to Law and Social Justice. Topics must be agreed upon by the student and instructor
- participate in seminars and lectures by guest speakers

The Law and Social Justice Certificate is open to students in Social Science, Commerce and Liberal Arts.

For more information, please contact:
Prof. Ted Skaperdas (t.skaperdas@marianopolis.edu).

NATIVE STUDIES CERTIFICATE

The Native Studies Certificate gives students an in-depth understanding of Indigenous perspectives and the opportunity to explore Native issues in multiple disciplines. Students focus on the economics, politics, spirituality and cultures of the various Canadian communities, as well as their successes and concerns.

The certificate requires that students complete academic or scholarly work pertaining to Native topics, as well as attend on- and off-campus activities, such as creative workshops, festivals, films, community outreach opportunities and guest lectures from leaders, scholars and Elders.

Requirements

Students in the Native Studies Certificate choose among four paths, which will lead to a variety of courses and activities. For example, they are required to participate in two Talking Circles, modeled on the sacred medicine wheel. They may also:

- interact with political and cultural leaders from Native communities in and around Montreal
- attend conferences, festivals and events at local educational and cultural institutions
- learn first-hand about the various Native understandings of ecological and environmental matters
- participate in or organize their own workshops on Native arts

The list of eligible courses for the certificate is available in students’ registration package. Students receive credit for courses on this list which they have already taken in college.

For more information, please contact Professors:
Annie Khatchadourian (a.khatchadourian@marianopolis.edu)
Rachel Levine (r.levine@marianopolis.edu)

THIRD WORLD STUDIES CERTIFICATE

The Third World Studies certificate is open to students in all programs who wish to gain a more in-depth understanding of Third World, development, socio-economic, gender and racial inequality, marginalization, and related issues; to undertake related studies at the university level; or to pursue careers related to these issues. The certificate also seeks to introduce students to socio-economic and political alternatives as a remedy to inequality.

The certificate offers students from all programs an opportunity to explore:

- ethics and/or human rights
- education
- non-governmental organizations
- women and gender
- preventive medicine, hygiene and health environment
- labour
- science and technology
- development issues
- North-South relations
- social movements
- militarization
- politics and ideology
- religion
- culture and civilization
- indigenous people

The certificate seeks to provide students with the opportunity to explore a wide range of issues to complement their studies at Marianopolis. This is done through a variety of extracurricular activities, including lectures, volunteer work and trips.

Requirements

In order to qualify for the Third World Studies Certificate, students complete a combination of course work and certificate activities.

Eligible courses fall under two categories: “A” courses, which focus exclusively on Third World issues and "B" courses, which have at least 15% content relating to the Third World. Selected courses in the following disciplines are eligible: Anthropology, English, Humanities, Political Science, Religious Studies, Philosophy, Sociology, Economics, History, Modern Languages, Geography, Administration, Music and Science.

The following is a list of activities you can take part in to complete the requirements for the Certificate:

- Amnesty International
- Fair Trade coffee sales
- Third World Studies Certificate Facebook page (maintain)
- Refugee support work
- Lecture, film, performance
- Photography (attend all activities and take pictures; film supplied
- Third World Café (all students are expected to be involved)
- Third World Studies Journal
- Volunteer Work with an NGO (eight hours minimum)

For more information, please contact Professors:
Dolores Chew (d.chew@marianopolis.edu),
Philip Dann (p.dann@marianopolis.edu)
Maurice Dufour (m.dufour@marianopolis.edu).
D. GENERAL EDUCATION AND SPECIFIC EDUCATION COMPONENTS

PROGRAMS: GENERAL EDUCATION AND SPECIFIC EDUCATION COMPONENTS

GENERAL EDUCATION COMPONENT (26-2/3 CREDITS) GRID

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 components.

1. General Education (common and adapted to all programs):
   The courses in General Education (English, French, Humanities, Physical Education and Complementary disciplines) play a pivotal role in transmitting the fundamental values and abilities the College seeks to convey to its students. These values and abilities are part of the Marianopolis Vision and Mission.

2. Specific Education (compulsory and optional):
   The courses in Specific Education 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 and/or prerequisite and elective or optional. Progression tracks dictate the sequence in which they are offered.

In the following pages, the programs are presented in two sections. Section I presents the structure and offering of the General Education component for all the programs. It includes a description of particular courses or some of the courses that might be offered under the generic number of the Ministry for the compulsory General Education courses.

Section II presents the structure and offering of the Specific Education component for individual programs. It indicates the disciplines and courses designated for each program and then presents by discipline a summary of courses that may be offered in a given year.

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

<table>
<thead>
<tr>
<th>Discipline Number</th>
<th>Title</th>
<th>Course Number</th>
<th>Time Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>(201) Mathematics</td>
<td>Calculus I</td>
<td>201-NYA-05</td>
<td>(3-2-3)</td>
<td>2.66</td>
</tr>
</tbody>
</table>

**GENERAL EDUCATION COMPONENT (26-2/3 CREDITS)**

- 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

* Students in the Arts and Sciences Program (700.A0) take 2 physical education courses. There is no complementary discipline in the Arts and Sciences (700.A0) and Liberal Arts (700.B0) programs.

**Complementary Courses:**
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 (Computer Science only)
- Modern Languages
- Science and Technology
- Social Science

If these 2 courses come from the same domain, they must be from different sets, (for example in Modern Languages, a student can choose GERMAN-LAL and GERMAN-LBL but not 2 courses with the same middle letter such as SPANISH-LAL and GERMAN-LAL).

Students are assigned the two terms for their complementary courses through their registration profiles. Approximately 750 places in courses are allocated each term for the General Education – Complementary component. As a result, the choice is limited.

In the course offering for each term, courses are designated as having a number of student places reserved for complementary purposes or as being complementary only. In the first category, a student is entitled to fulfill only the requirements of the General Education - Complementary component.

In order to graduate, students must successfully complete the following:
- English Exit Examination
- Comprehensive Assessment (épreuve synthèse)
ARTS, LITERATURE AND COMMUNICATION (ALC)

1. ENTRANCE REQUIREMENTS
There are no specific prerequisites beyond the general CEGEP entrance requirements.

2. ENRICHING ACTIVITIES

Annual Arts Trip - Faculty members specializing in the arts will be your guides as you experience local culture first hand during our annual trip to Boston or New York City. 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 in every area of study. Students present their works alongside those of prominent guests, faculty and staff.

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

3. MINISTERIAL REQUIREMENTS

<table>
<thead>
<tr>
<th>ARTS, LITERATURE AND COMMUNICATION (500.AE) DIPLOMA REQUIREMENTS (29 Courses) - 56-2/3 Credits</th>
<th>MINISTERIAL REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL EDUCATION COMPONENT (26-2/3 credits)</td>
<td>MINISTERIAL REQUIREMENTS</td>
</tr>
<tr>
<td>▪ 4 English 9-1/3 credits</td>
<td>▪ English Exit Examination</td>
</tr>
<tr>
<td>▪ 3 Humanities 6-1/3 credits</td>
<td>▪ Comprehensive Assessment (épreuve synthèse)</td>
</tr>
<tr>
<td>▪ 3 Physical Education 3 credits</td>
<td></td>
</tr>
<tr>
<td>▪ 2 French 4 credits</td>
<td></td>
</tr>
<tr>
<td>▪ 2 Complementary 4 credits</td>
<td></td>
</tr>
</tbody>
</table>

SPECIFIC EDUCATION COMPONENT (30 credits)

Arts and Literature

<table>
<thead>
<tr>
<th>Elective courses (22 credits):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must choose 22 credits from the following disciplines:</td>
</tr>
<tr>
<td>▪ Art History</td>
</tr>
<tr>
<td>▪ Arts and Letters</td>
</tr>
<tr>
<td>▪ Cinema</td>
</tr>
<tr>
<td>▪ Computer Science</td>
</tr>
<tr>
<td>▪ English Literature</td>
</tr>
<tr>
<td>▪ Fine Arts</td>
</tr>
<tr>
<td>▪ French</td>
</tr>
<tr>
<td>▪ German</td>
</tr>
<tr>
<td>▪ Italian</td>
</tr>
<tr>
<td>▪ Mathematics</td>
</tr>
<tr>
<td>▪ Music (General)</td>
</tr>
<tr>
<td>▪ Philosophy</td>
</tr>
<tr>
<td>▪ Religious Studies</td>
</tr>
<tr>
<td>▪ Spanish</td>
</tr>
<tr>
<td>▪ Theatre</td>
</tr>
</tbody>
</table>

Students must consult an Academic Advisor so that they select courses in a manner which ensures that they meet the stated objectives or competencies of the program.

www.marianopolis.edu/alc
### 4. ARTS, LITERATURE AND COMMUNICATION (ALC) PROGRAM GRID

<table>
<thead>
<tr>
<th>Semester 1</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>▪ English</td>
<td></td>
</tr>
<tr>
<td>▪ Humanities</td>
<td></td>
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<tr>
<td>▪ Physical Education</td>
<td></td>
</tr>
<tr>
<td>▪ Perspectives in Arts and Literature I</td>
<td></td>
</tr>
<tr>
<td>▪ 3 Explorations courses</td>
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</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
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<tbody>
<tr>
<td>▪ English</td>
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<tr>
<td>▪ French</td>
<td></td>
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<tr>
<td>▪ Physical Education</td>
<td></td>
</tr>
<tr>
<td>▪ Complementary</td>
<td></td>
</tr>
<tr>
<td>▪ Perspectives in Arts and Literature II</td>
<td></td>
</tr>
<tr>
<td>▪ 2 Techniques courses</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ English (Memory and Imagination)</td>
<td></td>
</tr>
<tr>
<td>▪ Humanities</td>
<td></td>
</tr>
<tr>
<td>▪ Physical Education</td>
<td></td>
</tr>
<tr>
<td>▪ Perspectives in Contemporary Arts and Literature</td>
<td></td>
</tr>
<tr>
<td>▪ 2 Critique courses</td>
<td></td>
</tr>
<tr>
<td>▪ 1 Creation course</td>
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</table>

<table>
<thead>
<tr>
<th>Semester 4</th>
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<tbody>
<tr>
<td>▪ English</td>
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<td>▪ Humanities</td>
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<td>▪ French</td>
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<tr>
<td>▪ Complementary</td>
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</tr>
<tr>
<td>▪ Integrative Project</td>
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<tr>
<td>▪ 2 Creation courses</td>
<td></td>
</tr>
<tr>
<td>▪ 1 Critique course</td>
<td></td>
</tr>
</tbody>
</table>

Check the course offering for the list of Critique, Explorations and Forms and Techniques courses.
ARTS, LITERATURE AND COMMUNICATION (ALC) 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 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 24 and 32).

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 |

Please refer to the Arts, Literature and Communication (ALC) program chart on page 24 and the Music program chart on page 32 for the list of disciplines taught in each program. Course descriptions are listed alphabetically starting on page 50. Music course descriptions can be found on pages 63 and 64. General Education course descriptions for English, French, Physical Education and Humanities begin on page 72.

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

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

Prof. Hugh Cawker
Music Coordinator,
Liberal and Creative Arts Department Chair
514.931.8792, ext. 380
h.cawker@marianopolis.edu
# 4. ARTS, LITERATURE AND COMMUNICATION (ALC) AND MUSIC PROGRAM GRID

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 5</th>
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<tr>
<td>• English</td>
<td>• English</td>
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<tr>
<td>• Physical Education</td>
<td>• Humanities</td>
</tr>
<tr>
<td>• Principle Instrument I</td>
<td>• Principle Instrument III</td>
</tr>
<tr>
<td>• Music Literature I</td>
<td>• Music Literature III</td>
</tr>
<tr>
<td>• Ear Training and Theory I</td>
<td>• Small Ensemble and Complementary Instrument III</td>
</tr>
<tr>
<td>• Perspectives in Arts and Literature I</td>
<td>• 1 Explorations course</td>
</tr>
<tr>
<td>• Choose 2 Explorations courses</td>
<td>• 1 Creation course</td>
</tr>
<tr>
<td>• 2 Techniques courses</td>
<td></td>
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<table>
<thead>
<tr>
<th>Semester 2</th>
<th>Semester 6</th>
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<tbody>
<tr>
<td>• English</td>
<td>• English</td>
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<td>• Physical Education</td>
<td>• Humanities</td>
</tr>
<tr>
<td>• Perspectives in Arts and Literature II</td>
<td>• Complementary</td>
</tr>
<tr>
<td>• Principle Instrument II</td>
<td>• Integrative Project</td>
</tr>
<tr>
<td>• Music Literature II</td>
<td>• Principle Instrument IV</td>
</tr>
<tr>
<td>• Ear Training and Theory II</td>
<td>• Music Literature IV</td>
</tr>
<tr>
<td>• 2 Techniques courses</td>
<td>• 1 Critique course</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• French</td>
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<tr>
<td>• Humanities</td>
<td></td>
</tr>
<tr>
<td>• Perspectives in Contemporary Arts and Literature</td>
<td></td>
</tr>
<tr>
<td>• Large Ensemble and Complementary Instrument I</td>
<td></td>
</tr>
<tr>
<td>• Music Technology</td>
<td></td>
</tr>
<tr>
<td>• Ear Training and Theory III</td>
<td></td>
</tr>
<tr>
<td>• 2 Critique courses</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Semester 4</th>
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<tbody>
<tr>
<td>• French</td>
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<tr>
<td>• Physical Education</td>
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<tr>
<td>• Complementary</td>
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</tr>
<tr>
<td>• Large Ensemble and Complementary Instrument II</td>
<td></td>
</tr>
<tr>
<td>• Ear Training and Theory IV</td>
<td></td>
</tr>
<tr>
<td>• 2 Creation courses</td>
<td></td>
</tr>
</tbody>
</table>
ARTS AND SCIENCES

1. ENTRANCE REQUIREMENTS

Applicants to certain programs must meet requirements in addition to the basic Diploma of Secondary Studies. Each applicant 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. English Assessment Test. An interview may also be required.

2. ENRICHING ACTIVITIES

Annual Arts Trip - Faculty members specializing in the arts will be your guides as you experience local culture first hand during our annual trip to Boston or New York City. Designed specifically to complement what you learn in the classroom, this weekend trip includes museum visits, architectural tours, optional concerts 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 in every area of study. Student artists, filmmakers, musicians and writers present their works alongside those of prominent guests, faculty and staff.

3. MINISTERIAL REQUIREMENTS

<table>
<thead>
<tr>
<th>ARTS AND SCIENCES (700.A0) DIPLOMA REQUIREMENTS (29 COURSES) - 59-1/3 Credits</th>
<th>MINISTERIAL REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENERAL EDUCATION COMPONENT (21-1/3 credits)</td>
<td>English Exit Examination</td>
</tr>
<tr>
<td>4 English</td>
<td>9-1/3 credits</td>
</tr>
<tr>
<td>3 Humanities</td>
<td>6 credits</td>
</tr>
<tr>
<td>2 Physical Education</td>
<td>2 credits</td>
</tr>
<tr>
<td>2 French</td>
<td>4 credits</td>
</tr>
<tr>
<td>The courses in English and Humanities are specific to the program.</td>
<td>Comprehensive Assessment (épreuve synthèse)</td>
</tr>
<tr>
<td>SPECIFIC EDUCATION COMPONENT (38 credits)</td>
<td></td>
</tr>
<tr>
<td>Compulsory courses (31-2/3 credits):</td>
<td>Elective courses (6-1/3 credits):</td>
</tr>
<tr>
<td><strong>ART</strong></td>
<td>Depending on the Profile selected, choose two courses (4-2/3 credits), at least one of which must be in Science, from the following:</td>
</tr>
<tr>
<td>- Introduction to Studio Art 510-100-MS</td>
<td>- Biology II</td>
</tr>
<tr>
<td>- Thematic Studies In History of Art 520-903-MS</td>
<td>- Chemistry II (Organic Chemistry I)</td>
</tr>
<tr>
<td>- 16th- to 19th-Century Art 520-120-MS</td>
<td>- Optics, Waves and Modern Physics</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>- Electricity and Magnetism</td>
</tr>
<tr>
<td>- Differential Calculus 201-701-MS</td>
<td>- Creative Workshop</td>
</tr>
<tr>
<td>- Integral Calculus 201-702-MS</td>
<td>- Social Science Explorations</td>
</tr>
<tr>
<td>- Linear Algebra I 201-703-MS</td>
<td>- Spanish (intermediate or advanced level)</td>
</tr>
<tr>
<td>- Probability and Statistics 201-704-MS</td>
<td>- German (intermediate or advanced level)</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>Choose one course (1-2/3 credits) from the following:</td>
</tr>
<tr>
<td>- General Biology I 101-701-MS</td>
<td>- Creative Expression *</td>
</tr>
<tr>
<td>- Chemistry I 202-701-MS</td>
<td>- Spanish **</td>
</tr>
<tr>
<td>- Mechanics 203-701-MS</td>
<td>- German **</td>
</tr>
<tr>
<td><strong>SOCIAL SCIENCE</strong></td>
<td>- Contemporary Social Issues ***</td>
</tr>
</tbody>
</table>
| - International Economics 383-701-MS | * Not open to students who take Creative Workshop.
| - Western Civilization 330-701-MS | ** Not open to students who have already taken a language elective.
| - Human Behaviour 350-701-MS | *** Not open to students who take Social Science Explorations.
| - Dynamics of Social Change 387-701-MS | |
| **INTEGRATIVE COURSE** | |
| 360-700-MS | |

marianopolis.edu/arts-and-sciences
### 4. ARTS AND SCIENCES PROGRAM GRID

<table>
<thead>
<tr>
<th>TERM 1 (26 H)</th>
<th>TERM 2 (27 H)</th>
<th>TERM 3 (27 H)</th>
<th>TERM 4 (25 H)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMPULSORY COURSES</strong></td>
<td><strong>COMPULSORY COURSES</strong></td>
<td><strong>COMPULSORY COURSES</strong></td>
<td><strong>COMPULSORY COURSES</strong></td>
</tr>
<tr>
<td>603-701 MS Intro to College English</td>
<td>603-702 MS English: Literary Works I</td>
<td>603-703 MS English: Literary Works II</td>
<td>603-704 MS English: Literary Works III</td>
</tr>
<tr>
<td>602-10*MQ French A</td>
<td>350-701 MS Human Behaviour</td>
<td>602-LB* MQ French B</td>
<td></td>
</tr>
<tr>
<td>330-701 MS Western Civilization</td>
<td>109-103 MQ Active Living</td>
<td>383-701 MS Int. Politics and Economics</td>
<td>360-700 MS Integrative Course</td>
</tr>
<tr>
<td>201-701 MS Differential Calculus</td>
<td>201-702 MS Integral Calculus</td>
<td>201-703 MS Linear Algebra I</td>
<td>201-704 MS Probability &amp; Statistics</td>
</tr>
<tr>
<td>202-701 MS Chemistry I</td>
<td>387-701 MS Dynamics of Social Change</td>
<td></td>
<td></td>
</tr>
<tr>
<td>101-701 MS General Biology I</td>
<td>203-701 MS Mechanics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>510-100 MS Intro to Studio Art or</td>
<td>520-903 MS Thematic Studies in History of Art</td>
<td></td>
<td></td>
</tr>
<tr>
<td>520-120 MS 16th- to 19th-Century Art</td>
<td>510-100 MS Intro to Studio Art</td>
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</tr>
</tbody>
</table>

### ELECTIVE COURSES

- Bio-Physics Option
- 101-702 MS Biology II
- or 203-702 MS Optics, Waves and Modern Physics
- 101-702 MS Biology II
- or 203-703 MS Electricity & Magnetism

### A. SCIENCE PROFILE

- 202-702 MS Chemistry II
- (Organic Chemistry I)
- 360-703 MS Creative Expression
- or 360-702 MS Contemp. Social Issues¹

### B. CREATIVE WORKSHOP PROFILE

- 360-701 MS Creative Workshop
- 607/609-70* MS Language Elective
- or 360-702 MS Contemp. Social Issues¹

### C. LANGUAGE PROFILE

- 607/609-71* MS Language Exploration²
- 360-703 MS Creative Expression
- or 360-702 MS Contemp. Social Issues¹

### D. SOCIAL SCIENCE PROFILE

- 360-705 MS Social Science Exploration³
- 360-703 MS Creative Expression
- or 607/609-70* MS Language Elective

---

*MQ = MQF (Mandatory Qualifying Course)

²All students are advised to take Language Exploration as part of their curriculum.

³All students are advised to choose Social Science Exploration as part of their planning.

---

Marianopolis College Calendar 2015-2017

- 29 -
LIBERAL ARTS

1. ENTRANCE REQUIREMENTS
There are no specific prerequisites beyond the general CEGEP entrance requirements. 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
Annual Arts Trip - Faculty members specializing in the arts will be your guides as you experience local culture first hand during our annual trip to Boston or New York City. Designed specifically to complement what you learn in the classroom, this weekend trip includes museum visits, architectural tours, optional concerts and lots of time to explore on your own.
Liberal Arts Lecture - Generally held in the spring, the Marianopolis College Liberal Arts Lecture afford Liberal Arts students and the community an intellectually stimulating presentation on a topic that brings together the various disciplines upon which the Liberal Arts focus.

3. MINISTERIAL REQUIREMENTS

<table>
<thead>
<tr>
<th>GENERAL EDUCATION COMPONENT (22-2/3 credits)</th>
<th>MINISTERIAL REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 4 English 9-1/3 credits</td>
<td>• English Exit Examination</td>
</tr>
<tr>
<td>• 3 Humanities 6-1/3 credits</td>
<td>• Comprehensive Assessment (épreuve synthèse)</td>
</tr>
<tr>
<td>• 3 Physical Education 3 credits</td>
<td></td>
</tr>
<tr>
<td>• 2 French 4 credits</td>
<td></td>
</tr>
<tr>
<td>The courses in English and Humanities are specific to the program.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SPECIFIC EDUCATION COMPONENT (21-1/3 credits)</th>
<th>Compulsory Methodology courses (8-1/3 credits):</th>
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</thead>
<tbody>
<tr>
<td>Compulsory discipline courses (13 credits):</td>
<td>• Methodology: Liberal Arts 300-302-MS</td>
</tr>
<tr>
<td>• Classics/History/Geography</td>
<td>• Math, Logic and Critical Thinking 360-124-MS</td>
</tr>
<tr>
<td>• Ancient World 332-115-MS</td>
<td>• Science: History and Methodology 360-125-MS</td>
</tr>
<tr>
<td>• Post-Classical History I 330-101-MS</td>
<td>• Integrative Course: Liberal Arts 360-126-MS</td>
</tr>
<tr>
<td>• Post-Classical History II: The 19th and 20th Centuries 330-102-MS</td>
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<tr>
<td>PHILOSOPHY</td>
<td></td>
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<tr>
<td>• Ancient Philosophy 340-910-MS</td>
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<tr>
<td>• Modern Philosophy 340-912-MS</td>
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<tr>
<td>ART HISTORY/RELIigious STUDIES:</td>
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<tr>
<td>• Thematic Studies In History of Art 520-903-MS</td>
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<tr>
<td>• Judaism, Christianity and Islam 370-121-MS</td>
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</tr>
</tbody>
</table>

| OPTIONAL COMPONENT (12-2/3 to 14 credits) | |
|-------------------------------------------| |
| We strive to give students in Liberal Arts a wide range of stimulating courses from which to choose their optional credits. Students may choose courses from the following disciplines: | |
| • Administration | • Fine Arts |
| • Anthropology | • French Literature |
| • Art History | • Geography |
| • Biology | • German |
| • Cinema | • History |
| • Economics | • Italian |
| • English Literature | • Mathematics |
| • Philosophy | • Political Science |
| • Psychology | • Religious Studies |
| • Sociology | • Spanish |
| • Theatre | |

marianopolis.edu/liberal-arts
## 4. LIBERAL ARTS PROGRAM GRID

<table>
<thead>
<tr>
<th>Semester 1</th>
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<tbody>
<tr>
<td>▪ English</td>
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<td>▪ French</td>
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<td>▪ Ancient Philosophy</td>
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<tr>
<td>▪ Judaism, Christianity and Islam</td>
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<tr>
<th>Semester 2</th>
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<tbody>
<tr>
<td>▪ English</td>
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<tr>
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<tr>
<td>▪ Physical Education</td>
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<tr>
<td>▪ Thematic Studies in History of Art</td>
</tr>
<tr>
<td>▪ Post-Classical History I</td>
</tr>
<tr>
<td>▪ 2 Elective courses*</td>
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<table>
<thead>
<tr>
<th>Semester 3</th>
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</thead>
<tbody>
<tr>
<td>▪ English</td>
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<tr>
<td>▪ Humanities</td>
</tr>
<tr>
<td>▪ Post-Classical History II: The 19th and 20th Centuries</td>
</tr>
<tr>
<td>▪ Science: History and Method</td>
</tr>
<tr>
<td>▪ Modern Philosophy</td>
</tr>
<tr>
<td>▪ 2 Issues courses*</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Semester 4</th>
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<tbody>
<tr>
<td>▪ English</td>
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<td>▪ Humanities</td>
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<tr>
<td>▪ Physical Education</td>
</tr>
<tr>
<td>▪ Math, Logic and Critical Thinking</td>
</tr>
<tr>
<td>▪ Integrative course: Liberal Arts</td>
</tr>
<tr>
<td>▪ 1 Issues course*</td>
</tr>
<tr>
<td>▪ 2 Elective courses*</td>
</tr>
</tbody>
</table>

*NOTE: Elective courses and Issues courses are chosen from the disciplines listed in the Optional Component of the program (see previous page).*
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 McGill University and receive private instruction with McGill teachers. Students have the possibility to audition for and play in McGill ensembles (Orchestra, Choir, Wind Symphony) 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**

<table>
<thead>
<tr>
<th>GENERAL EDUCATION COMPONENT (26-2/3 credits)</th>
<th>MINISTERIAL REQUIREMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 4 English</td>
<td>9-1/3 credits</td>
</tr>
<tr>
<td>• 3 Humanities</td>
<td>6-1/3 credits</td>
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<tr>
<td>• 3 Physical Education</td>
<td>3 credits</td>
</tr>
<tr>
<td>• 2 French</td>
<td>4 credits</td>
</tr>
<tr>
<td>• 2 Complementary</td>
<td>4 credits</td>
</tr>
<tr>
<td>• 4 English Exit Examination</td>
<td></td>
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<tr>
<td>• Comprehensive Assessment (épreuve synthèse)</td>
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</tbody>
</table>

**SPECIFIC EDUCATION COMPONENT (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**
- Ear Training and Theory I 551-156-MS
- Music Literature I 551-131-MS
- Principal Instrument I 551-121-MS
- Large Ensemble and Complementary Instrument I 551-144-MS

**SECOND-TERM MUSIC DISCIPLINES**
- Ear Training and Theory II 551-256-MS
- Music Literature II 551-231-MS
- Principal Instrument II 551-221-MS
- Large Ensemble and Complementary Instrument II 551-244-MS

**SECOND YEAR**

**THIRD-TERM MUSIC DISCIPLINES**
- Ear Training and Theory III 551-356-MS
- Music Literature III 551-331-MS
- Principal Instrument III 551-321-MS
- Music Technology 551-300-MS

**FOURTH-TERM MUSIC DISCIPLINES**
- Ear Training and Theory IV 551-456-MS
- Music Literature IV 551-431-MS
- Principal Instrument IV 551-421-MS
- Small Ensemble and Complementary Instrument III 551-443-MS

marianopolis.edu/music
4. MUSIC PROGRAM GRID

<table>
<thead>
<tr>
<th>Semester 1</th>
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</thead>
<tbody>
<tr>
<td>- English</td>
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<td>- French</td>
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<tr>
<td>- Humanities</td>
</tr>
<tr>
<td>- Physical Education</td>
</tr>
<tr>
<td>- Principle Instrument I</td>
</tr>
<tr>
<td>- Music Literature I</td>
</tr>
<tr>
<td>- Large Ensemble and Complementary Instrument I</td>
</tr>
<tr>
<td>- Ear Training and Theory I</td>
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<table>
<thead>
<tr>
<th>Semester 2</th>
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<tbody>
<tr>
<td>- English</td>
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<tr>
<td>- Humanities</td>
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<tr>
<td>- Physical Education</td>
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<tr>
<td>- Complementary</td>
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<tr>
<td>- Principle Instrument II</td>
</tr>
<tr>
<td>- Large Ensemble and Complementary Instrument II</td>
</tr>
<tr>
<td>- Ear Training and Theory II</td>
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<tr>
<td>- Music Literature II</td>
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<table>
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<tr>
<th>Semester 3</th>
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<tbody>
<tr>
<td>- English</td>
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<tr>
<td>- French</td>
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<td>- Principal Instrument III</td>
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<tr>
<td>- Music Literature III</td>
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<tr>
<td>- Ear Training and Theory III</td>
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<table>
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<tr>
<th>Semester 4</th>
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<tbody>
<tr>
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<td>- Principle Instrument IV</td>
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<tr>
<td>- Music Literature IV</td>
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<tr>
<td>- Small Ensemble and Complementary Instrument III</td>
</tr>
<tr>
<td>- Ear Training and Theory IV</td>
</tr>
</tbody>
</table>
SCIENCE

HONOURS SCIENCE PROFILES

The Honours Science Profiles engage students in activities with a wide inter-disciplinary 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 Profile, each student may design a personalized program, suited to their particular interests. This includes enriched courses as well as a number of integrative 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 inter-disciplinary background for future studies.

Admission into the Honours Science Profiles is limited and selective. Applicants may select an Honours Profile during the regular admission period to the College to enter the Profile in their first semester. Selection will be based on a letter of intent and high school grades.

For information on the Honours Science Profiles, please visit marianopolis.edu/honours

1. ENTRANCE REQUIREMENTS

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

2. ENRICHING ACTIVITIES

**Lab Apprenticeship 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.
### 3. MINISTERIAL REQUIREMENTS

<table>
<thead>
<tr>
<th>SCIENCE (200.B0) DIPLOMA REQUIREMENTS (26 Courses) - 58-2/3 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GENERAL EDUCATION COMPONENT</strong></td>
</tr>
<tr>
<td>(26-2/3 credits)</td>
</tr>
<tr>
<td>• 4 English</td>
</tr>
<tr>
<td>• 3 Humanities</td>
</tr>
<tr>
<td>• 3 Physical Education</td>
</tr>
<tr>
<td>• 2 French</td>
</tr>
<tr>
<td>• 2 Complementary</td>
</tr>
<tr>
<td><strong>GENERAL EDUCATION COMPONENT</strong> (26-2/3 credits)</td>
</tr>
<tr>
<td>• 2 Complementary</td>
</tr>
<tr>
<td><strong>SPECIFIC EDUCATION COMPONENT (32 credits)</strong></td>
</tr>
<tr>
<td>Disciplines (32 credits chosen from a minimum of four and a maximum of five disciplines)</td>
</tr>
<tr>
<td><strong>Compulsory (24 credits):</strong></td>
</tr>
<tr>
<td><strong>BIOLOGY</strong></td>
</tr>
<tr>
<td>• General Biology I</td>
</tr>
<tr>
<td>• General Biology I</td>
</tr>
<tr>
<td>• General Biology II</td>
</tr>
<tr>
<td><strong>CHEMISTRY</strong></td>
</tr>
<tr>
<td>• General Chemistry I</td>
</tr>
<tr>
<td>• General Chemistry II</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
</tr>
<tr>
<td>• Calculus I</td>
</tr>
<tr>
<td>• Calculus II</td>
</tr>
<tr>
<td>• Linear Algebra I</td>
</tr>
<tr>
<td><strong>PHYSICS</strong></td>
</tr>
<tr>
<td>• Mechanics</td>
</tr>
<tr>
<td>• Electricity &amp; Magnetism</td>
</tr>
<tr>
<td>• Waves, Light &amp; Modern Physics</td>
</tr>
</tbody>
</table>

**Notes:**
1. Students must successfully complete an interdisciplinary (integrative) project to meet the requirements of the comprehensive assessment (épreuve synthèse) for a Science Diploma.
2. 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.
3. Students who choose Computer Science as an Elective Science discipline cannot take Computer Science as a Complementary course.

**ENRICHED COURSES** are offered in the Science Program. Honours students are given priority. 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 the enriched section is more challenging, final exams in most enriched courses are consistent in level with those in the regular sections. An attestation certifying that students have taken enriched courses is available from the Student Records Office that students may include with their application to university.

[marianopolis.edu/science](http://marianopolis.edu/science)
### 4. SCIENCE PROGRAM GRID

<table>
<thead>
<tr>
<th>HEALTH SCIENCE</th>
<th>PURE AND APPLIED SCIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td><strong>Semester 1</strong></td>
</tr>
<tr>
<td>- English</td>
<td>- English</td>
</tr>
<tr>
<td>- Humanities</td>
<td>- Humanities</td>
</tr>
<tr>
<td>- Physical Education</td>
<td>- Physical Education</td>
</tr>
<tr>
<td>- General Chemistry</td>
<td>- General Biology</td>
</tr>
<tr>
<td>- Calculus I</td>
<td>- General Chemistry</td>
</tr>
<tr>
<td><strong>Choice of</strong> General Biology or Mechanics</td>
<td>- Calculus I</td>
</tr>
<tr>
<td><em>Depending on track, students will take either:</em></td>
<td><em>Depending on track, students will take either:</em></td>
</tr>
<tr>
<td>- Complementary or French</td>
<td>- Complementary or French</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Semester 2</strong></th>
<th><strong>Semester 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- English</td>
<td>- English</td>
</tr>
<tr>
<td>- Physical Education</td>
<td>- Physical Education</td>
</tr>
<tr>
<td>- General Chemistry II</td>
<td>- Mechanics</td>
</tr>
<tr>
<td>- Calculus II</td>
<td>- Calculus II</td>
</tr>
<tr>
<td><strong>Choice of</strong> General Biology or Mechanics</td>
<td><strong>Choice of</strong> General Chemistry II or Linear Algebra</td>
</tr>
<tr>
<td><em>Depending on track, students will take either:</em></td>
<td><em>Depending on track, students will take either:</em></td>
</tr>
<tr>
<td>- Complementary, Humanities or French</td>
<td>- Complementary, Humanities or French</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Semester 3</strong></th>
<th><strong>Semester 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- English</td>
<td>- English</td>
</tr>
<tr>
<td>- Linear Algebra</td>
<td>- Waves, Optics and Modern Physics</td>
</tr>
<tr>
<td>- Waves, Optics and Modern Physics</td>
<td><strong>Choice of</strong> General Chemistry II or Linear Algebra</td>
</tr>
<tr>
<td><strong>Choice of</strong> General Biology or Organic Chemistry I</td>
<td><em>Depending on track, students will take either:</em></td>
</tr>
<tr>
<td><em>Depending on track, students will take either:</em></td>
<td>- Complementary, Humanities or French</td>
</tr>
<tr>
<td>- Complementary, Humanities, French or Physical Education</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Semester 4</strong></th>
<th><strong>Semester 4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- English</td>
<td>- English</td>
</tr>
<tr>
<td>- Electricity and Magnetism</td>
<td>- Electricity and Magnetism</td>
</tr>
<tr>
<td><strong>Choice of</strong> General Biology II or Organic Chemistry I</td>
<td>- 2 Science Electives</td>
</tr>
<tr>
<td>- Science Elective (Students who have taken Topics in Mathematics during their first semester will not be required to take a science elective)</td>
<td><em>Depending on track, students will take either:</em></td>
</tr>
<tr>
<td><em>Depending on track, students will take either:</em></td>
<td>- Complementary, Humanities, French or Physical Education</td>
</tr>
<tr>
<td>- Complementary, Humanities, French or Physical Education</td>
<td></td>
</tr>
</tbody>
</table>

Students who elect to take Topics in Mathematics during their first semester will have a slightly different progression. Please see an Academic Advisor for more information.
**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 35).

3. **MINISTERIAL REQUIREMENTS**

<table>
<thead>
<tr>
<th>SCIENCE AND MUSIC (200.11) DIPLOMA REQUIREMENTS (42 COURSES) - 90-2/3 CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Three-year program leading to a DEC in Science and a DEC in Music</strong></td>
</tr>
</tbody>
</table>

Please refer to the Science program chart on page 36 and the Music program chart on page 32 for the list of disciplines taught in each program. Courses descriptions are listed alphabetically starting on page 50. Music course descriptions can be found on pages 63 and 64. General Education course descriptions for English, French, Physical Education and Humanities begin on page 72.

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

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

Prof. Hugh Cawker
Music Coordinator,
Liberal Arts and Creative Arts Department Chair
514.931.8792, ext. 380
h.cawker@marianopolis.edu
4. SCIENCE AND MUSIC PROGRAM GRID

<table>
<thead>
<tr>
<th>DOUBLE DEC – PURE AND APPLIED/MUSIC</th>
<th>DOUBLE DEC – HEALTH SCIENCE/MUSIC</th>
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<td><strong>Semester 1</strong></td>
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<tr>
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<td>• English</td>
</tr>
<tr>
<td>• Physical Education</td>
<td>• Physical Education</td>
</tr>
<tr>
<td>• Principal Instrument I</td>
<td>• Principle Instrument I</td>
</tr>
<tr>
<td>• Music Literature I</td>
<td>• Music Literature I</td>
</tr>
<tr>
<td>• Ear Training and Theory I</td>
<td>• Ear Training and Theory I</td>
</tr>
<tr>
<td>• General Chemistry I</td>
<td>• General Chemistry I</td>
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<tr>
<td>• Calculus I</td>
<td>• Calculus I</td>
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<td><strong>Semester 2</strong></td>
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<td>• Physical Education</td>
<td>• Physical Education</td>
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<tr>
<td>• Principle Instrument II</td>
<td>• Principle Instrument II</td>
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<tr>
<td>• Music Literature II</td>
<td>• Music Literature II</td>
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<tr>
<td>• Ear Training and Theory II</td>
<td>• Ear Training and Theory II</td>
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<tr>
<td>• General Chemistry II</td>
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<td>• Calculus II</td>
<td>• Calculus II</td>
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<td><strong>Semester 3</strong></td>
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<tr>
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<td>• Humanities</td>
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<tr>
<td>• French</td>
<td>• French</td>
</tr>
<tr>
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<td>• Large Ensemble and Complementary Instrument I</td>
</tr>
<tr>
<td>• Music Technology</td>
<td>• Music Technology</td>
</tr>
<tr>
<td>• Ear Training and Theory III</td>
<td>• Ear Training and Theory III</td>
</tr>
<tr>
<td>• General Biology I</td>
<td>• General Biology I</td>
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<tr>
<td>• Mechanics</td>
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<tr>
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<tr>
<td>• French</td>
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<tr>
<td>• Physical Education</td>
<td>• Physical Education</td>
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<tr>
<td>• Large Ensemble and Complementary Instrument II</td>
<td>• Large Ensemble and Complementary Instrument II</td>
</tr>
<tr>
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<td>• Ear Training and Theory IV</td>
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<tr>
<td>• Linear Algebra</td>
<td>• Linear Algebra</td>
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<td>• Science Elective</td>
<td>• General Biology II</td>
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<tr>
<td>• Humanities</td>
<td>• Humanities</td>
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<tr>
<td>• Principle Instrument III</td>
<td>• Principle Instrument III</td>
</tr>
<tr>
<td>• Music Literature III</td>
<td>• Music Literature III</td>
</tr>
<tr>
<td>• Small Ensemble and Complementary Instrument III</td>
<td>• Small Ensemble and Complementary Instrument III</td>
</tr>
<tr>
<td>• Waves, Optics and Modern Physics</td>
<td>• Waves, Optics and Modern Physics</td>
</tr>
<tr>
<td>• Science Elective</td>
<td>• Organic Chemistry I</td>
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<td><strong>Semester 6</strong></td>
<td><strong>Semester 6</strong></td>
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<td>• Humanities</td>
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</tr>
<tr>
<td>• Principle Instrument IV</td>
<td>• Principle Instrument IV</td>
</tr>
<tr>
<td>• Music Literature IV</td>
<td>• Music Literature IV</td>
</tr>
<tr>
<td>• Electricity and Magnetism</td>
<td>• Electricity and Magnetism</td>
</tr>
<tr>
<td>• Science Elective</td>
<td>• Science Elective</td>
</tr>
</tbody>
</table>

Students who elect to take Topics in Mathematics during their first semester will have a slightly different progression. Please see an Academic Advisor for more information.
SOCIAL SCIENCE

The program is divided into five Profiles which allow for the completion of the Social Science Diploma. While remaining broad enough to fulfill 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 focussed on the Profile while others are more general.

The first course taken in a discipline must always be the discipline’s introductory course.

The Marianopolis Social Science program offers the following seven Profiles:

PROFILES - THE HONOURS OPTION IS AVAILABLE FOR ALL PROFILES

- Commerce
- General/Open (with or without mathematics)
- Global Studies and International Affairs
- Law, Society and Justice
- Psychology
- Honours Social Science
- Honours Commerce

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, Mathematics, Sports Management, 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.

GENERAL/OPEN (WITH OR WITHOUT MATHEMATICS)

The General/Open 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 the Open 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. This profile allows you to also take up to two Math courses, 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

The Law, Society and Justice profile addresses why laws differ from place to place and how justice and law are connected. It teaches you the concept of a just society and – critical in today’s world – asks whether we ought 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. This is ideal if you are interested in going to law school or into criminology.

PSYCHOLOGY

In the Marianopolis Psychology profile your teachers are experienced psychologists from a wide variety of specialty areas, such as Child Psychology, Adolescent Psychology and Psychology of Mental Disorders. You also take a Human Biology and Applied Statistics course which prepares you for university studies. All of our psychology teachers are eager to share with you their knowledge, experience and enthusiasm. The Psychology profile is for you if you are interested in a people-oriented career in psychology, social work, criminology or education.
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 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 in addition to your regular courses, you also complete at least one of the following courses: Marketing, Management, International Business or Accounting, Microeconomics, International Economics or Personal Finance and Investing, Business Psychology or Human Relations and Mediation. Honours Commerce students also participate in one stock market competition and attend five guest lectures. Past speakers have included the top executives at 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.

For information on the Honours Social Science or Honours Commerce options, please visit marianopolis.edu/honours
1. ENTRANCE REQUIREMENTS
No specific prerequisites beyond the general CEGEP entrance requirements.

2. MINISTERIAL REQUIREMENTS

| SOCIAL SCIENCE (300.A0) DIPLOMA REQUIREMENTS (28 to 29 Courses) - 56-2/3 to 58 Credits |
|---------------------------------|---------------------------------|
| GENERAL EDUCATION COMPONENT     | MINISTERIAL REQUIREMENTS        |
| (26-2/3 credits)                |                                 |
| 4 English 9-1/3 credits         | English Exit Examination        |
| 3 Humanities 6-1/3 credits      | Comprehensive Assessment        |
| 3 Physical Education 3 credits  |                                 |
| 2 French 4 credits              |                                 |
| 2 Complementary 4 credits       |                                 |

SPECIFIC EDUCATION COMPONENT (30 to 31-1/3 credits)

INTRODUCTORY LEVEL (8 courses)

<table>
<thead>
<tr>
<th>5 COMPULSORY COURSES:</th>
<th>3 CHOICES FROM THE FOLLOWING COURSES:</th>
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<tbody>
<tr>
<td>Economics 383-920-MS</td>
<td>Administration 401-913-MS</td>
</tr>
<tr>
<td>History 330-910-MS</td>
<td>Anthropology 381-900-MS</td>
</tr>
<tr>
<td>Methodology 300-300-MS</td>
<td>Geography 320-103-MS</td>
</tr>
<tr>
<td>Psychology 350-102-MS</td>
<td>Mathematics 201-103-MS</td>
</tr>
<tr>
<td>Quantitative Methods 360-300-MS</td>
<td>Philosophy 340-914-MS</td>
</tr>
</tbody>
</table>

UPPER LEVEL (5 or 6 courses depending on profile)

A) SOCIAL SCIENCE (NO MATH)                                  B) PSYCHOLOGY
C) SOCIAL SCIENCE (WITH 1 MATH)                              D) SOCIAL SCIENCE (WITH 2 MATH)

| Administration (401)                                       | Philosophy (340)                    |
| Anthropology (381)                                         | Political Science (385)             |
| Biology (101) 101-921-MS in Profile B                      | Psychology (350)                     |
| Economics (383)                                            | Religious Studies (370)             |
| Geography (320)                                            | Sociology (387)                      |
| History (330)                                              | Enrichment course **                |
| Mathematics (201) 201-105-MS in Profile D                  |                                     |
| 201-300-MS in Profile B                                    |                                     |

INTEGRATION OF KNOWLEDGE (1 course + épreuve)

| Integrative Project in the Social Sciences (300-301-MS)   |                                     |
| Comprehensive Assessment (épreuve synthèse)               |                                     |

* Prerequisite: the successful completion of the introductory-level course in the same discipline, except for 101-921-MS (Biology), which has no prerequisites and 201-300-MS (Social Statistics) for which the prerequisite is 360-300-MS (Quantitative Methods).

** Reserved for students in Honours Social Science.

marianopolis.edu/ssc
### 3. SOCIAL SCIENCE PROGRAM GRID – BY PROFILE

<table>
<thead>
<tr>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>▪ Western Civilization</td>
</tr>
<tr>
<td>▪ Introduction to Psychology</td>
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<td>▪ Research Methods</td>
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### 3. SOCIAL SCIENCE PROGRAM GRID – BY PROFILE, CONTINUED

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### 3. SOCIAL SCIENCE PROGRAM GRID – BY PROFILE, CONTINUED

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<th>PSYCHOLOGY</th>
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<td>- Western Civilization (Law, Society and Justice focus)</td>
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<td>- Introduction to Psychology</td>
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<td>- Individual and Society</td>
<td>- 2 Optional Intros</td>
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<td>- 3 Optional Uppers</td>
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<td>- Human Biology</td>
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<td>- Applied Statistics</td>
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<td>- 1 Optional Uppers</td>
</tr>
</tbody>
</table>

*Marianopolis College Calendar 2015-2017* 
- 45 -
SOCIAL SCIENCE – COMMERCE PROFILE

You may have already set sights on a career in accounting, finance, marketing, international business or law. Or you may plan to run your own business. The Commerce Profile provides excellent preparation for university study in these fields. And, because Commerce falls within the domain of Social Science, you receive training in critical thinking and methodology. Commerce students at Marianopolis are required to take the mathematics courses that are needed for university studies in business administration, commerce, mathematics, statistics and some computer science programs. If you opt for Honours Commerce, you also participate in special extracurricular activities.

1. ENTRANCE REQUIREMENTS
Secondary V Mathematics TS (064506, 564506) or Mathematics SN (065506, 565506)

2. MINISTERIAL REQUIREMENTS

<table>
<thead>
<tr>
<th>COMMERCE (SOCIAL SCIENCE) (300.A0) DIPLOMA REQUIREMENTS (28 Courses) - 57-2/3 Credits</th>
<th>MINISTERIAL REQUIREMENTS</th>
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<tbody>
<tr>
<td><strong>GENERAL EDUCATION COMPONENT (26-2/3 credits)</strong></td>
<td><strong>MINISTERIAL REQUIREMENTS</strong></td>
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<tr>
<td>▪ 4 English 9-1/3 credits</td>
<td>▪ English Exit Examination</td>
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<tr>
<td>▪ 3 Humanities 6-1/3 credits</td>
<td>▪ Comprehensive Assessment (épreuve synthèse)</td>
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<td>▪ 3 Physical Education 3 credits</td>
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</tr>
<tr>
<td>▪ 2 French 4 credits</td>
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<td>▪ 2 Complementary 4 credits.</td>
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**SPECIFIC EDUCATION COMPONENT (30-2/3 credits)**

**INTRODUCTORY LEVEL (8 courses)**

<table>
<thead>
<tr>
<th>7 COMPULSORY COURSES:</th>
<th>1 CHOICE FROM THE FOLLOWING COURSES:</th>
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<tbody>
<tr>
<td>▪ Administration 401-913-MS</td>
<td>▪ Anthropology 381-900-MS</td>
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<tr>
<td>▪ Economics 383-920-MS</td>
<td>▪ Geography 320-103-MS</td>
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<tr>
<td>▪ History 330-910-MS</td>
<td>▪ Philosophy 340-914-MS</td>
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<td>▪ Mathematics 201-103-MS</td>
<td>▪ Political Science 385-950-MS</td>
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<tr>
<td>▪ Methodology 300-300-MS</td>
<td>▪ Religious Studies 370-111-MS</td>
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<tr>
<td>▪ Psychology 350-102-MS</td>
<td>▪ Sociology 387-960-MS</td>
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<tr>
<td>▪ Quantitative Methods 360-300-MS</td>
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**UPPER LEVEL (5 courses)**

<table>
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<th>2 COMPULSORY COURSES:</th>
<th>3 CHOICES IN THE FOLLOWING DISCIPLINES: *</th>
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<tbody>
<tr>
<td>▪ Mathematics 201-203-MS</td>
<td>▪ Administration (401)</td>
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<tr>
<td>▪ Mathematics 201-105-MS</td>
<td>▪ Anthropology (381)</td>
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<td></td>
<td>▪ Economics (383)</td>
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<td>▪ Geography (320)</td>
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<td>▪ History (330)</td>
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<td>▪ Philosophy (340)</td>
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<td></td>
<td>▪ Political Science (385)</td>
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<td>▪ Psychology (350)</td>
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<td></td>
<td>▪ Religious Studies (370)</td>
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<td></td>
<td>▪ Sociology (387)</td>
</tr>
<tr>
<td></td>
<td>▪ Business Case Studies Seminar **</td>
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</tbody>
</table>

**INTEGRATION OF KNOWLEDGE (1 course + épreuve)**

| ▪ Integrative Project in the Social Sciences (300-301-MS) |
| ▪ Comprehensive Assessment (épreuve synthèse) |

* Prerequisite: the successful completion of the introductory-level course in the same discipline.
** Reserved for the students in Honours Commerce.
### 3. SOCIAL SCIENCE - COMMERCE PROGRAM GRID

#### Semester 1
- English
- French
- Physical Education
- Fundamentals of Business
- Macroeconomics
- Calculus I
- Quantitative Methods

#### Semester 2
- English
- Humanities
- Physical Education
- Western Civilization
- Introduction to Psychology
- Calculus II
- Research Methods

#### Semester 3
- English
- French
- Humanities
- Complementary
- Linear Algebra
- Optional Intro
- Optional Upper

#### Semester 4
- English
- Humanities
- Physical Education
- Complementary
- Integrative Project
- 2 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 32 and 40).

3. MINISTERIAL REQUIREMENTS

<table>
<thead>
<tr>
<th>SOCIAL SCIENCE AND MUSIC (300.11) DIPLOMA REQUIREMENTS (44 TO 45 COURSES) - 88-2/3 TO 90 CREDITS</th>
</tr>
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<tbody>
<tr>
<td>Three-year program leading to a DEC in Social Science and a DEC in Music</td>
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</table>

Please refer to the Social Science program chart on page 42 and the Music program chart on page 32 for the list of disciplines taught in each program. Courses descriptions are listed alphabetically starting on page 50. Music course descriptions can be found on pages 63 and 64. General Education course descriptions for English, French, Physical Education and Humanities begin on page 72.

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

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

Prof. Hugh Cawker  
Music Coordinator,  
Liberal Arts and Creative Arts Department Chair  
514.931.8792, ext. 380  
h.cawker@marianopolis.edu
<table>
<thead>
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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, finance, business law, social responsibility and world trade.

FUNDAMENTALS OF BUSINESS

401-913-MS (3-0-3) 2 credits
(Liberal Arts, Social Science and Commerce)

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, 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 and Commerce)

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

During the past decade, as 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. It also explores the role and function of international organizations and the validity of trade theory, as well as the workings of the global monetary system.

MARKETING

401-123-MS (3-0-3) 2 credits
(Liberal Arts, Social Science and Commerce)

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

Marketing is a crucial business function that connects a business to its customers. 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). In all stages of this process, management uses marketing research as a tool for decision-making. Students come to understand what is involved in attracting consumers to a business’ products.

MANAGEMENT

401-431-MS (3-0-3) 2 credits
(Liberal Arts, Social Science and Commerce)

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

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 fulfill the goals of the organization. They may help recruit, hire, train, appraise, inform about benefits and address health and safety issues. This course includes elements of business and 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 and Commerce)

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

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.

ANTHROPOLOGY (381)

Anthropology is the study of human diversity across time and place. Encompassing both biological and sociocultural 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.
### HUMANS: FROM STONE TOOLS TO SMART PHONES

**381-900-MS (3-0-3) 2 credits**  
(Social Science and Commerce)  
(Liberal Arts – HUMANS: From Stone Age to Space Age)

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

This introductory course introduces students to the primary subfields and practices of anthropology, through the viewing and analysis of documentary and ethnographic films. Over the course of the semester, students are exposed to various tools and styles of filmmaking used by anthropologists in their efforts to document human experience and deepen understandings of cultural difference. Classroom screenings are complemented by lectures, selected readings, and occasional attendance at local film festivals. For their final project, students have the opportunity of choosing their own short ethnographic film.

### SOCIETIES OF THE WORLD: MEDITERRANEAN PEOPLES AND SOCIETIES

**381-902-MS (3-0-3) 2 credits**  
(Liberal Arts, Social Science and Commerce)

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

“This 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.

### NATIVE PEOPLES OF NORTH AMERICA

**381-913-MS (3-0-3) 2 credits**  
(Social Science and Commerce)

This course examines the cultures of the Aboriginal people of our continent, from the Inuit of the Arctic to the Aztec of Mexico. Students consider: economy, government, family, religion and environment and the ways in which these influence one another and work together. Their history is traced from small bands of hunter-gatherers, to their building of great cities, to their roles in modern nations.

### INDIVIDUAL TOPICS IN ANTHROPOLOGY

**381-916-MS (3-0-3) 2 credits**  
(Social Science and Commerce)

This course is offered as an Independent Study option. Students must consult with and obtain written permission from the supervising instructor prior to registering. Any issue of interest may serve as the course focus.

### 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**  
(Complementary)

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

This is 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

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

**520-905-MS (3-0-3) 2 credits**  
(Complementary)

An increasingly humanistic worldview 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.

### TWENTIETH-CENTURY ART HISTORY

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

**520-200-MS (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.

### 16TH-TO 19TH-CENTURY ART

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

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

By examining the history of European art from the end of the Renaissance through to 20th-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.

**ALC COMPULSORY—ARTS AND LETTERS (502)**

Together, the compulsory core 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 term 1 through term 3, and the Integrative Project is prepared in term 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) 1.67 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 from the Specific Education component 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 academic, 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.

**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 AND 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: biochemical structure and function of macromolecules; enzymes and enzyme regulation; bioenergetics of cellular respiration and photosynthesis; DNA replication and protein synthesis; regulation of gene expression; bacterial and viral life cycles; defense 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  
(WINTER SEMESTER ONLY)  
(SOCIAL SCIENCE)

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

This course provides students with fundamental knowledge about gene organization, function and variation. Topics include the eukaryotic chromosome, genomics, the application of techniques of molecular genetics, genetics of cancer, bioinformatics and the application and ethics of genetic engineering, as well as stem cell research and the use of DNA in forensics. Laboratories utilize computer analyses of DNA and protein sequence databases, as well as techniques of molecular biology.

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, the types of chemical bonding, molecular geometry and the qualitative and quantitative way in which chemicals react with each other in different types of reactions. It discusses the physical properties of gases and solutions and teaches basic manipulative skills in the laboratory.

GENERAL CHEMISTRY II
202-NYB-05 (3-2-3) 2.66 credits  (Science)
Prerequisite: 202-NYA-05 General Chemistry I

This course teaches the inter-relation-ship between energy, spontaneity and equilibrium chemistry, using the thermodynamic concepts of enthalpy, entropy and free energy changes. 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.

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

This introductory course in Organic Chemistry links theoretical aspects including atomic structure, the periodic table 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). Physical and chemical properties are rationalized by examining the structure of molecules. An emphasis is placed on isomerism, stereo-chemistry, synthesis and the rates and mechanisms of simple reactions. The laboratory work introduces students to many of the commonly used 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)
Prerequisite: 202-LCU-05 Organic Chemistry I

This course concentrates 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 serves diverse societal functions. 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 semesters.

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.

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 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, New Wave in the ’50s and other contemporary developments.
CONTEMPORARY CINEMA

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

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.

CIVILIZATION (332)

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 from humble Paleolithic beginnings to the twilight of empire.

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 or design web pages, advertisements or industrial parts.

ENHANCING COMPUTER SKILLS

420-ATA-MS (3-0-3) 2 credits
(Complementary)

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
(Complementary)

This course introduces 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.

COMPUTER GRAPHICS

420-ATC-MS (3-0-3) 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.

TECHNICAL DRAWING

420-LCV-05 (3-2-3) 2.66 credits
(Winter semester only)

This course introduces students to a programming language used in university program courses. No previous computer experience is required beyond basic literacy. Material covered includes: standard programming constructs, introduction to object-oriented programming, problem-solving techniques, program organization and documentation, introduction to objects, classes 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 are expected to complete programming projects on their own, in the lab and at home.
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 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 elements of the C++ or Java language up to and including arrays, user-defined Functions and enumerated types, as well as techniques of classical structured programming. Students go beyond this to cover recursion, dynamic data allocation, pointers and 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 choice. It is the study of how the society (individuals, businesses and the government) allocates scarce resources and how people react to economic incentives.

MACROECONOMICS
383-920-MS (3-0-3) 2 credits (Liberal Arts, Social Science and Commerce)
SSS-LBQ (3-0-3) 2 credits (Complementary)
(Required course) This course investigates the national economy as a whole. Students study what is the nation’s wealth and how to measure it; what is unemployment and how to reduce it; how the economy grows over time; how the economy moves through business cycles and how government policies can stimulate the economy.

MICROECONOMICS
383-921-MS (3-0-3) 2 credits (Liberal Arts, Social Science and Commerce)
SSS-LAQ (3-0-3) 2 credits (Complementary)
Microeconomics focuses on a representative consumer and a representative firm. Students study how consumers make their buying decisions. Students also examine two major choices that each firm has to make: how much to produce and how much to charge. Students investigate how market prices are set; how price control distorts 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 and Commerce)
This course introduces students to the basic principles of international trade and international finance. Students study such topics as exchange rates, balance of payments, the theory of comparative advantage and international economic cooperation.

INTERNATIONAL ECONOMICS AND POLITICS (ARTS AND SCIENCES)
383-701-MS (3-0-3) 2 credits (Arts and Sciences)
This course introduces the student to the world of globalization. Economic concepts and indicators relevant to the topics studied are examined, particularly those necessary to analyze an economy operating in a global environment. The political context and the relevant geography, the existence of large trading blocks, the developing economies and international political and economic agencies are studied. Other major topics covered include the analysis of the processes, ideologies and issues pertinent to the question of globalization, the strategies used by the main economic players and the advantages and disadvantages of unregulated globalization.

MONEY AND BANKING
383-925-MS (3-0-3) 2 credits (Social Science and Commerce)
The primary objective of this course is to introduce a field known as monetary economics to the student who has already become acquainted with the introductory principles of economics. It is hoped that this course will further broaden and enrich the student’s understanding of economic principles and theory.
Topics include: the origin, evolution and functions of money; the structure, organization and functions of commercial banks; the central bank and monetary control; financial markets and non-bank financial institutions; monetary theory and policy; money and the international economy.

TOPICS IN ECONOMICS: PERSONAL FINANCE AND INVESTING
383-929-MS (3-0-3) 2 credits (Social Science and Commerce)
383-702-MS (3-0-2) 1.66 credits (Arts and Sciences)
SSS-LAQ (3-0-3) 2 credits (Complementary)
“Investing should be more like watching paint dry or watching grass grow. If you want excitement, take $8oo and go to Las Vegas.” Paul Samuelson
This course allows students to explore and better understand money management as it plays a crucial role in our lives. Sound financial decisions can make us comfortable and help achieve our goals, while bad decisions can easily ruin our lives. Earning a good salary is important. However, even more important is making the best use of it. Ignoring basic financial principles ruined many great (and not-so-great) fortunes, while careful financial planning brought prosperity and great success to many (e.g. Warren Buffett). This course helps develop valuable and relevant life skills as well as key competencies for future university studies in the fields of business.

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 and 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.

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-LBA (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.

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.

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.

GEOGRAPHY (320)

Geography overlaps the traditional boundaries of the physical and social sciences. It is an integrative field of knowledge that deals with the study of the world’s physical, cultural, political and economic patterns resulting from the location and spatial interaction of different phenomena. Geographic study builds on the fields of earth science, natural resources and environmental management, human-ecological systems, population, economic development, geopolitics, regional inequalities and social justice and urban and regional planning to answer important questions about the forces that shape our world.

WORLD GEOGRAPHY
320-103-MS (2-1-3) 2 credits
(Liberal Arts, Social Science and Commerce)

( Introductory course) Where? Why there? Why care? This course provides a comprehensive view of the world through the study of the distinctive traits that characterize the planet’s highly diverse and yet intimately interconnected places and regions. A spatial and systematic approach is taken to analyze and build connections between important physical systems (i.e. landforms, climates) and human phenomena (i.e. settlement patterns, inequality). In doing so, students are encouraged to ask the deeper questions about the physical, cultural, economic and political patterns that shape our world.

ENVIROMENTAL GEOGRAPHY
320-215-MS (2-1-3) 2 credits
(Liberal Arts, Social Science and Commerce)

(Complementary)
Landscapes can tell us a lot about the people who produced them. Students learn to read a landscape in order to uncover the forces and motivations that led to its transformation. The goals of this course are to show how human activity contributes to the transformation of the natural environment; to identify and analyze the critical factors associated with global change; and to explore the very complex and interrelated socio-economic, cultural and ecological factors that influence the relationship between humans and the environment. By asking the deeper questions, emphasis is placed upon elaborating sustainable solutions to the environmental problems facing major world regions.

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, it has become a valuable means of communication. For Canadians seeking cultural and business links with Europe, German has become even more essential. 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. 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.

Registration for introductory courses in German 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 a language; students can determine their appropriate level by reading the course description in the Calendar and by consulting a language teacher at the College.

GERMAN I

609-ALA-MS (3-0-3) 2 credits (Arts, Literature and Communication)
609-701-MS (3-0-2) 1.66 credits (Arts and Sciences)
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 only verb tense taught in German I is the indicative present.

GERMAN II

609-ALB-MS (3-0-3) 2 credits (Arts, Literature and Communication)
609-702-MS (3-0-2) 1.66 credits (Arts and Sciences)
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; describing advantages and disadvantages; expressing wishes. The verb tenses taught in German II are the indicative present, imperative present, simple past and future.

GERMAN II (ARTS AND SCIENCES)

609-712-MS (3-2-2) 2.33 credits (Students in Arts and Sciences only)

This course is based on 609-702-MS and includes an additional weekly two-hour lab.

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)
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; using dates; discussing the school system; making plans; adjective endings; subordinate clauses; reflexive verbs; imperfect; conditional; verbs with prepositions.

SPECIAL TOPICS IN GERMAN

609-703-MS (3-0-2) 1.66 credits (Arts and Sciences)
609-300-MS (3-0-3) 2 credits (Liberal Arts)

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

Offered if enrolment is sufficient.

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.

**SPECIAL TOPICS IN GERMAN (ARTS AND SCIENCES)**

609-713-MS (3-2-2) 2.33 credits
(Arts and Sciences students only)
Prerequisite: German II or equivalent (with instructor’s permission)
Offered if enrolment is sufficient.

This course is based on 609-703-MS and includes an additional weekly two-hour lab.

**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 and Commerce)
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)

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)

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

This course considers the historical evolution 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 Canadian state; native 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: HUMAN RIGHTS IN THE MODERN WORLD**

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

Building on the knowledge and skills acquired in the introductory level History of Western Civilization, this course focuses on the concept and practice of justice as it has evolved in the West since the Enlightenment. Drawing on the events and developments of the 19th to the 21st centuries, the course explores justice at the national, international and global levels and builds toward an understanding of the modern-day concept and application of human rights. In the process, it brings non-Western societies into the picture and discussion. Employing a thematic approach while moving forward in time, the course prompts students to think about human rights in connection with such topics and issues as: capitalism, industrialization, imperialism/colonialism; war, revolution; social engineering, genocide, ethnic cleansing, crimes against humanity, war crimes; poverty, tradition; citizen journalism; and the origins and role of the United Nations and human rights advocacy in the world today.

**QUEBEC HISTORY**

330-951-MS (3-0-3) 2 credits
(Liberal Arts, Social Science and Commerce)
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 and Commerce)
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.

**HISTORY OF THE 20th CENTURY**

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<th>Course Code</th>
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<td>330-972-MS</td>
<td>3-0-3</td>
<td>(Liberal Arts, Social Science and Commerce)</td>
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<tr>
<td>SSS-LBQ</td>
<td>3-0-2</td>
<td>(Complementary)</td>
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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**

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<td>330-983-MS</td>
<td>3-0-3</td>
<td>(Social Science and Commerce)</td>
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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**

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<th>Course Code</th>
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<td>360-128-MS</td>
<td>3-0-3</td>
<td>(Honours Commerce)</td>
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<tr>
<td>SSS-LBQ</td>
<td>3-0-2</td>
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Steve Jobs’ intuitive and visionary approach inspired a cult-like devotion and made him a role model for geek and non-geek alike, and the talk of MBA classes worldwide. In essence, he helped craft the late 20th and early 21st Centuries. Lady Gaga possesses a Warhol-esque ability to bend and mold the zeitgeist. Sesame Street’s enduring appeal and willingness to experiment has made it as part of childhood as a scraped knee. How did they do it? This course seeks to explore what factors or, some would say, magic fairy dust made them successful. But usually failure is the best teacher and provides the strongest insights. To better understand failure, students are exposed to misconceived strategies, tales of hubris and decisions that in some instances can only be best described as Kafkaesque. Case studies allow students to put theory into practice, to better understand as well as experience the strategy development and decision-making process. In addition to analyzing case studies, students write their own case study under the guidance of the instructor.

**HONOURS SOCIAL SCIENCE SEMINAR: MONTRÉAL, MA VILLE**

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<th>Course Code</th>
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<tr>
<td>360-128-MS</td>
<td>3-0-3</td>
<td>(Honours Social Science)</td>
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<tr>
<td>SSS-LBQ</td>
<td>3-0-2</td>
<td>(Complementary)</td>
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The Honours Social Science Seminar is an opportunity for students to build links between the different disciplines in the Social Sciences and apply their knowledge and skills to a concrete situation: in this case, better understanding their city … their home. Montreal is a historically rich, culturally diverse, innovative world city that holds many secrets, scandals, systems and subcultures. The Social Sciences offer a range of perspectives from which to (re)discover our city. This enriched, upper-level seminar course is a unique opportunity for students to immerse themselves in their environment and apply their learning to the real world, in their own backyard.

**ITALIAN (608)**

**ITALIAN I**

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<th>Course Code</th>
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<tr>
<td>608-ALA-MS</td>
<td>3-0-3</td>
<td>(Arts, Literature and Communication)</td>
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<tr>
<td>608-100-MS</td>
<td>3-0-3</td>
<td>(Liberal Arts)</td>
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<tr>
<td>(ITA-LAA)</td>
<td>3-0-3</td>
<td>(Complementary)</td>
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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 introductory courses in Italian is restricted to students who have no previous knowledge of the language whatsoever. Non-beginner courses in German and Spanish are available for students who have already acquired some knowledge of a language; students can determine their appropriate level by reading the course description in the Calendar and by consulting a language teacher at the College.

**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. A knowledge of statistics is also important in many areas of the Social Sciences.
ENHANCING MATH SKILLS

MAT-LAM (3-0-3) 2 credits (Complementary)
Prerequisite: Sec. V Math TS (064506, 564506) or Sec. V Math SN (065506, 565506)

This course may be taken as a complementary course in the Social Science DEC. As such, it counts in the calculation of averages and R-Scores. It is offered in the fall semester to strengthen and reinforce the mathematical skills that students need to successfully complete their college mathematics courses.

TOPICS IN MATHEMATICS

201-LCX-05 (3-2-3) 2.66 credits (Science)
Prerequisite: Sec. V Math TS (064506, 564506) or Sec. V Math SN (065506, 565506)

This course covers material which prepares for and complements all science mathematics courses.

The content includes: topics in analytic geometry; topics in trigonometry; polynomials over R; arithmetic and geometric progressions; binomial theorem; mathematical induction; as time permits, additional topics from combinatorics, probability.

CALCULUS I (SCIENCE)

201-NYA-05 (3-2-3) 2.66 credits (Science, Liberal Arts)
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; graphing; max-min problems; other applications. This course is also offered in enriched format in the fall semester.

CALCULUS I (ARTS)

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

201-103-MS (3-2-3) 2.66 credits
(Liberal Arts, Social Science and Commerce)

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

(Introductory course) The content of this course includes: review; limits, continuity, derivatives using the definition; tangent lines; techniques of differentiation; graphing; max-min problems; and applications to economics, including marginal analysis.

DIFFERENTIAL CALCULUS (ARTS AND SCIENCES)

201-701-MS (2-2-2) 2 credits (Arts and Sciences)
Prerequisite: Sec. V Math TS (064506, 564506) or Sec. V Math SN (065506, 565506)

Topics studied include: 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 approximations and other topics as time permits.

CALCULUS II (SCIENCE)

201-NYB-05 (3-2-3) 2.66 credits (Science, Liberal Arts)
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, arc length; and introduction to sequences and series of positive terms. Additional topics include: parametric, polar curves and approximate integration as time permits. This course is also offered in enriched format in the winter semester.

CALCULUS II (ARTS)

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

201-203-MS (3-2-3) 2.66 credits
(Liberal Arts, Social Science and Commerce)
Prerequisite: 201-LFA-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; applications to area, volume and consumer's and producer's surplus.

INTEGRAL CALCULUS (ARTS AND SCIENCES)

201-702-MS (2-2-2) 2 credits (Arts and Sciences)
Prerequisite: Differential Calculus, 201-701-MS

Topics studied include: definite and indefinite integrals, the Fundamental Theorem of Calculus, techniques of integration, improper integrals and an introduction to infinite sequences and series, including basic tests of convergence. Among the applications covered are the computation of plane areas and volumes of solids of revolution, as well as simple differential equations as time permits.

CALCULUS III (SCIENCE)

201-LCU-05 (3-2-3) 2.66 credits (Science)
Prerequisites: 75% or better in 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.

LINEAR ALGEBRA I (SCIENCE)

201-NYC-05 (3-2-3) 2.66 credits (Science, Liberal Arts)
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; and vector spaces. This course is also offered in enriched format in the fall semester.

LINEAR ALGEBRA I (ARTS)

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

201-105-MS (3-2-3) 2.66 credits
(Liberal Arts, Social Science and Commerce)
Prerequisite: Sec. V Math TS (064506, 564506) or Sec. V Math SN (065506, 565506)

201-103-MS is a program prerequisite for Social Science & Commerce students.

The content of this course includes: systems of linear equations; matrix algebra; determinants; vectors in R^n,
geometry of lines and planes in $\mathbb{R}^3$; linear programming, simplex method; applications to economic input-output analysis, cryptography and traffic flow models. An Honours Commerce section is also available in the fall semester.

**LINEAR ALGEBRA I (ARTS AND SCIENCES)**

201-703-MS (3-2-2) 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 $\mathbb{R}^2$, geometry of lines and planes in $\mathbb{R}^3$, vector spaces and complex numbers.

**LINEAR ALGEBRA II (SCIENCE)**

201-LCV-05 (3-2-3) 2.66 credits (Science)
Winter semester only
Prerequisites: 201-NYC-05 previously; 201-NYB-05 at least concurrently with grades of 75% or better in previous math courses.

The content of this course includes: vector spaces, basis and dimension; inner product spaces; linear transformations and their matrix representations; eigenvalues and eigenvectors; application to diagonalization of quadratic forms and solution of linear differential equations.

**SOCIAL STATISTICS**

201-300-MS (3-0-3) 2 credits
(Social Science – Psychology)
(Liberal Arts – Applied Statistics)
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)
201-704-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; measure of central tendency; probability; discrete and continuous distribution functions; mathematical expectation and variance; estimation and hypothesis testing; correlation and regression analysis; Chi-square Test.

**FINITE MATHEMATICS**

201-LCY-05 (3-2-3) 2.66 credits (Science)
Winter term only
Prerequisite: 201-NYC-05 previously or concurrently

This course introduces the mathematics of finance, probability, statistics, linear programming and Markov chains, with an emphasis on real-world applications.

**DIFFERENTIAL EQUATIONS**

201-LCZ-MS (3-2-3) 2.66 credits (Science)
Winter term only
Prerequisite: 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; nonlinear equations and stability. The course also focuses on numerical methods, partial differential equations and Fourier series as time permits.

**TOPICS IN ADVANCED MATHEMATICS:**

**MATHEMATICS FOR COMPUTER SCIENCE**

201-LCT-MS (3-2-3) 2.66 credits (Science)
Prerequisites: At least one previous CEGEP-level Math course.

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. It may also include Computer Science applications such as cryptography, graphs and trees, logic circuits and internal number representation.

**METHODOLOGY (300, 360)**

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

**INTRODUCTION TO RESEARCH METHODS IN THE SOCIAL SCIENCES**

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

(Required course) The aim of this compulsory Social Science concentration course is to provide students with the theoretical knowledge and practical skills necessary to carry out an empirical, Social Science or commerce research study. Students learn basic theoretical concepts and scientific procedures by means of lectures, laboratory exercises and by conducting a research study throughout the semester.

**QUANTITATIVE METHODS IN THE SOCIAL SCIENCES**

360-300-MS (2-2-2) 2 credits
(Liberal Arts, Social Science and Commerce)

(Required course) The goal of this compulsory Social Science concentration course is four-fold: to familiarize students with basic techniques of measurement used in the Social Sciences; to enable them to understand the appropriate use of such techniques; to enable them to understand the strengths and limitations of such techniques; and to develop their ability to think critically about quantitative data used in scientific research, as well as in popular newspapers and magazines.

**INTEGRATIVE PROJECT IN THE SOCIAL SCIENCES**

300-301-MS (1-2-5) 2.66 credits
(Social Science and Commerce)
Prerequisites: 300-300-MS, 360-300-MS (may be taken concurrently; student’s third or fourth semester)

(Required course) This course is based on the development and completion of an interdisciplinary research paper. Using skills they have learned in the Research Methods course, 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.

**LIBERAL ARTS STUDENTS ONLY**

**REQUIRED COURSES FOR LIBERAL ARTS STUDENTS:**

**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)

The identity of and our attitude to science is determined by the way we organize both the ideas and the methods used to verify them. The conventional, or lineal, approach shows science as advancing from a mythopoeic understanding of existence to our current empirical one, a process as orderly and objective as contemporary science itself. When approached from either a contingency or from a cultural perspective, however, science has a human face more fascinating and evocative than it is objective and orderly.

**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.

**MULTIDISCIPLINARY (360)**

**SELECTED TOPICS IN THE SOCIAL SCIENCES: FUNDAMENTALS OF LAW**

360-929-MS (3-0-3) 2 credits (Liberal Arts, Social Science and Commerce)

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

Across all facets of life, whether in an entrepreneurial organization, public corporation or professional practice (medicine, law, accounting, etc.), 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 contracts, property, competition law, intellectual property, privacy or human resources management, the modern professional, business person and manager can differentiate themselves and better support their customers by having the basic knowledge that this course provides. This course seeks to provide a basic background and understanding of legal principles from a Quebec (civil law) perspective and also from a comparative perspective in relation to Canadian (common) law. Topics include Contract Law, Property Law, Intellectual Property, Business Ethics, Criminal Law, Employment/Labour law and Dispute Resolution, as well as a practical and hands-on exposure to the art of Negotiations. By the end of this course, students have the basic knowledge and abilities which will serve them well in their future endeavors. 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.

**ARTS AND SCIENCES STUDENTS ONLY**

**REQUIRED AND OPTIONAL MULTI-DISCIPLINARY COURSES FOR ARTS AND SCIENCES STUDENTS:**

**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, Creative Arts, Literature and Languages. 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. Each term, students are surveyed to determine the course offering. Courses that have been offered have included: Materials and Methods of the Artist (Creative Workshop in Art), Music Technology (Creative Workshop in Music) and Theatre (Creative Workshop in Theatre).

Creative Workshop in Art

Creative Workshop in Music

Creative Workshop in Theatre

Creative Workshop in English

**CREATIVE EXPRESSION**

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

The theoretical component of this course focuses on a theme or a historic period. The practical component concentrates on developing the specific aspects of visual or sound interpretation and culminates in a production of a work in one of the Arts, illustrating aspects of the theoretical component.

Choices include Art, Art History, Creative Writing, Music and Theatre. Each semester, students are surveyed to determine the course offering. Courses that have been offered have included:
Marianopolis College Calendar 2015-2017

- 63 -
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. Analysis involves melodic, harmonic and structural features.

**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 and Classical periods
This course begins with Monteverdi and culminates with Beethoven. It presents the important forms and genres of the Baroque, Pre-Classical and Classical era, including the Concerto, Sonata, Symphony, Chamber music and Opera.

**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 stylistic characteristics of music from Schubert to World War I, including compositions of Schumann, Mendelssohn, Brahms, Berlioz, Chopin, Liszt, Weber, Wagner, Bruckner, Strauss, Tchaikovsky, Debussy and Schoenberg.

**MUSIC LITERATURE III**
551-331-MS (2-1-1) 1.33 credits
Music of the 20th Century
This course examines music literature from 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. Some time is devoted to the emergence of jazz and other popular idioms.

**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 Antiquity to Monteverdi. 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 a principal instrument or voice. Instruction is provided on all wood-wind, brass or string instruments, as well as piano, organ, guitar, voice and percussion. The lab hours involve weekly sight-reading by family of instruments 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, sinfonietta, wind symphony) at McGill University. Students also take 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 the principal instrument.

**MUSIC TECHNOLOGY**
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 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 aspects of an issue. The content of these courses is of an
PHILOSOPHIC QUEST

340-AEB-MS (3-0-3) 2 credits
(Liberal Arts, Social Science and Commerce, Arts, Literature and Communication)

340-100-MS (3-0-3) 2 credits
(Liberal Arts)

340-914-MS (3-0-3) 2 credits
(Social Science and Commerce)

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.

EASTERN PHILOSOPHIES

340-AEE-MS (3-0-3) 2 credits
(Liberal Arts, Social Science and Commerce)

340-110-MS (3-0-3) 2 credits
(Liberal Arts)

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

The term philosophy means the love of wisdom. While this term is Western, the pursuit of wisdom is a common feature of human inquiry in all cultures, for example, every culture strives to develop a satisfying vision of reality that enables it 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

340-AEC-MS (3-0-3) 2 credits
(Liberal Arts, Social Science and Commerce)

340-120-MS (3-0-3) 2 credits
(Liberal Arts)

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

India has a philosophic tradition that is older and more varied than the European tradition, which has its roots in Ancient Greece. This course introduces students to India’s philosophic tradition by first examining the historical foundations of its dominant philosophic systems and then conducting a close reading of its most famous piece of philosophic literature, the Baghadav Gita.

EXISTENTIALISM

340-AEQ-MS (3-0-3) 2 credits
(Liberal Arts, Social Science and Commerce)

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, Dostoyevsky, 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
(Complementary)

340-200-MS (3-0-3) 2 credits
(Liberal Arts)

340-218-MS (3-0-3) 2 credits
(Social Science and Commerce)

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, sexual harassment, pornography and censorship.

MORAL DILEMMAS

340-AED-MS (3-0-3) 2 credits
(Complementary)

340-220-MS (3-0-3) 2 credits
(Liberal Arts, Social Science and Commerce)

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

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 on the application of these theories to important contemporary moral issues.

THE PROBLEM OF GOD

340-AQD-MS (3-0-3) 2 credits
(Complementary)

340-220-MS (3-0-3) 2 credits
(Liberal Arts, Social Science and Commerce)

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

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 is a very pronounced conflict between science and religion about the nature and especially the existence of God. This course first examines the origin and nature of this conflict; it then explores the possibility of resolving this conflict.

MEDICAL ETHICS

340-AQC-MS (3-0-3) 2 credits
(Complementary)

340-230-MS (3-0-3) 2 credits
(Liberal Arts)

PHI-LBS (3-0-3) 2 credits
(Complementary)

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 will be to apply these theories to some troublesome issues surrounding advances in medical technology. Sample topics include the treatment of impaired newborns, euthanasia, the allocation of scarce medical resources and research involving human subjects.

THINK FOR YOURSELF!

340-ACA-MS (3-0-3) 2 credits
(Complementary)

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?**

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<tr>
<td>340-AQG-MS</td>
<td>(Arts, Literature and Commerce)</td>
<td>2 credits</td>
<td>Arts, Literature and Communication</td>
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<tr>
<td>340-225-MS</td>
<td>(Social Science and Commerce)</td>
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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 socio-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**

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<tr>
<td>340-AQF-MS</td>
<td>(Arts, Literature and Commerce)</td>
<td>2 credits</td>
<td>Arts, Literature and Communication</td>
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<td>340-410-MS</td>
<td>(Liberal Arts)</td>
<td>2 credits</td>
<td>Liberal Arts</td>
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<tr>
<td>340-929-MS</td>
<td>(Social Science and Commerce)</td>
<td>2 credits</td>
<td>Social Science and Commerce</td>
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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. As well as examining the major philosophical areas of metaphysics, theory of knowledge and ethics, this course emphasizes the way in which these thinkers laid the foundation for Western thought in the natural and the social sciences.

**MODERN PHILOSOPHY**

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<tr>
<td>340-AQA-MS</td>
<td>(Arts, Literature and Commerce)</td>
<td>2 credits</td>
<td>Arts, Literature and Communication</td>
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<td>340-912-MS</td>
<td>(Liberal Arts)</td>
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This course offers a survey of some of the major figures in Western philosophy from the 17th 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? Are human actions free? How should individuals and states act? In examining the works of prominent Modern philosophers, students discover conceptions of the self, state and world 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**

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<tr>
<td>203-NYA-05</td>
<td>(Science)</td>
<td>2.66 credits</td>
<td>Science</td>
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<tr>
<td>203-701-MS</td>
<td>(Arts and Sciences)</td>
<td>2.66 credits</td>
<td>Arts and Sciences</td>
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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**

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<td>203-NYB-05</td>
<td>(Science)</td>
<td>2.66 credits</td>
<td>Science</td>
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<tr>
<td>203-703-MS</td>
<td>(Arts and Sciences)</td>
<td>2.33 credits</td>
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Prerequisites: Science students: 203-NYA-05 Mechanics and 201-NYB-05 Calculus II

Arts and Sciences students: 203-701-MS Mechanics

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**

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<tr>
<td>203-NYC-05</td>
<td>(Science)</td>
<td>2.66 credits</td>
<td>Science</td>
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<tr>
<td>203-702-MS</td>
<td>(Arts and Sciences - Optics, Waves and Modern Physics)</td>
<td>2.33 credits</td>
<td>Arts and Sciences</td>
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Prerequisite: 203-NYA-05, 203-701-MS, Mechanics

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 radioactive decay.
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 $60.

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 and Commerce)
385-946-MS (3-0-3) 2 credits (Liberal Arts, Social Science and Commerce)
385-941-MS (3-0-3) 2 credits (Liberal Arts, Social Science and Commerce)

Various concepts and approaches in order to understand particular issues and events and place them within a broader context. The course focuses upon two major approaches used in the study of International Politics. The first is the realist approach that emphasizes power and self-interest as basic concepts in the interactions between states. The second is the liberal approach that focuses attention upon international cooperation, morality and certain 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 (Complementary)
385-941-MS (3-0-3) 2 credits (Complementary)
385-941-MS (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 (Complementary)
385-946-MS (3-0-3) 2 credits (Complementary)
385-946-MS (3-0-3) 2 credits (Complementary)

What is the Third World? What are the opportunities and challenges facing it? 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) who have an impact on the development of these countries. The second part of the course examines more closely current issues in development, such as democracy, the environment, gender and inequality.

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 (Complementary)
350-102-MS (3-0-3) 2 credits (Complementary)
350-102-MS (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 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
(Social Science and Commerce)
(Liberal Arts – Psychology of Mental Health)

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

This course examines the nature, causes and treatments of psychological disturbances and abnormalities, including schizophrenia, anxiety and depression. They study contemporary research, theories, and practices that contribute to the description, understanding, prevention and treatment of mental and behavioural disturbances. Therapeutic approaches to enhancing normal psychological functioning are explored.

CHILD DEVELOPMENT

350-706-MS (2-1-3) 2 credits
(Liberal Arts, Social Science and Commerce)

SSS-LAQ (3-0-3) 2credits
(Complementary - Developmental Psychology, CHILD)

This course explores the nature and development of children, from conception to adolescence. Students examine the origins and development of social, emotional, cognitive, personality, behavioural and linguistic abilities and processes, as well as the forces that influence them. Basic issues, concepts 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.

ADOLESCENT DEVELOPMENT

350-707-MS (2-1-3) 2 credits
(Liberal Arts, Social Science and Commerce)

SSS-LAQ (3-0-3) 2credits
(Complementary - Developmental Psychology, ADOLESCENT)

This course focuses on the theories and themes that address the developmental stage of adolescence. Students examine the external and internal influences and pressures that affect adolescents as they develop their identities, engage in peer relations, and assert their independence. Throughout this course, students consider the many changes adolescents experience as they emerge from childhood and grow toward adulthood.

SOCIAL AND ENVIRONMENTAL PSYCHOLOGY

350-903-MS (2-1-3) 2 credits
(Liberal Arts, Social Science and Commerce)

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

350-911-MS (2-1-3) 2 credits
(Social Science and Commerce)

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

Business psychology stresses the value of evidence-based decision making to help organizations avoid costly mistakes and to help reduce problems such as employee absenteeism and turnover. No matter what we do in life, it is important for us to understand our behaviour and the behaviour of those with whom we interact. This course provides a foundation to ease students into university studies, especially for Commerce students who will be required to study organizational behaviour at the undergraduate level. Topics include culture, attitudes, values, personality, power, leadership, motivation, job satisfaction and team work.

HUMAN RELATIONS AND MEDIATION

350-914-MS (2-1-3) 2 credits
(Social Science and Commerce)

(Liberal Arts – Interaction and Communication)

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

This course addresses interpersonal relations and communication in a variety of relationship contexts including in the workplace, at home, in educational settings, and among friends. Students examine the factors that influence the success of communication that include personality, self-awareness, self-regulation, empathy, communication style, emotions, attitudes, stress and the power of the situation itself. Throughout the course, students acquire knowledge, skills, and abilities that may help them be successful in their relationships.

TOPICS IN PSYCHOLOGY: FORENSIC PSYCHOLOGY

350-929-MS (2-1-3) 2 credits
(Liberal Arts, Social Science and Commerce)

SSS-LAQ (3-0-3) 2credits
(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.
RELIGIOUS STUDIES (370)

Religious Studies offers an opportunity to develop a broader religious perception as well as 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 CALL 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
(Plural, 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 and Commerce)
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. This course explores these questions from a secular perspective and through the lens of several religions including the world’s great five religions: Judaism, Christianity, Islam, Hinduism and Buddhism.

JUDAISM, CHRISTIANITY AND ISLAM: AN INTRODUCTION TO JEWISH, CHRISTIAN AND MUSLIM SCRIPTURES

370-AQA-MS (3-0-3) 2 credits
(Art, Literature and Communication)
370-121-MS (3-0-3) 2 credits
(Liberal Arts, Social Science and Commerce)
REL-LBS (3-0-3) 2 credits (Complementary)

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
(Art, Literature and Communication)
370-100-MS (3-0-3) 2 credits
(Liberal Arts)
370-332-MS (3-0-3) 2 credits
(Social Science and Commerce)
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 Theravâda tradition.

VARIETIES OF RELIGIOUS EXPERIENCE: MYSTICISM, TIBET AND ELSEWHERE

370-AEA-MS (3-0-3) 2 credits
(Art, Literature and Communication)
370-200-MS (3-0-3) 2 credits
(Liberal Arts – Mysticism & Spiritual Experiences)
370-353-MS (3-0-3) 2 credits
(Social Science and Commerce)
REL-LBA (3-0-3) 2 credits (Complementary)

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 various religious traditions (Hinduism, Buddhism, Judaism and Christianity). The second part 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.

TOPICS IN RELIGIOUS STUDIES:

HIMALAYAN BUDDHISM

370-AQB-MS (3-0-3) 2 credits
(Art, Literature and Communication)
370-400-MS (3-0-3) 2 credits
(Liberal Arts)
370-929-MS (3-0-3) 2 credits
(Social Science and Commerce)
REL-LBS (3-0-3) 2 credits (Complementary)

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, with a special additional focus on the Indian province of Ladakh, which is often heralded as the last bastion of living Tibetan Buddhism.

SCIENCE AND TECHNOLOGY

EXPLORING THE UNIVERSE

SCI-LAT (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 (3-0-3) 2 credits (Complementary)
Fall semester

What would you do if
- you get a concussion in a rugby practice?
- you accidentally cut yourself while cooking and are bleeding profusely?
- a friend sprains their ankle while you’re hiking?
- a loved one has a heart attack?
- a sibling burns themselves while working at the stove?
- you’re with friends in a restaurant and suddenly one of them starts choking?
This course helps students acquire the knowledge related to the basic scientific method and its application during emergency situations. Students learn how to perform an experiment and apply it toward first aid, CPR, and selected survival skills. They also develop an emergency plan and the confidence to act quickly, efficiently and safely. Through diverse course activities, they develop critical thought toward survival, rescue and treatment protocols in order to better deal with medical and other emergencies.

Designed for non-science students, the main skills needed to be able to learn about emergency skills are curiosity, teamwork, creativity and an eye for detail. The impact of students’ actions will be tested in the methodical application of protocols.

**SOCIOMETRY (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**

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<th>Course Code</th>
<th>Credit Hours</th>
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<tr>
<td>387-960-MS</td>
<td>(3-0-3) 2 credits</td>
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<tr>
<td>SSS-LAQ</td>
<td>(3-0-3) 2 credits</td>
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(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 socialization, family, sexuality, social groups and organizations, gender relations, deviance and social class.

**SOCIAL INEQUALITIES AND SOCIAL PROBLEMS**

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<th>Course Code</th>
<th>Credit Hours</th>
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<tr>
<td>387-961-MS</td>
<td>(3-0-3) 2 credits</td>
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<tr>
<td>SSS-LBQ</td>
<td>(3-0-3) 2 credits</td>
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(Complementary)

Using the perspectives of sociology, this course examines the concept 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 ethnicity, gender and sexual orientation. This course also addresses social problems related to the sex industry, human trafficking, addictions, and health and illness.

**MASS MEDIA**

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<th>Course Code</th>
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<tr>
<td>387-937-MS</td>
<td>(3-0-3) 2 credits</td>
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<tr>
<td>SSS-LBQ</td>
<td>(3-0-3) 2 credits</td>
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(Complementary)

This course examines the role of the mass media in modern society. Key concepts and theories of mass communication are presented and applied to such topics as: the impact of new media (internet, social networking and emerging communication technologies); television, radio and recorded music; news media and politics, advertising and propaganda, sexual and violent content and the powerful influence of U.S. popular culture on Canadian culture.

**CRIMINOLOGY**

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<th>Course Code</th>
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<tr>
<td>387-962-MS</td>
<td>(3-0-3) 2 credits</td>
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<tr>
<td>SSS-LAQ</td>
<td>(3-0-3) 2 credits</td>
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(Complementary)

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.

**DYNAMICS OF SOCIAL CHANGE**

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<th>Course Code</th>
<th>Credit Hours</th>
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<tr>
<td>387-701-MS</td>
<td>(3-0-2) 2 credits</td>
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(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.

**HEALTH AND ILLNESS IN SOCIETY**

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<th>Course Code</th>
<th>Credit Hours</th>
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<tr>
<td>SSS-LAQ</td>
<td>(3-0-3) 2 credits</td>
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(Complementary)

This course introduces students to the sociology of health of illness. In particular, the connection between social factors such as income, education, gender and ethnicity and both people’s risks of becoming ill and the quality of care that they receive are explored. We also examine the impact of a variety of physical and mental health conditions on individuals, their families and various social institutions in society.

**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 introductory courses in Spanish 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 a language; students can determine their appropriate level by reading the course description in the Calendar and by consulting a language teacher at the College.
SPANISH I

607-ALA-MS (3-0-3)  2 credits
(Arts, Literature and Communication)

607-701-MS (3-0-2)  1.66 credits
(Arts and Sciences)

607-100-MS (3-0-3)  2 credits
(Liberal Arts)

SPAL-LAM (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 is the indicative present.

SPANISH II

607-ALB-MS (3-0-3)  2 credits
(Arts, Literature and Communication)

607-702-MS (3-0-2)  1.66 credits
(Arts and Sciences)

607-110-MS (3-0-3)  2 credits
(Liberal Arts)

SPAL-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 (ARTS AND SCIENCES)

607-713-MS (3-2-2)  2.33 credits
(Arts and Sciences)

This course is based on the 607-703 course and includes an additional weekly 2-hour lab component.

SPANISH IV (NIVEL INTERMEDIO II)

607-704-MS (3-0-2)  2.33 credits
(Arts and Sciences)

607-300-MS (3-0-3)  2 credits
(Liberal Arts)

SPAL-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.

SPANISH IV (ARTS AND SCIENCES)

607-714-MS (3-2-2)  2.33 credits
(Arts and Sciences)

This course is based on the 607-704 course and includes an additional weekly 2-hour lab component.

THEATRE (560)

These theatre courses are designed as a theoretical and practical program to introduce 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. The semester ends with a presentation for either an invited audience or a public performance.

ARTS, LITERATURE AND COMMUNICATION:

THEATRE EXPLORATIONS

560-AE1-MS (2-1-3)  2 credits
Both courses must be taken concurrently.

560-AE2-MS (2-1-3)  2 credits

THEATRE TECHNIQUES

560-AT1-MS (2-1-3)  2 credits
Both courses must be taken concurrently.

560-AT2-MS (2-1-3)  2 credits

THEATRE CRITIQUE

560-AQ1-MS (2-1-3)  2 credits
Both courses must be taken concurrently.

560-AQ2-MS (2-1-3)  2 credits

THEATRE CREATION

560-AC1-MS (2-1-3)  2 credits
Both courses must be taken concurrently.

560-AC2-MS (2-1-3)  2 credits
LIBERAL ARTS:

THEATRE FORMS & TECHNIQUES
560-206-MS (3-3-6) 4 credits

THEATRE ISSUES & CRITIQUE
560-306-MS (3-3-6) 4 credits

THEATRE CREATION
560-406-MS (3-3-6) 4 credits

FOR STUDENTS IN OTHER PROGRAMS:

THEATRE I
THE-LAA 3-0-3 2 credits (Complementary)
The practice of theatre is the practice of story-making and story-sharing. It is one of the primary means by which we organize and reveal our experience of the world we live in. It provides the opportunity to explore and test our ideas about life, the universe and everything in between. The course relies on a mixture of group and individual work. Students explore the basics of theatre, movement and voice through improvisation, scene work, collective creation and a variety of vocal and physical exercises. This course requires no previous theatre experience. In the spirit of the art, it is open to all who wish to participate.

THEATRE II
THE-LBA 3-0-3 2 credits (Complementary)
Theatre LBA is a continuation of Theatre LAA.

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.

Students in the Arts & Sciences and Liberal Arts programs 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:

- In **Arts and Sciences**, the English courses share a Great Works objective (which belongs to the Specific Education component). To satisfy this objective, these specially designed courses present, in some depth, significant literary works, in context, mainly from the Western canon. Because of this additional objective, these courses are required of all Arts and Sciences students.

- This carefully selected chronological overview of some of great literary works and their contexts is also designed to serve the **Liberal Arts** program, as it amplifies and reflects the historically themed content of the other Liberal Arts offerings in each semester.

For both **Liberal Arts** and **Arts & 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 which follow.

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
  - **Creation in English 1, 2 or 3:**
    - 1 (603-ACA-MS), 2 (603-ACB-MS), 3 (603-ACC-MS)
  - **Explorations in English 1 or 2:**
    - 1 (603-AEA-MS), 2 (603-AEB-MS)
  - **Critique in English Literature 1, 2 or 3:**
    - 1 (603-AQA-MS), 2 (603-AQB-MS), 3 (603-AQC-MS)
  - **Techniques in English 1 or 2:**
    - 1 (603-ATA-MS), 2 (603-ATB-MS)

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 6 hour creative writing course may be offered, depending on student interest. In term four, students who have not already taken a creative expression course as an elective in their third term will be able to select from a variety of creative writing courses, ranging from Journalism to Writing for Children.

- **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)

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**

**603-002-MQ (3-3-6) 4 credits**  
(English for Academic Purposes)

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 during their first semester at the College, if the results on their English Placement Test (generally taken after admission has been granted, in May) indicate that they would have difficulty coping with the academic workload of the College as a result of their limited English skills. The course is taken in conjunction with 603-101 during the fall semester. Admission to 603-101, in the second semester, is contingent upon successful completion of both 603-002 and 603-101. 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**

**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, short story, novel, 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.
from the first person point of view about one’s direct life experiences. Not coincidentally, this genre of literature has come to be associated with psychoanalytic as well as feminist criticism as a mode of analysis. This course focuses on the writing of authors such as Sylvia Plath, Anne Sexton, J.D. Salinger and Charles Bukowski in order to assess the common elements and conventions within three different genres.

**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 we interpret the label 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. We 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 Science Fiction’s golden age through a study of Philip K. Dick’s dystopian Second Variety (1953) and Robert A. Heinlein’s Starship Troopers (1959); the genre’s new wave with an analysis of Ursula K. Le Guin’s 1972 novel, The Word for World is Forest; and the emergence of cyberpunk Science Fiction with William Gibson’s postmodern short story Burning Chrome (1982). The viewing of The Day the Earth Stood Still (1951), The Thing from Another World! (1951) or The Silent Star (1960) complement our analysis of the course’s core Science Fiction texts.

In addition, students are introduced to critical approaches to the genre to gain a sense of its significance in contemporary culture. Tzevan Todorov’s formalist definition of Science Fiction as a subgenre of the “marvelous,” in addition to Darko Suvin’s typology of its nova and Science Fiction’s emphasis on cognitive estrangement, are sure to be of particular interest.

**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 LITERATURE**

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. 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 to tell themselves stories about the founding of their nation and thus about their modern identity. 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 post-modernism.

**FOLK AND FAIRY TALES**

This course explores the conventions and characteristics of folk and fairy tales. Students employ a variety of critical approaches (Freudian, Jungian, Feminist, Marxist) to analyze tales. The course focuses first on fairy tales in early written forms, then on versions of these tales by authors such as Charles Perrault, Jacob and Wilhelm Grimm and Joseph Jacobs and finally 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.

**HORROR**

This course introduces students to the horror genre through an examination of selected short fiction, a novel and film. To situate the genre historically, we begin with an analysis of the fairy tale Cinderella (1812) by the Brothers Grimm, followed by Sheridan Le Fanu’s lesbian vampire story Carmilla (1872). The study of a selection of H. P. Lovecraft’s stories and J. G. Ballard’s novel Crash (1973) focus on identifying: the formal elements that structure horror narratives; and prevalent horror themes such as the transgression of taboos and the violation of the body. The analysis of textual narratives is complemented by viewing George A. Romero’s 1968 cult classic Night of the Living Dead and Tobe Hooper’s Texas Chainsaw Massacre (1974).

In addition, students are introduced to critical approaches to the horror genre to gain a sense of its significance in contemporary culture. Julia Kristeva’s psychoanalytic theory of horror outlined in Powers of Horror: An Essay on Abjection are sure to be of particular interest.

**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, as well as 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.

**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.

**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.

**SCREENPLAY/STAGEPLAY**

The screenplay form lies at the very 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 literature. In this course we explore the similarities and differences between screenplays and stageplays while performing careful readings of some of the most powerful and engaging examples of both. Students are also introduced to a number of critical theories (e.g. tragic theory, psychoanalytic theory, Adlerian psychology, family systems theory, object relationship theory, Nietzschean philosophy, gender theory, etc.) and asked to perform interpretations of the various plays and screenplays through the lenses of these critical theories.

**TRAGEDY**

Paradise Lost. Its framework is to explore developments in the 17th-Century. Everyman, the course also considers Marlowe's Doctor Faustus, Shakespeare's The Tempest and sometimes Milton's Paradise Lost. Its framework is to explore developments in the

**ROGUES & 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.

**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 CANADIAN NOVELS**

This course introduces students to two contemporary Canadian novels, George Bowering's Caprice and Hiromi Goto's Chorus of Mushrooms. Through analysis of these novels, the course explores two contrasting visions of Canada and Canadian identity: Bowering's depiction of Canada as a model to which to aspire and Goto's representation of Canadian identity as oppressive and in need of redefinition. This course explores not only the primary preoccupations that underlie Canadian novels of this period but also the particular narrative choices that these authors have made in order to convey their views.

**CONTEMPORARY AMERICAN DRAMA**

The tragicomedy of contemporary American life is thematically explored through Contemporary Drama's early roots in the traditions of the Theatre 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 AIDS in the various plays from this period.

**THE CONTEMPORARY NOVEL OF IDENTITY**

This course explores one of the conventions of the novel: theme as related to the concept of identity. In all three novels, the question arises of how individuals create their identities, with parents being a major influence. This course explores the parent-child relationship and the process by which the protagonists aim to construct their own identity.

**LITERARY WORKS I: ENGLISH LITERARY SURVEY TO 1800: FOR ARTS AND SCIENCES AND LIBERAL ARTS**

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<tr>
<th>Course Code</th>
<th>Credits</th>
<th>Description</th>
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<tr>
<td>603-702-MS</td>
<td>2.33</td>
<td>Arts and Sciences</td>
</tr>
<tr>
<td>603-102-MQ</td>
<td>2.33</td>
<td>Liberal Arts</td>
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Drawing on material from the early Medieval Beowulf to The Canterbury Tales, Sir Gawain and the Green Knight and Everyman, the course also considers Marlowe's Doctor Faustus, Shakespeare's The Tempest and sometimes Milton's Paradise Lost. 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 focuses on the theme of civilization in crisis by comparing Timothy Findley's novel Not Wanted on the Voyage with the Genesis story of the flood, a 16th-Century visual representation of the Biblical story and the modern film adaptation Noah. The course explores the ways in which contrasting versions of the flood narrative, a depiction of an archetypal civilization in crisis, thematically reflect and engage with the political and social concerns of the historical periods in which the texts were produced. Consequently, the course also delves into relevant sub-themes such as responses to fear, social control and ecological responsibility.

**LIARS AND THIEVES**

This course explores the figure of the liar and thief in literary works and the value systems they express. Beginning with myths and folktales, it looks at the figure's appearance as the Trickster archetype, a figure of deviousness and change who manipulates with words and trickery. In subsequent texts, the course explores the ways the depiction of the liar and thief as hero or villain serves as the figurative expression of themes related to honesty and deception and shifting views of 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.

**BEAT GENERATION**

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. Students assess the influence of the Beats on popular culture, particularly the folk music and rock ‘n’ roll of the ‘60s and ‘70s.

**METAMORPHOSIS**

Metamorphosis is defined as radical change or transformation. It has concerned writers from Ancient Greece to the present. Students analyze works of fiction, non-fiction 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 its cultural influences. They then examine bare survival sub-themes such as nature as enemy, animal as victim, the noble savage and other solitudes. They also apply renowned critical approaches to selected texts.

**ARTIST’S MIRROR**

This course is designed to develop in students the ability to analyze 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.

**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, or that is in other words 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 through a variety of short stories, essays and films, as well as through Ken Kesey's novel One Flew over the Cuckoo’s Nest.

**RADICALIZING SOCIETY: THE LITERATURE OF THE SIXTIES**

The 1960s was a time of political and social turmoil that saw the emergence of a new radical consciousness, especially among the youth of that era. This course focuses on some of the most significant aspects of that period such as the Civil Rights Movement, the rise of feminism, the anti-war (Vietnam) protests, the psychedelic revolution and the beginning of environmental awareness. As well, these movements gave impetus to the music representing this generation typified by the songs of The Beatles, Motown, Bob Dylan, The Rolling Stones and The Doors, among others. We move historically through this tumultuous decade by looking at its most significant voices, coupled with the art and music that served as a reflection of the radicalization of North American society.

**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 sanctuaries 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
themes explored in the first part of the course are reapplied to
human. person narrators who are not quite human and/or sometimes
20th-Century fiction (poems, short stories and a play).
This course also provides some opportunities for students to
of inner identity and its importance in 19th-Century literature.
Beginning in the late 18th Century, much of Western literature
intersecting considerations of individual identity, community,
central themes in these works. We examine gender through the
about what it means to be male, female or somewhere in
acceptable definitions of gender, we join in a critical debate
centuries that pushes the boundaries of gender expectations.
This course examines literature from the 19th, 20th and 21st
GENDER BENDERS
This course examines literature from the 19th, 20th and 21st
centuries that pushes the boundaries of gender expectations.
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
normative and phobic reactions to gender transgression.

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
themetic 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 two novels) 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.

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. In contrast to the
exploitation film Barbarella, which we screen in an effort to
identify the gender stereotypes prevalent in western culture,
we read texts and view films that challenge our conventional
views of the male/female, masculine/feminine dichotomies by
uncovering the “performative” dimension of gender. An
examination of short stories by authors such as Anne
McCaffrey, Philip K. Dick, James Tiptree Jr, and Octavia Butler,
as well as James Cameron’s film Aliens (1986) or Jonathan
Glazer’s Under the Skin (2013) lead 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.

PROTEST LITERATURE
This course explores protest literature that addresses human
rights concerns in various genres of literature. By exploring
writing from different countries, cultures and time-periods, it
takes an international perspective, emphasizing how human
rights are an issue that concern everyone, everywhere, at all
times. By studying the Universal Declaration of Human Rights,
students define what human rights are, why they are
important and how difficult they can be to interpret. The
readings expose a myriad of human rights concerns, including
political, religious, sexual and racial issues.
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.

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. They express the value of the imagination in our daily reality and of the ambiguity we feel for the alternative realities it evokes.

REVENGE

This course explores 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 literature of the Boer War and moving through to include 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 descriptively and critically, drawing on memory and imagination as well as analysis to develop and revise their understandings.

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

603-703-MS (2-2-3) 2.33 credits (Arts and Sciences)
603-103-MQ (2-2-3) 2.33 credits (Liberal Arts)

Themes in Romantic and Victorian Literature.

This course explores literary texts from approximately the first 1,000 years of the English language. More specifically, it examines developments in the genres of epic, romance and drama. After considering the early Medieval foundation of English in Anglo-Saxon poetry, students encounter texts by such authors as Geoffrey Chaucer, Margery Kempe, Christopher Marlowe, William Shakespeare, John Milton, Jonathan Swift and Alexander Pope. The course builds on the reading comprehension and structured writing of Term 1 and offers practice in writing a well-crafted, longer essay.

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 which, 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**

"Film is the literature of our generation." — Steven Spielberg

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, students become familiar with Final Draft, screenwriting software and standard screenplay formatting. The students have the option to do a film/video treatment of their scripts. 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 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 NON-FICTION: WRITING (TRUE) STORIES**

This course aims to develop students' skills in writing creative non-fiction. It focuses on exercises that encourage the creative process, beginning with short, directed assignments and culminating in longer, original pieces. It introduces students 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.

**WRITING ACROSS THE DISCIPLINES: 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. We 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. Students may also be expected to visit artistic events as part of their class work.

**WRITING ACROSS THE DISCIPLINES: THE PSYCHOPATH IN FICTION AND NONFICTION**

In this course we study the psychopathic character in fiction and nonfiction literature, as well as cinema and television, to determine what makes these characters/people so fascinating. 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 formulating and presenting a research paper or report on some aspect of the modern or historical psychopath in both literature and nonfiction.

**LIFE WRITING**

Designed as a studio-style course, Life Writing focuses on the non-fiction genres of Memoir and Autobiography. Through the examination of critical theory, the practice of writing techniques and active participation in the writing process, students explore how we shape and remake our reality through narrative. Readings offer a range of examples, including a full-length autobiography, to inspire students in their own writing.

**AT THE TABLE: WRITING AND WRITINGS ABOUT FOOD**

This course examines the cultural relevance of food and its consumption. Students begin by reading non-fiction 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 analyse 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.

**WRITING FOR THE SCIENCES**

In this course, students practice writing and editing different forms of scientific writing (definitions, process descriptions, abstracts and annotated bibliographies) as well as topic proposals and personal statements, forms of writing which are relevant to all academic disciplines. They then use these skills to complete the two major assignments in the course: a research grant application and a review paper or article. Finally, students participate in a seminar in the format of a panel discussion in order to practice oral communication skills useful to scholars disseminating their research.

**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 the Dandy, it compares the characterization of the leading male protagonists in the films The Fountainhead and Beau Brummell: This Charming Man to distinguish the Dandy from the Romantic artist. It traces the genealogy of the historical figure of the Dandy from its birth in the Regency period in short essays by Captain Jesse, Carlyle, Hazlitt and Baudelaire; its Decadent transformation in the late 19th Century in the literary and critical works of Beerbohm, Barbe d’Aurevilly, Wilde and Huysmans; to its current, post-modern incarnation in conceptual art and pop culture in the visual practices of contemporary artists such as Yinka Shonibare, Gilbert & George, Andy Warhol and Lady Gaga.

Discussion topics include Dandiacal irony, celebrity culture, masculinity, performativity (in terms of transforming the self into an absolute ego or an impermeable surface), the crisis of masculinity, performativity (in terms of transforming the self into an absolute ego or an impermeable surface), the crisis of masculinity

CONTEMPORARY TRAVEL WRITING

This course introduces students to the conventions of Contemporary Travel Writing. Bruce Chatwin and Pico Iyer are two of the most recognizable names in contemporary travel writing. Chatwin laments a nomadic tradition and Iyer embraces the uncertainties of globalization. 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?

BUSINESS COMMUNICATION

In the Finding a Job/Employee unit, students learn about cover letters, resumes and interviews. Next, in the Communication in Crisis unit, students examine how corporations manage crises through apologies and social media. Finally, in the Internal Communication unit, students learn how to navigate group dynamics, politics, emails and sending/receiving difficult messages. Illustrative literary texts include Gervais and Merchant’s The Office, Lumet’s 12 Angry Men, Heller’s Something Happened and Fitzgerald’s The Love of the Last Tycoon. This course is relevant and accessible to non-commerce students.

GOSSIP IN LITERATURE

In this course, we examine the relationship between gossip, plot and character in short stories, films and novels. Considering theories by Daniel J. Solove, Patricia Spacks and others, we are on the lookout for ways in which different disciplines interpret and analyze gossip. In fiction, gossip often forms an alternate storyline that distracts from, competes with and impacts the main narratives under consideration. This course 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.

THE JOURNEY

The Journey deals with novels, short stories, poems and films that each present a journey as a metaphor for life. Voyages involve transformative events and adventures that parallel those we all experience as we move through the life cycle. Works studied include classics such as Homer’s Odyssey, Carroll’s Alice in Wonderland and contemporary texts including Atwood’s A Travel Piece and Martel’s Life of Pi.

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 one of the above legal issues under the guidance of the instructor, students can choose other issues from the reading list and prepare a group oral presentation in which they present the relevant sides of a hypothetical legal case based on the 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 18TH-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.

MYTHOLOGY AND CRITICAL THEORY

This course draws upon the conventions of several critical and theoretical lenses in order to sharpen critical reading of major images and 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.

LITERARY WORKS III: MODERNISM AND CRITICAL THEORY (SEMINAR): FOR ARTS AND SCIENCES AND LIBERAL ARTS

603-704-MS (2-2-2) 2 credits (Arts and Sciences)
603-LPE-MS (2-2-2) 2 credits (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 (Eliot, Joyce, Woolf, Hemingway and others) 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 one extra course (602-009-50) 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:

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<tr>
<td>100</td>
<td>LPW</td>
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<td>101</td>
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<td>102</td>
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<td>103</td>
<td>LPZ</td>
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* 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 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 & Liberal Arts pondération/crédits : (3-0-3) 2 crédits

FOR ALC STUDENTS:

Production en langue française 1 ou 2:
1 (602-ACA-MS), 2 (602-ACB-MS)
Explorations en langue française 1, 2 ou 3:
1 (602-AEA-MS), 2 (602-ABE-MS), 3 (602-AEC-MS)
Réflexions culturelles et littéraires 1 ou 2:
1 (602-AQA-MS), 2 (602-ABQ-MS)
Parcours culturel et littéraire 1 ou 2:
1 (602-ATA-MS), 2 (602-ATB-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

LE COURS DE MISE À NIVEAU

PRÉPARATION AU FRANÇAIS DU COLLÉGIAL

602-009-50 (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 sertra 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, 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, 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


**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 production écrite tout en se familiarisant avec la littérature française ou québécoise ou avec la culture s’y rattachant. Une variété de sujets leur est proposée.

Notez bien que tous ces cours ne sont pas nécessairement offerts chaque session.

**Le Québec en devenir**

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.

**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.

**Montréal, métropole culturelle**

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, la lecture d’un roman et l’étude de diverses productions culturelles. 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.

**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 60 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 (1870-1914) 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.

**Arts et littérature en France**

Le cours se propulse de 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.

**Littérature de la francophonie**

Ce cours a pour but d’explorer la littérature de la francophonie en abordant des textes littéraires d’origines françaises, québécoises et africaines. La thématique commune qui sera exploitée, analysera et discutée à travers ces divers univers sera celle des relations de pouvoir. Ces dernières peuvent, autant au point de vue personnel que collectif, se déployer de diverses façons. Nous prendrons conscience, à travers des textes de différents continents, de la façon dont les jeux de pouvoir, au
sens le plus large, se dessinent, se multiplient et se renversent. Pour ce faire, la contextualisation sociohistorique des œuvres et des auteurs sera primordiale et nous servira de guide à la compréhension des contes, de la nouvelle, du roman et des extraits littéraires au programme.

**LES COURS « B »: DEUXIÈMES COURS**

**LANGUE ET EXPRESSION II**

*602-LPW-MS (2-1-3) 2 crédits*

Étudiant 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**

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, mini recherche.

**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 et de son adaptation cinématographique.

**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.

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**CULTURE ET LITTÉRATURE**

*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. A 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 purees, humaines ou de la santé depuis la Renaissance jusqu'aujourd'hui.

**Histoire de l'amour**

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-obession et l'altruisme compulsif en amour. Par ailleurs, les discours sur l'amour qui ont caractérisé des époques précises de l'histoire de France seront examinés : l'amour courtis, 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.

**L'absurde dans la littérature**

Ce cours propose à l'étudiant une étude en profondeur de la notion de l'absurde dans la littérature française du 20e 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.

**Linguistique et traduction**

Ce cours porte principalement sur le vaste champ d'études qu'est la linguistique. Il propose à l'étudiant une exploration de trois domaines majeurs de cette discipline — la typologie linguistique, la linguistique théorique et la sociolinguistique et celle d'un domaine connexe — la traduction. Cette exploration lui permettra de comprendre certaines des grandes questions dont débattent les linguistes et de mieux cerner les différences et les similitudes entre les langues anglaise et française.
**PHYSICAL EDUCATION (109)**

Students are required to take three Physical Education* courses, each with a unique focus that will allow 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. Phys. Ed. courses are offered at an introductory to intermediate level to ensure optimal achievement for all.

* Students in the Arts and Sciences Program (700.A0) take two Physical Education courses, Physical Education & Health (109-101-MQ) and Physical Education & Autonomy (109-103-MQ)

First-year students select their courses from the first two categories in any sequence: Physical Education & Health (109-101-MQ) and Physical Education & Skills (109-102-MQ).

**PHYSICAL EDUCATION & HEALTH**

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<th>Credit Hours</th>
<th>Notes</th>
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<tr>
<td>109-101-MQ</td>
<td>(1-1-1) 1 credit</td>
<td>2 hours of class, 1 hour of homework</td>
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**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 will potentially lead to an active lifestyle. Students also analyze how nutrition, stress and time management influence their overall health and wellness.

**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 or games.

**FITNESS/AEROBICS**

This course offers a variety of workouts that help to increase fitness level in a fun way. The various activities include hi-lo aerobics, Tae Bo, BOSU ball stability training, muscle conditioning and boot camp exercises.

**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, throwton, badminton, touch football, ultimate frisbee, capture the flag, dodgeball, etc.

**FITNESS/WALKING**

Students explore how walking up and down the hills of Westmount and through Notre-Dame-de-Grâce and Snowdon affects their fitness level throughout the term. Cardiovascular walking work outs are complemented with muscular exercises and flexibility training each class, either indoors or out.

**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 EDUCATION & SKILLS**

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<tr>
<td>109-102-MQ</td>
<td>(0-2-1) 1 credit</td>
<td>2 hours of class, 1 hour of homework</td>
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**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.

**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.

**CANOE CAMPING**

Fall semester

This is an intensive course which takes place in August before regular classes begin. Students meet at the College over three week days to learn and apply safe wilderness camping skills and novice canoeing techniques. They then enjoy three days of canoe-camping at scenic Lac La Peche in Gatineau Park. Students must wear a lifejacket and be comfortable in deep
water. The course fee covers transportation, camping and canoe gear.

**CROSS COUNTRY SKIING * **

**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. The course fee covers transportation, assistants and facility costs.

**CYCLING * **

**Fall semester**

In this intensive course, which runs until mid-September, students learn how to prepare for longer bike trips. Theory components include: basic bike maintenance, training techniques, cadence and pacing, safety, road rules and trip preparation. Two cycling day trips on the weekends take place primarily on bike paths. The first trip (approximately 45-55 kilometres) is an urban cycling experience in Montreal. The second trip (approximately 60-75 kilometres) takes place in the Eastern Townships. The fee covers all expenses, including transportation to the venues. Students must provide their own compulsory helmet and a reliable bike, which must be in good working order. BMX bikes are not acceptable.

**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**

**Winter semester**

Students are introduced to canoeing, nature observation, fire keeping (with and without matches) and basic survival skills in an outdoor educational setting north of Montreal. Transportation, accommodations and food are included. Students can opt to sleep in a cabin, tent or shelter. The trip is held after exams so students can de-stress and enjoy this outdoor experience.

**MARTIAL ARTS**

This course is centered on the grappling martial arts. Students learn basic and intermediate techniques, defences and counters from wrestling, jiu-jitsu, judo and grappling.

**NATURE CANOEING * **

**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 and transportation to the venues.

**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.

**VOLLEYBALL**

Students are introduced to the sport of Volleyball using drills, mini-games and games. All basic skills and strategies are covered at a beginner to intermediate level.

**YOGA**

In this introductory yoga course, students learn basic and intermediate yoga poses. They learn how to synchronize breath to movement and energy flows. 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 Education & Autonomy category, 109-103-MQ.

**PHYSICAL EDUCATION & AUTONOMY**

**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.

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 22 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 (*). Choices may include:

**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.

**CROSS-TRAINING**

Students get fit by trying different training techniques: TRX, ladders, sliders, cardio, rebounders, weights, resistance bands, powerwalking, partner work, indoors and outdoors. This course gives a taste of many different types of exercises that condition the entire body.

**NATURE HIKES**

This course runs the full length of the semester. Students work on the design and implementation of their Personal Activity Plans by hiking locally during class time (seven to eight classes over the 15-week semester). Students also hit the hiking trails of Morin Heights and the Morgan Arboretum. They learn how to increase their nature awareness by identifying medicinal and edible plants and trees and searching for the presence of wildlife. This is a unique opportunity to get in shape and live a wilderness experience. The course fee includes transportation, trail fees and the expertise of a naturalist at the Arboretum.

**URBAN NATURE HIKES**

Fall semester

Students are introduced to accessible green spaces which will allow them to live actively in our urban setting. They 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 most prominent nature parks on the Island of Montreal: Mount Royal, Parc Angrignon, Parc Nature de l’Île-de-la-Visitation, Le Boisé in St. Laurent, the Oratory Gardens and the Westmount Summit.

**OUTDOOR ACTIVITIES**

Fall semester

The primary focus of this course is cardiovascular fitness in the outdoors. Activities include touch football, ultimate throwton/frisbee, soccer, multi-game circuits, walking/jogging, orienteering on Mount Royal, cycling and in-line skating on the Lachine Canal bike path. Students who do not own roller blades or a bike are able to rent for approximately $20. Four classes run late to accommodate longer outdoor adventures around Old Montreal and Lachine Canal.

**POWER WALKING**

Students power walk up and down the hills of Westmount, Snowdon and Notre-Dame-de-Grâce as they work on their cardiovascular and muscular endurance throughout the changing seasons from August to December, or from January to May.

**RUNNING**

The main focus of this course is cardiovascular fitness through running. Students train predominantly outside in the neighbourhood streets and on Mont Royal. At the end of the semester, they enter a 5-k race. The course fee covers the race fee.

**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.

**SPORTS CONDITIONING**

This course is ideal for the athlete wanting to increase their performance level in a sport but is also very accessible to anyone wanting to train for functional strength and endurance. It offers a variety of exercises for all fitness levels. The workout also includes cardiovascular and flexibility training.

**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 many more.

**YOGA**

Students learn the basics to the Power Yoga 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**

Students looking to tone up or take it a step further and choose to bulk up, are sure to enjoy the training options in this course. The focus is on muscular, cardio and flexibility fitness, which helps show results fast.

**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.

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<tr>
<td>Knowledge</td>
<td>345-101-MQ</td>
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<td>World Views</td>
<td>345-102-MQ</td>
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<td>Ethics</td>
<td>345-LPH-MS</td>
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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 Humanities courses belong both to the General and Specific components of the program. As General Education, they respect the standards and objectives common to all other offerings in these categories. As Specific Education, they share an objective that requires them to study great works in the Humanities, mainly from the Western canon. Because of this objective, Humanities courses are specifically designed and required for Arts and Sciences students.

+ In Liberal Arts, there are three specially designed Humanities courses (indicated by "Also a course taken by students in the Liberal Arts program."). 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 AND ITS APPLICATION**

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 on how these aspects of knowing affect the values of society.

**UNDERSTANDING CANADIAN SOCIETY THROUGH THE ARTS**

This course addresses the complexities of Canadian society and its various cultures and identities. It examines how knowledge of Canadian history and identity can be gained through an investigation of the Canadian 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. The course examines a wide range of arts in Canada in their historical and cultural contexts, from the paintings of the Group of Seven to the films of Denys Arcand. A fundamental element of the course is a better knowledge and critical understanding of the development of Canadian cultures, including multicultural, Quebecois and Aboriginal 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.

**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, animation and film in their historical and cultural contexts, including recent developments in reality television. 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 the basic principles of documentary film and asks students to develop a critical eye for the genre.

**POWER TO THE PEOPLE**

Students have the opportunity to explore the new and emerging uses of theatre in an experiential manner. They discover and explore how theatre can be used as an instrument for the empowerment of oppressed and disenfranchised peoples through an examination of theatre for social change. What happens when theatre removes itself from the traditional presentational mode and the power of decision making and problem solving is placed in the hands of the audience? How does theatre then become an empowering political and social experience? How is this a reflection of the changing global times?

**BODY SMARTS**

How do top athletes and performers learn to use their bodies in such exceptional ways? Is there such a thing as bodily intelligence? What role do our bodies play in the acquisition of knowledge? These questions are addressed through examination of recent research psychology, kinesiology,
principles of motor-skill acquisition, sports psychology and the developing field of somatology (derived from the Greek term soma— the living body). In the lab component of the course, students experience the concepts learned in class and follow their own development of a chosen skill using Timothy Galloway's The Inner Game of Tennis as a guide.

AT THE PODIUM

People are creatures of knowledge. We have shaped the world with this knowledge in the form of institutions, ideas, industries, systems and civilizations. Transfer of knowledge through communications systems is necessary for all of these transformations. Often taken for granted is the essential communication undertaken in the verbal context: public speaking. In this course, students explore the theory and practice of public speaking in order to become more proficient communicators.

THINKING ABOUT SEXUALITY

This course is designed to allow students to critically examine a variety of knowledge claims concerning human sexuality. Students begin by examining what researchers working in distinct disciplines have claimed to be the root of human sexuality: while some claim that an individual’s sexuality a product of her biology, others argue that it is a psychological phenomenon springing from her interactions with her parents and other key figures in her life and yet others claim that it is the effect of the social norms that permeate her culture. The course also explores the ways in which different fields of knowledge have shaped our understanding of the moral status of various sex-related practices, ranging from homosexuality to the consumption of pornography. Students are encouraged to develop their own viewpoints on each of these issues by first considering them from the perspective of various knowledge bases.

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 and explores ways of moving towards gender 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, surrealistic painting and nonsense music. 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 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 SOUNDTACKS 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 modern critical theory and the social sciences, students examine some of the ways music and 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 (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 students in the Liberal Arts program.

The Middle Ages refers to a period of European history spanning the 1000 years between roughly the 5th and the 15th centuries. Rather than being so-called Dark Ages, the period generated knowledge that had a significant impact on developments in subsequent periods. Many areas of human endeavour that are celebrated today had their genesis or got affirmed during this period, the time of infancy of our contemporary world. With lectures, discussions, group work and other in-class activities, the course explores some of the cornerstones of Medieval knowledge. Rather than take a strictly chronological approach, it examines at the Middle Ages in thematic blocks: Religion and Religious Authority, Culture and Learning, Society and Knowledge of the World. In order to more fully appreciate their legacy, it also examines and challenges some of the common preconceived notions about the Middle Ages.

THE AMERICAN CENTURY

This course attempts to help students to understand American civilization and evaluate its impact on the 20th Century. It examines the achievements and limitations of American civilization both at home and abroad. The course takes an interdisciplinary approach to knowledge of American civilization. It illustrates how different forms of knowledge: the social sciences, history, philosophy, the arts and literature can help us to develop our knowledge of American civilization and evaluate its impact on the world.
### WAYS OF KNOWING (ARTS AND SCIENCES)

**Required** course for students in Arts and Sciences:

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<th>Course Code</th>
<th>Credits</th>
<th>Description</th>
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| 345-701-MS  | 2 credits | 3 hours of class, 3 hours of homework

This course uses the storyline and discussions in Robert Pirsig’s novel Zen and the Art of Motorcycle Maintenance as a starting point to explore the nature of human knowledge and the connections that exist between our views on knowledge and our values – even our sense of reality. Students examine the perspectives of both Eastern and Western philosophy, as well as the tension between the scientific and the creative/aesthetic attitude – a tension which has been a pervasive undercurrent in the development of contemporary culture.

### WORLD VIEWS

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<th>Course Code</th>
<th>Credits</th>
<th>Description</th>
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| 345-102-MQ  | 2 credits | (General Education) 3 hours of class, 3 hours of homework

Courses in this category explore the worldviews of individuals, groups, nations, cultures, artists, and people from history.

### THE ANCIENT GREEKS

This course introduces students to the importance of worldviews and their relationship to society by studying the Ancient Greeks from earliest times to the Hellenistic period. The course includes the major ideas of Greek poets, playwrights, philosophers, historians and scientists. It introduces students to the rich diversity of worldviews and experiences which characterized the Ancient Greeks and which led them to influence and shape Western Civilization.

### STRANGERS, GODS AND MONSTERS: STORYTELLING FROM RELIGIONS AROUND THE WORLD

This course introduces students to the art of storytelling in religious culture. Students begin with questions about storytelling itself, such as why we tell the stories we tell and what functions these stories serve in various religious communities. Students then explore a series of important mythological motifs such as creation narratives. Although certain assumptions are prevalent concerning these themes, this course attempts to deconstruct them and bring new light to very old traditions. Because this course is not dependent upon any one religious tradition alone, it has the benefit of exploring these mythic motifs in various traditions around the world, and thus through careful comparative efforts, provide a window into ideas that may possibly be the fruit of a universal human experience or, at the very least, a universally limited human imagination.

### 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.

### ABORIGINAL CULTURES IN CANADA

Canadian Aboriginal peoples face critical issues surrounding the struggle for the survival of their various cultural identities. This course focuses on studying Aboriginal worldviews through an appreciation of cultures, ideas, values and experiences. Students study representative groups from each region of Canada, including Eastern Woodlands, Plains, Northwest Coast and Arctic, with an emphasis on aspects of First Nations, Metis and Inuit culture, such as material culture, traditional belief systems, creation stories and social structure. The course also addresses the context, importance and implications of historical and contemporary Aboriginal issues, from land claims to self-government to resource rights. Connections are made with indigenous peoples in other parts of the world as a way of addressing common issues and questions regarding indigenous peoples’ rights.

### STORIES AND STORYTELLING

In today’s rapidly changing society, much of our heritage gets lost in the shuffle as borders of all descriptions come down, cultures assimilate and we move closer towards a global society. This course examines how culture is transmitted from society to society and generation to generation, using the art of storytelling. Included is a look at myths and fables from different cultures, as well as personal myths, oral histories and family stories. Practical storytelling exercises are included as part of the course. By finding our personal heritage, we not only discover ourselves and our world but we also develop the capacity to change it as well.

### THE HERO’S JOURNEY, MYTH AND THE MODERN WORLD

Some stories are retold so often and with such frequency that they become an unnoticeable part of our culture. We cease to ask how they influence our beliefs, decisions and actions. Living in an age where our encounters with individuals from other cultures are becoming easier and more frequent, it has become increasingly important to understand both our own beliefs and those of the people we meet. This course considers the ways the stories people create, shape and reveal their perception of their world. It includes a selection of European, Asian and Middle Eastern myths and legends that represent some of humanity’s most influential narratives. Also included are selections from The Hero With a Thousand Faces, which provides a framework for critical inquiry. By considering how these stories inform the struggle to establish successful societies, students begin to understand the basis of the differences and similarities between peoples.

### SHIFTING VISIONS OF THE COSMOS

A worldview is a construct that reflects and informs our attitude toward reality, our view of nature, society and, most importantly, ourselves and what our relation is to everything else. This course first considers the nature of a worldview: what it is, how it gets created and changed and what it does. Then, it uses that as a basis for examining the major worldviews that have been dominant in the development of Western civilization: ancient, Medieval, modern and contemporary. The goal is to see how these worldviews have both shaped and been shaped by the great achievements and events in Western history.

### 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: weekly lectures providing theoretical and historical framework and class discussions providing the mental space for students to negotiate the material personally. Each week consists of one lecture and one discussion forum in which students raise questions for themselves about the educational system in which they are engaged. What better question with which to provide students?

19th-CENTURY THINKERS
Also a course taken by students in the Liberal Arts program.
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 European writers.

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 worldviews 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 worldview shapes our daily experiences and our sense of self.

LISTEN TO THE MUSIC
This course addresses the question, “What does music teach us about the worldviews 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 worldviews and the extent to which these perspectives can and cannot be expressed through or reflected in music. Topics include: Music and the Age of Science; Music and the Age of Absolutism; Music and the Enlightenment; Music and Romanticism; Music and Modernism; Music and America. Although much of the focus is on the European classical tradition, examples are also taken from the jazz, popular and world repertoires.

ARCHITECTURE—A WORLDVIEW
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 worldviews. By comparing these worldviews 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.

MEN AND MASCULINITY
This course investigates how the lives of men are shaped by the varying demands of masculinity. It is seen that masculinity is primarily a social construction and that men fashion their gender identities in response to contrasting social prescriptions. In this vein, particular attention is given to homophobia and heterosexism. Students also explore the extent to which dominant masculinity functions as a powerful ideology affecting the outlooks of both women and men.

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.

WOMEN, ART AND SOCIETY
Few female artists have received much attention or acclaim. This course presents students with an overview of the role of female artists over the past five centuries. It focuses on the art works of individual women in the context of their own time. Discussion covers not only the techniques and principles of a particular female artist’s work but also the social conditions and expectations that fostered or inhibited her artistic production.

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 literature, poetry, visual art and performance; but also considers the power of media stunts, online activism and culture-jamming. How have art forms been used to support activist causes? What strategies have been used in different times and places? What is the difference between art and propaganda? Through case studies, readings and classroom discussions, students are invited to answer these questions and more.

KNOW THYSELF (OR NOT)
Also a required course for students in Arts & Sciences:
345-702-MS (3-0-3) 2 credits
3 hours of class, 3 hours of homework
Over the entrance to the temple at Delphi were the words “Know thyself.” During the Greco-Roman period (332 BC and on), the autobiography and the realistic portrait were forms of artistic expression. The idea of the “self” seems important, but what did ancient people think the “self” was? This class examines the Greco-Roman worldview through their concept of “self” using literary, scientific, and philosophical works as well as archaeological material.

ETHICS
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 comedies, legal codes, road signs, tombstones, medical and philosophical treatises and epic poetry, to examine the fundamental questions: Why are we here? What are our obligations to others? How should we best live our lives?

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 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.

INDIVIDUAL ETHICS, GRAND CONSPIRACIES AND HALF-TRUTHS
Making ethical decisions is a process that depends on having complete and accurate information about the issues at hand. When information is withheld, altered or fabricated, the process becomes much more difficult. We are left in a position where ethical decisions are impossible to make. We are forced to seek more information. The challenge lies in determining what, from among available information, is accurate and relevant. This course considers the problem of making personal ethical decisions in the face of the flood of often contradictory information provided by governments on one hand and by the critics on the other. The course covers a range of events that provide material for spin-doctors and conspiracy theorists alike, with an eye always on the ways the information available from both sides impacts on individuals. It also asks whether our personal responses to life’s issues are influenced more by those who claim to have our best interests at heart or those who claim to offer the truth.

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.

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 are 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 is not found in all cultures, while historians point to economic, political and social changes to explain many of the characteristics of modern teenagers. 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 by legal and medical systems.

FACING THE FUTURE
This course explores the ethical implications of a selection of technological advances promised for the future. In particular, students examine how innovations in genetics, virtual reality entertainment, artificial intelligence, robotics and bioengineering may prompt us to rethink our traditional understandings of reality, the mind and the body. These innovations may even announce a post-human era in which our present ethical intuitions concerning human nature are challenged.

NATIONAL IDENTITY AND ETHICAL ISSUES IN NORTH AMERICAN HISTORY
This course examines ethical issues that arose in the United States and Canada from the 17th Century to the present, generated by practices and policies related to slavery, segregation, immigration, citizenship and civil rights. The course also explores how popular culture and the arts reflect and influence choices made by a society. It encourages students to formulate a framework for approaching similar issues in today’s society.

ETHICS AND MUSIC
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, the 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 cyberspace. Students debate ethical issues surrounding art in
addresses the role of art in providing resistance with regard to the Internet, along with how these have been utilized by artists the role of women artists, along with post-colonial perspectives, issues of ownership surrounding art objects, reparation and environmental art.

ETHICS ON STAGE
The artist is often seen as a societal and political conscience. Using this viewpoint as a framework, the class examines the rights and responsibility of the artist, as well as how this idea can be used and abused by both the artist and society. Focusing most of their attention on the art of the playwright, students examine a number of 20th-Century play scripts and then explore in a participatory and analytic manner in order to discover how different artists view society and what they feel the big societal questions are.

ENVIRONMENTAL ETHICS
Many people are concerned about a variety of environmental issues, from pollution to global warming to the extinction of species. They say that we should do something about those issues. But what ethical assumptions underlie this “should”? Is it a concern for human well-being? For animals? For all living things? For ecosystems? In other words, what “things” count morally? What does taking humans, animals, living things or ecosystems into moral consideration involve? The answers to these questions matter not only because we need to justify our actions, but because different answers may imply different courses of action. Students explore various philosophical theories that have been elaborated as answers to these questions.

THE BOAT COURSE: WATER AND ENVIRONMENTAL ETHICS
Roughly 71% of the earth’s surface is covered in water in the form of oceans, lakes, rivers and marshes. Water also exists in aquifers in the soil, as groundwater. Although the sheer quantity of water on earth might lead some to conclude that it is safe from the threats of pollution and overconsumption, this course exposes students to the numerous and pressing environmental issues affecting water in all its forms. We then explore various ethical theories that have been elaborated to guide humans in their interactions with the natural environment and apply these theories to some of the water-related environmental problems discussed in the first part of the course. Both these problems and the theories elaborated to address them are set in a real-world context during a ten day workshop on a sailboat during Spring Break.

ETHICS AND GLOBALIZATION
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 DEMOCRACY
What are the fundamental ethical principles on which democratic polities are based? What are the historical origins of democracy in ancient Athens? What did the Ancient Greeks and other great philosophers think about the abilities of the people to rule themselves? How did the English, French and American revolutions contribute to the development of democracy? Why did the Russian and other Communist revolutions reject basic democratic principles and human rights and repress fundamental civil liberties and political freedoms? How well have the United States, Canada and other democracies lived up to their own democratic ideals? What are some of the basic ethical issues facing democratic societies today? These are some of the questions this course attempts to answer.

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.

FAMILY, ETHICS AND SOCIETY
How are seemingly natural and personal relationships between lovers, spouses, parents and children shaped by political, cultural and economic factors? What role does the public sphere have in influencing or controlling the structure of families and the interaction of family members? Students explore these questions through a historical perspective and current ethical debates.

ETHICS AND SEXUALITY
Contemporary life is animated by a bewildering array of sexuality issues. Ethical controversies as diverse as sexism in language, pornography and sadomasochism have changed sexual politics forever. This course explores these and other issues in the attempt to achieve some clarity concerning their ethical dimensions.

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, though 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.
WARS: JUST AND UNJUST
Also a course taken by students in the Liberal Arts program.

Also a required course for students in Arts & Sciences:
345-704-MS (3-0-3) 2 credits
3 hours of class, 3 hours of homework

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.

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.

Students are assigned the two semesters for their complementary courses through their registration profiles. Approximately 750 places in courses are allocated each semester for the General Education – Complementary component. As a result, the choice is limited.

In the course offering for each semester, courses are designated as having a number of student places reserved for complementary purposes or as being complementary only. In the first category, a student is entitled to fulfil only the requirements of the General Education – Complementary component. Check the course offering to see which courses are available.