



MARIANOPOLIS
COLLEGE

Marianopolis College

Course Descriptions by Program

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INTRODUCTION

This documents contains descriptions for courses offered from **Fall 2024 to Winter 2026**, inclusive. Courses are listed by program, then by category (if applicable), then by course number.

Please note that the **Arts, Literature, and Communication** program is being revised. A new program grid will be in place as of the Fall 2026 semester.

For any questions or to obtain information for courses not listed in this document, please contact Charlene Milne in the Office of the Associate Dean, Programs at c.milne@marianopolis.edu.

This document is for reference purposes. Not all courses listed in this document are offered each semester. The precise list of courses being offered is updated each semester and is shared with students in advance of each semester.

The information contained is accurate up to the date indicated on the front page of this document.

TERMINOLOGY

The course descriptions in this document may be read as follows:

1	520-ASB-MS Medieval and Renaissance Art		
2	Ponderation: 3-0-3	3	Credits: 2
4	Competency 7AR1: Analyze works of art from different periods.		
5	An increasingly humanistic world view began to emerge in Western Europe between the 11th and the early 16th Centuries or, in art historical terms, from Romanesque to High Renaissance. The ways in which humanism affected the rise of naturalism, individualism and classicism in the arts provides a central theme for students learning to understand the differences between the later Middle Ages and the Renaissance in painting, sculpture and architecture.		

1 Course number and course title

2 Ponderation

The hours of work required for the course per week, divided into three categories:

- In-class hours (in this example, 3 hours)
- Lab hours, which can include writing labs, language labs, etc. (in this example, 0 hours)
- Personal work hours (in this example, 3 hours)

The sum of the first two hours corresponds to the number of class hours per week.

3 Credits

- Credits for each course are calculated by dividing the total ponderation by 3 (in this example, $(3+0+3)\div 3=2$).
- The Ministry prescribes the total number (or an acceptable range) of credits required for each program.

4 Competency code and description of competency

- The Ministry prescribes a list of required and optional competencies for each program. A competency refers to skills, abilities, or knowledge that must be attained.
- Individual colleges interpret competencies locally.
- The same course may fulfill different competencies in different programs.
- Several different courses may fulfill the same competency.

5 Course description

- Course descriptions are provided by the teacher and/or department.
- Course descriptions are provided in French for courses that are offered in French.

GENERAL EDUCATION REQUIREMENTS

Programs are divided into two types of courses: General Education and Specific Education. Specific Education courses are particular to each program, while General Education courses are common across programs. General Education course requirements are detailed below.

ENGLISH COURSES

All students must complete 4 English courses:

- 603-101-MQ Introduction to College English
- 603-102-MQ Literary Genres
- 603-103-MQ Literary Themes
- 603-LPE-MS English Adapted to Programs

HUMANITIES COURSES

All students must completed 3 Humanities courses:

- 345-101-MQ Knowledge
- 345-102-MQ Worldviews
- 345-LPH-MS Humanities Adapted to Programs

FRENCH COURSES

Students with a Certificate of Eligibility (COE) to study in English must complete 2 or 5 **French Second Language** courses, depending on their level of French proficiency:

- Level 100: 602-100-MQ, 602-LPW-MS, 602-C01-MS, 602-D01-MS, 602-E01-MS
- Level 101: 602-101-MQ, 602-LPX-MS, 602-C02-MS, 602-D02-MS, 602-E02-MS
- Level 102: 602-102-MQ, 602-LPY-MS (three other courses are taught *in* French)
- Level 103: 602-103-MQ, 602-LPZ-MS (three other courses are taught *in* French)

Students who do not hold a Certificate of Eligibility (COE) to study in English must complete 3 **French Language and Literature** courses: 602-UF0-MQ, 602-UF1-MQ, 602-UF2-MQ.

PHYSICAL EDUCATION COURSES

All students must complete 3* Physical Education courses:

- 109-101-MQ: Physical Education and Health
- 109-102-MQ: Physical Education and Skills
- 109-103-MQ: Physical Education and Autonomy

* With the exception of students in Arts & Sciences, who must complete 2 Physical Education courses.

COMPLEMENTARY COURSES

Complementary courses are in a subject that is not part of the student's program, as they are intended to complement program courses. Students take between 0 and 2 complementary courses, depending on their program, their French placement, and whether they hold a Certificate of Eligibility to study in English.

ARTS, LITERATURE, & COMMUNICATION PROGRAM

Note that the ALC program is currently being revised. New program grids will be available in Fall 2026.

These are sample grids. Course order may vary.

With a Certificate of Eligibility	Without a Certificate of Eligibility
Semester 1	Semester 1
Perspectives in Arts and Literature I 2 ALC courses from Explorations list (choice) 1 ALC course from Techniques list (choice)	Perspectives in Arts and Literature I 2 ALC courses from Explorations list (choice) 1 ALC course from Techniques list (choice)
Introduction to College English Humanities: Knowledge or Worldviews French Second Language	Introduction to College English Humanities: Knowledge or Worldviews French Language and Literature
Semester 2	Semester 2
Perspectives in Arts and Literature II 1 ALC course from Explorations list (choice) 1 ALC course from Techniques list (choice)	Perspectives in Arts and Literature II 1 ALC course from Explorations list (choice) 1 ALC course from Techniques list (choice)
English: Literary Genres Humanities: Knowledge or Worldviews French Second Language Physical Education	English: Literary Genres Humanities: Knowledge or Worldviews French Language and Literature Physical Education
Semester 3	Semester 3
Perspectives in Contemporary Arts & Literature 1 ALC course from Creation list (choice) 2 ALC courses from Critique list (choice)	Perspectives in Contemporary Arts & Literature 1 ALC course from Creation list (choice) 2 ALC courses from Critique list (choice)
English: Memory and Imagination Humanities: Ethics French Second Language/Complementary course* Physical Education	English: Memory and Imagination French Language and Literature Physical Education
Semester 4	Semester 4
Integrative Project in ALC 2 ALC courses from Creation list (choice) 1 ALC course from Critique list (choice)	Integrative Project in ALC 2 ALC courses from Creation list (choice) 1 ALC course from Critique list (choice)
English: Adapted to Program 2 French Second Language/Complementary course* Physical Education	English: Adapted to Program Humanities: Ethics Complementary Course Physical Education

*** Students with a Certificate of Eligibility who are in level 100 or 101 French:**

- take 5 French Second Language courses
- do not take any Complementary courses

*** Students with a Certificate of Eligibility who are in level 102 French:**

- take 2 French Second Language courses
- take 3 of their courses in French
- take 2 Complementary courses

Students without a Certificate of Eligibility:

- take 3 French Language and Literature courses
- take 2 of their courses in French
- take 1 Complementary course

ALC — REQUIRED COURSES

502-APA-MS Perspectives in Arts & Literature

Ponderation: 3-1-2 Credits: 2

Competency 054P: Apply methods suited to the study of 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 analyse cultural works and to communicate these findings clearly in writing.

502-APB-MS Perspectives in Arts and Literature II

Ponderation: 3-1-3 Credits: 2.33

Competency 054Q: Explain the basic characteristics of an arts, literature and communication field.

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.

502-APC-MS Perspectives in Contemporary Arts and Literature

Ponderation: 2-1-2 Credits: 1.66

Competency 054R: Explain national cultural issues.

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.

502-ASA-MS Integrative Project in Arts, Literature and Communication

Ponderation: 2-1-3 Credits: 2

Competency 054U: Demonstrate their capacity to integrate learning in 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.

ALC — CREATION COURSES

360-ACA-MS Creative Workshop

Ponderation: 3-0-3 Credits: 31

Competency 054X: Carry out a creative project.

This course leads students with prior experience in visual arts, creative writing, performing arts, or other creative fields to build on existing skills and knowledge to create a cohesive portfolio of work. By exploring their strengths, practicing creative techniques, engaging in critical self-reflection, researching areas of interest, and developing a letter of intent or artist's statement, they will prepare for future studies at the university level.

370-ACA-MS Eastern Religions

Ponderation: 3-0-3 Credits: 2

Competency 054X: Carry out a creative project.

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.

502-ACB-MS Digital Music Technologies

Ponderation: 3-0-3 Credits: 2

Competency 054X: Carry out a creative project.

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

510-ACA-MS The Human Figure

Ponderation: 3-0-3 Credits: 2

Competency 054X: Carry out a creative project.

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.

510-ACB-MS Materials and Methods

Ponderation: 3-0-3 Credits: 2

Competency 054X: Carry out a creative project.

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.

585-ACA-MS Filmmaking

Ponderation: 1-2-3 Credits: 2

Competency 054X: Carry out a creative project.

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

603-ACA-MS Creation in English I

Ponderation: 3-0-3 Credits: 2

Competency 054X: To communicate in the forms of discourse appropriate to one or more fields of study

A selection from among General Education English courses are offered to ALC students as Creation in English I. Students may not take the same English course as both a concentration course and a General Education course. Please see the General Education section for course descriptions.

603-ACB-MS Creation in English II

Ponderation: 3-0-3 Credits: 2

Competency 054X: Carry out a creative project.

A selection from among General Education English courses are offered to ALC students as Creation in English II. Students may not take the same English course as both a concentration course and a General Education course. Please see the General Education section for course descriptions.

ALC — CRITIQUE COURSES

340-AQA-MS Modern Philosophy

Ponderation: 3-0-3 Credits: 2

Competency 054S: Make a critical judgment.

This course offers a survey of some of the major figures in Western philosophy from the 16th to the 19th Centuries. After a general survey of the shift that occurred from the Medieval era to the Modern period, it focuses on some of the central issues in philosophy during the Modern period: What can we know? Are human actions free? How should individuals and states act? In examining the works of prominent Modern philosophers, students discover conceptions of the world, self, and state that have shaped the development of both philosophy and society up to this day.

340-AQG-MS What is Justice?

Ponderation: 3-0-3 Credits: 2

Competency 054S: Make a critical judgment.

What would a just society look like? This course will allow students to explore various conceptions of justice that have been developed by thinkers such as John Stuart Mill, John Rawls, and Elizabeth Anderson over the past two centuries. An examination of the debate on how a state can best address the issues of justice—in political, social and economic terms should provide students with a better perspective from which to evaluate questions of justice in our own society, as well as their rights and responsibilities as citizens.

370-AQA-MS Judaism, Christianity and Islam

Ponderation: 3-0-3 Credits: 2

Competency 054S: Make a critical judgment.

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.

370-AQB-MS Topics in Religious Studies: Magic and Ritual

Ponderation: 3-0-3 Credits: 2

Competency 054S: Make a critical judgment.

Magic can have many meanings; a supernatural phenomenon, a form of ritual practice, a therapeutic exercise, a criminal accusation or any mix of these. Beginning with an understanding of ritual, both sacred and profane, we will examine these various definitions and the practice of magic across cultures.

510-AQA-MS Visual Expression: Aspects of Narrative

Ponderation: 3-0-3 Credits: 2

Competency 054S: Make a critical judgment.

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.

510-AQB-MS Painting

Ponderation: 3-0-3 Credits: 2

Competency 054S: Make a critical judgment.

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.

520-AQA-MS Modern and Contemporary Art

Ponderation: 3-0-3 Credits: 2

Competency 054S: Make a critical judgment.

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.

520-AQB-MS 16th to 19th Century Art History

Ponderation: 3-0-3 Credits: 2

Competency 054S: Make a critical judgment.

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

530-AQA-MS American Cinema

Ponderation: 3-0-3 Credits: 2

Competency 054S: Make a critical judgment.

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.

530-AQB-MS The Language Of Film

Ponderation: 3-0-3 Credits: 2

Competency 054S: Make a critical judgment.

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.

603-AQA-MS Critique in English Literature I

Ponderation: 3-0-3 Credits: 2

Competency 054S: Make a critical judgment.

A selection from among General Education English courses are offered to ALC students as Critique in English Literature I. Students may not take the same English course as both a concentration course and a General Education course. Please see the General Education section for course descriptions.

603-AQB-MS Critique in English Literature II

Ponderation: 3-0-3 Credits: 2

Competency 054S: Make a critical judgment.

A selection from among General Education English courses are offered to ALC students as Critique in English Literature II. Students may not take the same English course as both a concentration course and a General Education course. Please see the General Education section for course descriptions.

ALC — EXPLORATIONS COURSES

340-AEA-MS Ancient Philosophy

Ponderation: 3-0-3 Credits: 2

Competency 054V: Appreciate the language specific to an arts, literature and communication field.

This course provides a survey of Ancient Greek philosophy, from the pre-Socratic thinkers and Socrates, through Plato and Aristotle, and ending with the Epicureans and Stoics. These thinkers and their ideas are examined in 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.

370-AEC-MS Buddhist Scriptures

Ponderation: 3-0-3 Credits: 2

Competency 054V: Appreciate the language specific to an arts, literature and communication field.

This course is focused on introducing students to scripture in the Buddhist tradition. Unlike most “western” traditions (“western” being an obviously relative term), most “eastern” traditions (with the exception of Sikhism) do not have one primary text around which the tradition pivots. There is no Buddhist Bible. There is, rather, a huge corpus of literature that essentially qualifies as scripture. This course takes on the seminar-model, with each week being split between one lecture and one in-class discussion focused on a particular Buddhist text, providing students with the opportunity to wrestle with a wide spectrum of Buddhist texts directly.

510-AEA-MS Introduction to Studio Art / Initiation aux arts visuels

Ponderation: 3-0-3 Credits: 2

Competency 054V: Appreciate the language specific to an arts, literature and communication field.

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.

Les élèves acquerront les compétences essentielles nécessaires à la production d'œuvres d'art à l'aide de divers supports artistiques. Ils exploreront et démontreront leur connaissance des éléments fondamentaux du langage visuel, tels que les tonalités et les valeurs, la couleur, la composition et l'organisation spatiale. En outre, ils se familiariseront avec les formes d'art bidimensionnelles et tridimensionnelles, en démontrant une compréhension de leurs caractéristiques spécifiques. Ils mèneront à bien un projet de sa conception à sa critique, en respectant l'originalité et l'intégrité

académique. Les élèves développeront un vocabulaire de base relatif aux arts visuels et seront capables de discuter de leur travail dans un contexte de création.

510-AEB-MS Dynamics of Design / Éléments de design

Ponderation: 3-0-3 Credits: 2

Competency 054V: Appreciate the language specific to an arts, literature and communication field.

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.

Ce cours se veut une initiation aux principes de base du design. Une attention particulière est portée à la conception de créations en 2D et 3D en abordant la composition, le graphisme, l'exploration de divers matériaux et de textures ainsi que des notions d'échelle et de proportion. Les relations entre forme et fonction sont étudiées en accordant une importance à la communication visuelle et en remettant en question les systèmes existants de langage et de perception.

520-AEA-MS Ancient Art

Ponderation: 3-0-3 Credits: 2

Competency 054V: Appreciate the language specific to an arts, literature and communication field.

Even before the development of cities and settled communities, people began creating works of art that were intended to remain even after they were gone. With scarce resources available, why spend the time and energy to produce things that had no obvious role in immediate survival? Was art a message? A part of a ritual? A teaching tool? Decoration? A way to honor deities and the supernatural? Starting with the question, "why did people make art?" We will look at art of the ancient world from 40,000 BCE to around 500 CE with a focus on western visual arts (Greece, Rome, Egypt, Mesopotamia). Throughout, we will address questions such as the types of art people made, the basic vocabulary to describe it, the role of art in society, and the things we can learn about people from their art. The human form, art and power, as well as art as a commodity are three topics we will delve into more fully.

520-AEB-MS Medieval and Renaissance Art

Ponderation: 3-0-3 Credits: 2

Competency 054V: Appreciate the language specific to an arts, literature and communication field.

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

530-AEA-MS History of Cinema

Ponderation: 3-0-3 Credits: 2

Competency 054V: Appreciate the language specific to an arts, literature and communication field.

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

530-AEB-MS Contemporary Cinema

Ponderation: 3-0-3 Credits: 2

Competency 054V: Appreciate the language specific to an arts, literature and communication field.

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.

550-AEA-MS Music Across the Ages

Ponderation: 3-0-3 Credits: 2

Competency 054V: Appreciate the language specific to an arts, literature and communication field.

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

603-AEA-MS Explorations in English Literature I

Ponderation: 3-0-3 Credits: 2

Competency 054V: Appreciate the language specific to an arts, literature and communication field.

A selection from among General Education English courses are offered to ALC students as Explorations in English Literature I. Students may not take the same English course as both a concentration course and a General Education course. Please see the General Education section for course descriptions.

603-AEB-MS Explorations in English Literature II

Ponderation: 3-0-3 Credits: 2

Competency 054V: Appreciate the language specific to an arts, literature and communication field.

A selection from among General Education English courses are offered to ALC students as Explorations in English Literature II. Students may not take the same English course as both a concentration course and a General Education course. Please see the General Education section for course descriptions.

ALC — TECHNIQUES COURSES

420-ATB-MS Web Page Design

Ponderation: 3-0-3 Credits: 2

Competency 054W: Use techniques or processes for creative purposes.

Please note that this course is no longer offered as of Fall 2024.

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

420-ATC-MS Computer Graphics

Ponderation: 3-0-3 Credits: 2

Competency 054W: Use techniques or processes for creative purposes.

Please note that this course is no longer offered as of Fall 2024.

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.

510-ATA-MS Drawing

Ponderation: 3-0-3 Credits: 2

Competency 054W: Use techniques or processes for creative purposes.

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.

510-ATB-MS Digital Art

Ponderation: 3-0-3 Credits: 2

Competency 054W: Use techniques or processes for creative purposes.

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.

585-ATA-MS Filmmaking Techniques

Ponderation: 3-0-3 Credits: 2

Competency 054W: Use techniques or processes for creative purposes.

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

603-ATA-MS Techniques in English I

Ponderation: 3-0-3 Credits: 2

Competency 054W: Use techniques or processes for creative purposes.

A selection from among General Education English courses are offered to ALC students as Techniques in English I. Students may not take the same English course as both a concentration course and a General Education course. Please see the General Education section for course descriptions.

603-ATB-MS Techniques in English II

Ponderation: 3-0-3 Credits: 2

Competency 054W: Use techniques or processes for creative purposes.

A selection from among General Education English courses are offered to ALC students as Techniques in English II. Students may not take the same English course as both a concentration course and a General Education course. Please see the General Education section for course descriptions.

ARTS & SCIENCES PROGRAM

These are sample grids. Course order may vary.

With a Certificate of Eligibility
Semester 1
History of Western Civilization Differential Calculus Mechanics Intro to Studio Art/Ancient Art
English: Classical Literature French Second Language Humanities: Science and Society
Semester 2
Dynamics of Social Change Probability and Statistics Integral Calculus General and Solutions Chemistry Intro to Studio Art/Medieval & Renaissance Art
English: Survey of English Literature to 1800 French Second Language Physical Education (choice)
Semester 3
International Economics Psychology of Human Behaviour Introduction to Biology 2 of: Waves/Programming in Science/Creative Workshop
English: Survey of English Literature since 1800 Humanities: Worldviews Physical Education
Semester 4
Contemporary Social Issues Linear Algebra and Vector Geometry Integrative Project 2 of: Electricity & Magnetism/Comparative Physiology/Organic Chemistry
English: Modernism and Critical Theory Humanities: Ethics

Students with a Certificate of Eligibility must be in level 102 French. These students:

- take 2 French Second Language courses
- take 3 of their courses in French

Without a Certificate of Eligibility
Semester 1
History of Western Civilization Differential Calculus Mechanics Intro to Studio Art/Ancient Art
English: Classical Literature French Language and Literature Humanities: Science and Society
Semester 2
Dynamics of Social Change Probability and Statistics Integral Calculus General and Solutions Chemistry Intro to Studio Art/ Medieval & Renaissance Art
English: Survey of English Literature to 1800 French Language and Literature Physical Education (choice)
Semester 3
International Economics Psychology of Human Behaviour Introduction to Biology 1 of: Waves/Programming in Science/Creative Workshop
English: Survey of English Literature since 1800 Humanities: Worldviews French Language and Literature Physical Education
Semester 4
Contemporary Social Issues Linear Algebra and Vector Geometry Integrative Project 2 of: Electricity & Magnetism/Comparative Physiology/Organic Chemistry
English: Modernism and Critical Theory Humanities: Ethics

Students without a Certificate of Eligibility:

- take 3 French Language and Literature courses
- take 2 of their courses in French

ARTS & SCIENCES COURSES

101-AS1-MS Introduction to Biology

Ponderation: 3-2-3 Credits: 32

Competency 7BL1: Explain the organization and the diversity of living organisms from an evolutionary and ecological perspective.

The course investigates the molecular basis of living organisms as well as Ecology and Evolution. Topics discussed include: the structure and function of cells and cellular organelles, mechanism of membrane transport, cell division, controlled cell death, Mendelian inheritance, enzymes, bioenergetics of cellular respiration, DNA replication and protein synthesis, the origin of life, theory of evolution, microevolution, speciation, population and community ecology, biogeochemical cycles, energy flow through an ecosystem, and human impacts on the biosphere.

101-ASB-MS Comparative Physiology

Ponderation: 2-2-2 Credits: 32

Competency 7BL2: Analyze how the human body functions from an evolutionary perspective.

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

201-AS2-MS Differential Calculus

Ponderation: 2-2-2 Credits: 2

Competency 7MA1: Analyze scientific problems by applying differential calculus.

The content of this course includes: limits, continuity, derivatives by definition, techniques of differentiation, indeterminate forms and L'Hospital's Rule. Derivatives are applied to graphing, optimization problems, rates of change, linear and higher order approximations and other topics as time permits.

201-AS3-MS Integral Calculus

Ponderation: 2-2-2 Credits: 2

Competency 7MA2: Analyze scientific problems by applying integral calculus.

The content of this course includes definite and indefinite integrals, the Fundamental Theorem of Calculus; techniques of integration; indeterminate forms and improper integrals; applications to area, volume, differential equations; and an introduction to series and power series. This course is also offered in an enriched format in the Winter semester.

201-AS4-MS Linear Algebra and Vector Geometry / Algèbre linéaire et géométrie vectorielle

Ponderation: 2-2-2 Credits: 30

Competency 7MA4: Analyze data and problems related to the sciences using linear algebra and vector geometry concepts.

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 linear independence. At the end of this course, students will be able to use vector operations and products as well as matrices to solve problems related to sciences.

Le contenu de ce cours comprend les systèmes d'équations linéaires, l'algèbre matricielle, les déterminants, les vecteurs de R_n , la géométrie des droites et des plans dans R^3 et l'indépendance linéaire. À la fin du cours, les étudiants seront en mesure d'effectuer des produits vectoriels et d'autres opérations sur les vecteurs. Ils sauront aussi utiliser des matrices pour résoudre des problèmes issus du domaine des sciences de la nature.

201-AS5-MS Probability and Statistics

Ponderation: 2-2-2 Credits: 2

Competency 7MA3: Analyze data and problems related to the sciences using statistical methods and probability concepts.

The content of this course includes: descriptive statistics; measures of central tendency; probability; discrete and continuous distribution functions; mathematical expectation and variance; estimation and hypothesis testing; correlation and regression analysis; Chi-square Test; multivariable regression; comparison test for two or more means and for two proportions.

202-AS1-MS General and Solutions Chemistry

Ponderation: 3-2-3 Credits: 2.66

Competency 7CH1: Analyze the chemical and physical properties of matter and its transformations.

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 offers an introduction to the chemistry of solutions (acids, bases, and buffers), focusing on the quantitative aspects of chemical reactions. It also teaches basic manipulative skills in the laboratory.

202-ASB-MS Structure & Reactivity of Organic Molecules

Ponderation: 2-2-2 Credits: 32

Competency 7CH2: Analyze the structure and reactivity of organic molecules.

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). Physical and chemical properties are rationalized by examining the structure of molecules. An emphasis is placed on isomerism, stereochemistry, 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 thin layer chromatography.

203-AS1-MS Mechanics / Mécanique

Ponderation: 3-2-3 Credits: 2.66

Competency 7PH1: Analyze physical situations and phenomena using the fundamental laws and principles of classical mechanics.

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.

La mécanique est l'étude des systèmes en mouvement: comment les corps se déplacent et ce qui les fait bouger. Dans ce cours, l'étudiant apprend les lois classiques régissant le mouvement de translation et de rotation ainsi que leur application.

203-ASB-MS Electricity and Magnetism

Ponderation: 2-2-2 Credits: 32

Competency 7PH2: Analyze physical situations and phenomena using the fundamental laws and principles of electricity and magnetism.

Diverse phenomena related to electricity and magnetism (such as static electricity, circuits, and electromagnetism) are explained using a simple framework of classical laws and fundamental concepts. Lab skills are further developed with a focus on hands-on skills.

203-ASC-MS Waves and Modern Physics

Ponderation: 2-1-3 Credits: 32

Competency 7PH3: Analyze physical situations and phenomena using the fundamental laws and principles of waves and modern physics.

This course covers basic properties of waves in both classical physics and modern physics, including topics such as sound waves, light, and wave-particle duality. Lab skills are further developed with a focus on experimental design.

330-AS1-MS History of Western Civilisation

Ponderation: 2-1-2 Credits: 1.66

Competency 7HS1 (complete); 7LP1 (partial): Explain the development of Western civilization by studying its historical legacies from Antiquity until today; discourse on the role and importance of literature and the humanities in understanding the human experience

This course explores the history of western civilization, broadly defined, from the ancient world to the contemporary era. Students trace the economic, political, social, and cultural roots of our present-day society. Special attention is given to major intellectual movements, political structures, and ideologies. Some topics include: the ancient and medieval worlds, the Renaissance, the Reformation, colonization, state-building, the Enlightenment, the Atlantic Revolutions, industrialization and 19th and 20th century ideologies. Throughout the course, students will have practice working with historical documents. They will consider the role these documents play in shaping our understanding of the past and how they relate to themes in the Arts and Science program.

350-AS1-MS Psychology of Human Behavior

Ponderation: 2-1-2 Credits: 32

Competency 7PS1: Expliquer les comportements humains, les processus mentaux et l'influence réciproque du groupe et des individus

Psychology is the scientific study of behaviour and mental processes. The main goal of this introductory course is to achieve an understanding of selected psychological processes. Topics may include an overview of the history of psychology, research methods, how the brain functions, consciousness, dreaming, drug use and abuse, sensation and perception, learning, memory, emotion, motivation, social relations, personality, and psychological disorders and treatments. By the end of this course, students will have foundational knowledge in psychology and understand its methodology.

360-AS1-MS Integrative Project

Ponderation: 1-3-1 Credits: 32

Competency 7SLA: Démontrer l'intégration de ses acquis en Sciences, lettres et arts

In this course, students apply the knowledge and skills gained throughout the Arts and Sciences program to complete a new, creative, and research-driven independent project. Students choose three disciplines to integrate that are drawn from the three broad fields of knowledge in the program: Math and the Natural Sciences, the Social Sciences, and the Arts. Projects are presented publicly at ArtsFest. The course serves as the culmination of the program and thus forms the basis for the comprehensive assessment (i.e. épreuve synthèse).

360-ASA-MS Creative Workshop

Ponderation: 2-1-3 Credits: 31

Competency 7AR3: Réaliser une production artistique dans une perspective de création ou d'interprétation

This course leads students with prior experience in visual arts, creative writing, performing arts, or other creative fields to build on existing skills and knowledge to create a cohesive portfolio of work. By exploring their strengths, practicing creative techniques, engaging in critical self-reflection, researching areas of interest, and developing a letter of intent or artist's statement, they will prepare for future studies at the university level.

360-ASB-MS Contemporary Social Issues

Ponderation: 2-1-2 Credits: 32

Competency 7SH1: Analyser des enjeux contemporains selon une ou plusieurs perspectives disciplinaires en sciences humaines

Students will analyze contemporary social issues surrounding a specific theme from the perspective of one or more of the social science disciplines, with an emphasis on building an interdisciplinary understanding of the issues studied.

383-AS1-MS International Economics

Ponderation: 3-0-2 Credits: 32

Competency 7EC1: Expliquer les principaux fondements et enjeux de l'économie aux XXe et XXIe siècles

This course examines the fundamental principles and major economic issues of the 20th and 21st centuries, focusing on modern economic systems and influential schools of thought. Economics is the study of how individuals and societies make choices in a world of limited resources. However, the real world is complex, shaped by billions of daily economic decisions. To navigate this complexity, economists develop models to analyze issues, make predictions, and inform policy. By the end of the course, students will understand how economists think, the research methods they use, and how these tools apply to real-world economic challenges. Emphasis will be placed on developing analytical skills to assess core economic concepts and apply them to practical issues, including international trade, globalization, and global economic policy.

387-AS1-MS Dynamics of Social Change

Ponderation: 2-1-2 Credits: 1.66

Competency 7SC1: Explain social changes from a sociological perspective.

This course introduces the fundamentals of sociology, persistent social issues, and possibilities of social change. Students learn to think from a variety of theoretical perspectives, consider personal everyday experiences in a social context, and examine the dynamics of social change that matter to all of us. The background material and concepts are presented in class lectures to achieve these objectives. To deepen their learning, students are expected to participate in exercises such as discussions, simulation games, roleplay, and teamwork. In addition, students learn through 'absorbing' knowledge and 'creating' knowledge in examining social change.

510-AS1-MS Introduction to Studio Art / Initiation aux arts visuels

Ponderation: 3-0-3 Credits: 2

Competency 7AR2: Create two- and three-dimensional artworks.

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.

Les élèves acquerront les compétences essentielles nécessaires à la production d'œuvres d'art à l'aide de divers supports artistiques. Ils exploreront et démontreront leur connaissance des éléments fondamentaux du langage visuel, tels que les tonalités et les valeurs, la couleur, la composition et l'organisation spatiale. En outre, ils se familiariseront avec les formes d'art bidimensionnelles et tridimensionnelles, en démontrant une compréhension de leurs caractéristiques spécifiques. Ils mèneront à bien un projet de sa conception à sa critique, en respectant l'originalité et l'intégrité académique. Les élèves développeront un vocabulaire de base relatif aux arts visuels et seront capables de discuter de leur travail dans un contexte de création.

520-ASA-MS Ancient Art

Ponderation: 3-0-3 Credits: 2

Competency 7AR1: Analyze works of art from different periods.

Even before the development of cities and settled communities, people began creating works of art that were intended to remain even after they were gone. With scarce resources available, why spend the time and energy to produce things that had no obvious role in immediate survival? Was art a message? A part of a ritual? A teaching tool? Decoration? A way to honor deities and the supernatural? Starting with the question, “why did people make art?” We will look at art of the ancient world from 40,000 BCE to around 500 CE with a focus on western visual arts (Greece, Rome, Egypt, Mesopotamia). Throughout, we will address questions such as the types of art people made, the basic vocabulary to describe it, the role of art in society, and the things we can learn about people from their art. The human form, art and power, as well as art as a commodity are three topics we will delve into more fully.

520-ASB-MS Medieval and Renaissance Art

Ponderation: 3-0-3 Credits: 2

Competency 7AR1: Analyze works of art from different periods.

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

LIBERAL ARTS PROGRAM

These are sample grids. Course order may vary.

With a Certificate of Eligibility
Semester 1
Methodology Liberal Arts Ancient World: Graeco-Roman Civilization Ancient Philosophy: Socrates, Plato and Aristotle Judaism, Christianity and Islam: Sacred books, Human Histories
English: Classical Literature French Second Language Physical Education
Semester 2
Post Classical History 1 Medieval and Renaissance Art Math, Logic, and Critical Thinking Elective (choice) or Calculus
English: Survey of English Literature to 1800 Humanities: Medieval Knowledge French Second Language Physical Education
Semester 3
Post Classical History 2 Modern Philosophy: From Descartes to Nietzsche Science: History and Method Elective (choice) or French Second Language* Elective (choice)
English: Survey of English Literature since 1800 Humanities: 19th Century Thinkers
Semester 4
Integrative Course Special Topics in Liberal Arts Elective (choice) or French Second Language* Elective (choice) or French Second Language* Elective (choice)
English: Modernism and Critical Theory Humanities: Just and Unjust Wars Physical Education

*** Students with a Certificate of Eligibility who are in level 100 or 101 French:**

- take a total of 5 French Second Language courses, 3 of which will take the place of Electives

*** Students with a Certificate of Eligibility who are in level 102 French:**

- take 2 French Second Language courses
- take 3 of their courses in French

Without a Certificate of Eligibility
Semester 1
Methodology Liberal Arts Ancient World: Graeco-Roman Civilization Ancient Philosophy: Socrates, Plato and Aristotle Judaism, Christianity and Islam: Sacred books, Human Histories
English: Classical Literature French Language and Literature Physical Education
Semester 2
Post Classical History 1 Medieval and Renaissance Art Math, Logic, and Critical Thinking Elective (choice) or Calculus
English: Survey of English Literature to 1800 Humanities: Medieval Knowledge French Language and Literature Physical Education
Semester 3
Post Classical History 2 Modern Philosophy: From Descartes to Nietzsche Science: History and Method Elective (choice)
English: Survey of English Literature since 1800 Humanities: 19th Century Thinkers French Language and Literature
Semester 4
Integrative Course Special Topics in Liberal Arts Elective (choice) Elective (choice) Elective (choice)
English: Modernism and Critical Theory Humanities: Just and Unjust Wars Physical Education

Students without a Certificate of Eligibility:

- take 3 French Language and Literature courses
- take 2 of their courses in French

LIBERAL ARTS — REQUIRED COURSES

300-302-MS Methodology: Liberal Arts

Ponderation: 2-1-2 Credits: 1.66

Competency 032A: Conduct research in the liberal arts.

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

330-101-MS Post-Classical History I

Ponderation: 2-1-2 Credits: 1.66

Competency 032E: Analyze the historical development of the postclassical Western world (from the 6th to the 20th century).

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.

330-102-MS Post-Classical History II

Ponderation: 2-1-2 Credits: 1.66

Competency 032E: Analyze the historical development of the postclassical Western world (from the 6th to the 20th century).

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 uni-polar world. As with Post-Classical History I, students pursue a holistic approach to the subject matter which takes into account current historiographical contributions.

332-115-MS Ancient World

Ponderation: 2-1-2 Credits: 1.66

Competency 032D: Demonstrate the importance and the extent of the contribution of ancient civilization to the development of the Western world.

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

340-910-MS Ancient Philosophy

Ponderation: 3-0-3 Credits: 2

Competency 032F: Explain the meaning and the scope of Western ideas and institutions.

This course provides a survey of Ancient Greek philosophy, from the pre-Socratic thinkers and Socrates, through Plato and Aristotle, and ending with the Epicureans and Stoics. These thinkers and their ideas are examined in 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.

340-912-MS Modern Philosophy

Ponderation: 3-0-3 Credits: 2

Competency 032F: Explain the meaning and the scope of Western ideas and institutions.

This course offers a survey of some of the major figures in Western philosophy from the 16th to the 19th Centuries. After a general survey of the shift that occurred from the Medieval era to the Modern period, it focuses on some of the central issues in philosophy during the Modern period: What can we know? Are human actions free? How should individuals and states act? In examining the works of prominent Modern philosophers, students discover conceptions of the world, self, and state that have shaped the development of both philosophy and society up to this day.

360-123-MS Special Topics in Liberal Arts

Ponderation: 3-0-3 Credits: 2

Competency 032M: Apply a disciplinary or multidisciplinary method in at least one of the liberal arts.

This course brings a critical study approach to issues of contemporary relevance, while utilizing pertinent and innovative methodologies and approaches. The course enhances the offerings of the Liberal Arts core program. It reflects a Liberal Arts panoramic (rather than a discipline-based) approach to knowledge. Within this framing, the topic of the course may vary from year to year. It provides an exciting experience for students in the Liberal Arts program.

360-124-MS Math, Logic and Critical Thinking

Ponderation: 3-1-3 Credits: 2.33

Competency 032B: Demonstrate the importance of the principles, ideas and methods of logic and mathematics as disciplines.

This course strives to explore and demonstrate the nature of mathematical reasoning. The student is 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, the student is encouraged to construct logical arguments and proofs and apply these methods to mathematics.

360-125-MS Science: History and Method

Ponderation: 3-1-3 Credits: 2.33

Competency 032C: Relate the achievements and development of modern science, scientific thought and methods to their historical context.

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

360-126-MS Integrative Course

Ponderation: 1-2-3 Credits: 2

Competency 032J: Demonstrate integration of knowledge and abilities acquired in Liberal Arts.

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 them 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.

370-121-MS Judaism, Christianity And Islam

Ponderation: 3-0-3 Credits: 2

Competency 032G: Demonstrate the importance of religious and mythic phenomena in Western civilization.

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.

520-905-MS Medieval and Renaissance Art

Ponderation: 3-0-3 Credits: 2

Competency 032H: Analyze art and artistic achievement as a cultural reality in the history of Western civilization.

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

LIBERAL ARTS — OPTION COURSES

201-SH2-MS Differential Calculus in Social Science

Ponderation: 3-2-3 Credits: 2.66

Competency OPU2: Analyze problems studied in the social sciences by using differential calculus.

This course is designed for students to analyze problems studied in the social sciences by applying differential calculus. The content of this course includes: functions, limits, continuity, derivatives using the definition, techniques of differentiation, graphing, optimization problems, rates of change, and applications to business and economics including marginal analysis.

201-SH4-MS Linear Algebra in Social Science

Ponderation: 2-2-2 Credits: 2

Competency OPU4: Analyze problems studied in the social sciences by using linear algebra and vector geometry.

This course is an introduction to linear algebra and vector geometry. In this course, the students will learn about systems of linear equations, matrix algebra, vector algebra and the geometry of lines and planes. These concepts will be used to study real-life problems including linear programming problems, economic input-output analysis and Markov chains.

340-400-MS What is Justice?

Ponderation: 3-0-3 Credits: 2

Competency 032L: Discuss one or more issues in at least one of the liberal arts.

What would a just society look like? This course will allow students to explore various conceptions of justice that have been developed by thinkers such as John Stuart Mill, John Rawls, and Elizabeth Anderson over the past two centuries. An examination of the debate on how a state can best address the issues of justice—in political, social and economic terms should provide students with a better perspective from which to evaluate questions of justice in our own society, as well as their rights and responsibilities as citizens.

350-N01-MS Introduction to Psychology / Introduction à la psychologie

Ponderation: 3-0-3 Credits: 2

Competency ON03: Explain patterns of human behaviour and mental processes from a psychological perspective.

How does the mind work? Why do we do what we do? In this introductory psychology course students will begin answering these and other fundamental questions through an exploration of scientific theories and models of human behaviour and mental processes. Specific topics covered include the history and methodology of psychology; the brain and nervous system; learning and memory; and emotion. Other topics may include motivation, personality, psychological disorders and treatments, stress and health, and more. At the end of the course, students will understand how human behaviour is the product of biological, environmental, cognitive, and affective factors and will be able to explain patterns of human behaviour from a psychological perspective.

Comment fonctionnent les processus mentaux? Pourquoi faisons-nous ce que nous faisons? Dans ce cours d'introduction à la psychologie, les étudiants commenceront à répondre à ces questions fondamentales et à d'autres grâce à une exploration des théories scientifiques et des modèles du comportement humain et des processus mentaux. Les sujets spécifiques abordés comprennent l'histoire et la méthodologie de la psychologie ; le cerveau et le système nerveux ; l'apprentissage et la mémoire ; et les émotions. D'autres sujets peuvent inclure la motivation, la personnalité, les troubles psychologiques et leurs traitements, le stress et la santé, et bien d'autres encore. À la fin du cours, les étudiants comprendront comment le comportement humain est le produit de facteurs biologiques, environnementaux, cognitifs et affectifs, et seront en mesure d'expliquer les schémas de comportement humain d'un point de vue psychologique.

360-220-MS Creative Workshop

Ponderation: 3-0-3 Credits: 40

Competency 032N: Produce a work in at least one of the liberal arts.

This course leads students with prior experience in visual arts, creative writing, performing arts, or other creative fields to build on existing skills and knowledge to create a cohesive portfolio of work. By exploring their strengths, practicing creative techniques, engaging in critical self-reflection, researching areas of interest, and developing a letter of intent or artist's statement, they will prepare for future studies at the university level.

370-100-MS Eastern Religions

Ponderation: 3-0-3 Credits: 2

Competency 032L: Discuss one or more issues in at least one of the liberal arts.

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.

370-131-MS Buddhist Scriptures

Ponderation: 3-0-3 Credits: 2

Competency 032K: Identify intellectual achievements in at least one of the liberal arts.

This course is focused on introducing students to scripture in the Buddhist tradition. Unlike most “western” traditions (“western” being an obviously relative term), most “eastern” traditions (with the exception of Sikhism) do not have one primary text around which the tradition pivots. There is no Buddhist Bible. There is, rather, a huge corpus of literature that essentially qualifies as scripture. This course takes on the seminar-model, with each week being split between one lecture and one in-class discussion focused on a particular Buddhist text, providing students with the opportunity to wrestle with a wide spectrum of Buddhist texts directly.

370-400-MS Topics in Religious Studies

Ponderation: 3-0-3 Credits: 2

Competency 032L: Discuss one or more issues in at least one of the liberal arts.

Magic can have many meanings; a supernatural phenomenon, a form of ritual practice, a therapeutic exercise, a criminal accusation or any mix of these. Beginning with an understanding of ritual, both sacred and profane, we will examine these various definitions and the practice of magic across cultures.

510-100-MS Introduction to Studio Art / Initiation aux arts visuels

Ponderation: 3-0-3 Credits: 2

Competency 032N: Produce a work in at least one of the liberal arts.

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.

Les élèves acquerront les compétences essentielles nécessaires à la production d'œuvres d'art à l'aide de divers supports artistiques. Ils exploreront et démontreront leur connaissance des éléments fondamentaux du langage visuel, tels que les tonalités et les valeurs, la couleur, la composition et l'organisation spatiale. En outre, ils se familiariseront avec les formes d'art bidimensionnelles et tridimensionnelles, en démontrant une compréhension de leurs caractéristiques spécifiques. Ils mèneront à bien un projet de sa conception à sa critique, en respectant l'originalité et l'intégrité académique. Les élèves développeront un vocabulaire de base relatif aux arts visuels et seront capables de discuter de leur travail dans un contexte de création.

510-115-MS Drawing

Ponderation: 2-1-3 Credits: 2

Competency 032N: Produce a work in at least one of the liberal arts

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

510-200-MS Dynamics of Design / Éléments de design

Ponderation: 3-0-3 Credits: 2

Competency 032N: Produce a work in at least one of the liberal arts

This course is an inquiry into basic principles and elements of 2-D and 3-D design, addressing composition, scale and proportion, texture and material. Relationships between form and function are investigated. Particular attention is given to visual communication by challenging existing systems of language and perception.

Ce cours se veut une initiation aux principes de base du design. Une attention particulière est portée à la conception de créations en 2D et 3D en abordant la composition, le graphisme, l'exploration de divers matériaux et de textures ainsi que des notions d'échelle et de proportion. Les relations entre forme et fonction sont étudiées en accordant une importance à la communication visuelle et en remettant en question les systèmes existants de langage et de perception.

510-210-MS The Human Figure

Ponderation: 3-0-3 Credits: 2

Competency 032N: Produce a work in at least one of the liberal arts

Students draw from the observation of a live model to investigate and understand structure, first-level anatomy, visual elements, 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.

510-220-MS Materials and Methods

Ponderation: 3-0-3 Credits: 2

Competency 032N: Produce a work in at least one of the liberal arts

In this course, 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.

510-300-MS Painting

Ponderation: 3-0-3 Credits: 2

Competency 032N: Produce a work in at least one of the liberal arts

Colour, light, composition, figuration, and abstraction are examined in this foundation course, as well as the introduction of 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.

510-405-MS Digital Art

Ponderation: 2-1-3 Credits: 2

Competency 032N: Produce a work in at least one of the liberal arts

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.

510-410-MS Visual Expression: Aspects of Narrative

Ponderation: 3-0-3 Credits: 2

Competency 032N: Produce a work in at least one of the liberal arts

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

520-115-MS Ancient Art

Ponderation: 2-1-3 Credits: 2

Competency 032L: Discuss one or more issues in at least one of the liberal arts.

Even before the development of cities and settled communities, people began creating works of art that were intended to remain even after they were gone. With scarce resources available, why spend the time and energy to produce things that had no obvious role in immediate survival? Was art a message? A part of a ritual? A teaching tool? Decoration? A way to honor deities and the supernatural? Starting with the question, “why did people make art?” We will look at art of the ancient world from 40,000 BCE to around 500 CE with a focus on western visual arts (Greece, Rome, Egypt, Mesopotamia). Throughout, we will address questions such as the types of art people made, the basic vocabulary to describe it, the role of art in society, and the things we can learn about people from their art. The human form, art and power, as well as art as a commodity are three topics we will delve into more fully.

520-130-MS 16th to 19th Century Art History

Ponderation: 2-1-3 Credits: 2

Competency 032L: Discuss one or more issues in at least one of the liberal arts.

By examining the history of European art from the end of the Renaissance through to nineteenth-century modernism in the context of the political, religious, social and intellectual conditions of the time, students learn to identify the effects of the Reformation, the Enlightenment and the Industrial Revolution on artistic production. They also become familiar with the 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.

520-200-MS Modern and Contemporary Art

Ponderation: 3-0-3 Credits: 2

Competency 032L: Discuss one or more issues in at least one of the liberal arts.

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.

530-100-MS History of Cinema

Ponderation: 3-0-3 Credits: 2

Competency 032K: Identify intellectual achievements in at least one of the liberal arts.

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

530-110-MS Contemporary Cinema

Ponderation: 3-0-3 Credits: 2

Competency 032K: Identify intellectual achievements in at least one of the liberal arts.

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.

530-200-MS American Cinema

Ponderation: 3-0-3 Credits: 2

Competency 032L: Discuss one or more issues in at least one of the liberal arts.

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.

530-300-MS The Language of Film

Ponderation: 3-0-3 Credits: 2

Competency 032L: Discuss one or more issues in at least one of the liberal arts.

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.

550-120-MS Music Across the Ages

Ponderation: 3-0-3 Credits: 2

Competency 032K: Identify intellectual achievements in at least one of the liberal arts.

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

550-400-MS Digital Music Technologies

Ponderation: 3-0-3 Credits: 2

Competency 032N: Produce a work in at least one of the liberal arts

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

585-400-MS Filmmaking Techniques

Ponderation: 3-0-3 Credits: 2

Competency 032N: Produce a work in at least one of the liberal arts

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

585-401-MS Filmmaking

Ponderation: 1-2-3 Credits: 2

Competency 032N: Produce a work in at least one of the liberal arts

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

MUSIC PROGRAM

These are sample grids. Course order may vary.

With a Certificate of Eligibility
Semester 1
Principal Instrument I Music Literature I Ear Training and Theory I Large Ensemble & Complementary Instrument I
Introduction to College English French Second Language Physical Education
Semester 2
Principal Instrument II Music Literature II Ear Training and Theory II Large Ensemble & Complementary Instrument II
Literary Genres Humanities: Knowledge or Worldviews French Second Language Physical Education
Semester 3
Principal Instrument III Music Literature III Ear Training and Theory III Music Technology
Literary Themes Humanities: Knowledge or Worldviews French Second Language/Complementary course* Physical Education
Semester 4
Principal Instrument IV Music Literature IV Ear Training and Theory IV Small Ensemble & Complementary Instrument III
English: Adapted to Program 2 French Second Language/1 Complementary course* Humanities: Ethics

*** Students with a Certificate of Eligibility who are in level 100 or 101 French:**

- take 5 French Second Language courses
- do not take any Complementary courses

*** Students with a Certificate of Eligibility who are in level 102 French:**

- take 2 French Second Language courses
- take 3 of their courses in French
- take 2 Complementary courses

Without a Certificate of Eligibility
Semester 1
Principal Instrument I Music Literature I Ear Training and Theory I Large Ensemble & Complementary Instrument I
Introduction to College English Humanities: Knowledge or Worldviews French Language and Literature Physical Education
Semester 2
Principal Instrument II Music Literature II Ear Training and Theory II Large Ensemble & Complementary Instrument II
Literary Genres Humanities: Knowledge or Worldviews French Language and Literature Physical Education
Semester 3
Principal Instrument III Music Literature III Ear Training and Theory III Music Technology
Literary Themes French Language and Literature Physical Education
Semester 4
Principal Instrument IV Music Literature IV Ear Training and Theory IV Small Ensemble & Complementary Instrument III
English: Adapted to Program Humanities: Ethics Complementary Course

Students without a Certificate of Eligibility:

- take 3 French Language and Literature courses
- take 2 of their courses in French
- take 1 Complementary course
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MUSIC — REQUIRED COURSES

551-121-MS Principal Instrument I

Ponderation: 1-2-6 Credits: 3

Competency 01DG: To perform musical works.

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.

551-131-MS Music Literature I

Ponderation: 2-1-1 Credits: 1.33

Competency 01DK: To appreciate various characteristics of musical works.

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

551-144-MS Large Ensemble and Complementary Instrument I

Ponderation: 1-3-1 Credits: 1.66

Competency 01DL: To perform musical works as a member of an ensemble.

This course combines two elements of music-making. Each student participates in a large ensemble (choir, orchestra, wind orchestra) and takes a one-hour group lesson per week on a secondary instrument or voice. Students whose principal instrument is piano or organ study voice as a secondary instrument. All other students study piano as their secondary instrument.

551-156-MS Ear Training and Theory I

Ponderation: 3-1-2 Credits: 2

Competency 01DH: To demonstrate auditory acuity in the transcription and vocal performance of musical scores.

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

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

<p>551-221-MS Principal Instrument II Ponderation: 1-2-6 Credits: 3 Competency 01DG: To perform musical works.</p> <p>This course is a continuation of 551-121-MS. A jury exam is required at the end of this course.</p>
<p>551-231-MS Music Literature II Ponderation: 2-1-1 Credits: 1.33 Competency 01DK: To appreciate various characteristics of musical works.</p> <p>Music from the Romantic period and early 20th Century. This course examines the composers and stylistic characteristics of 19th- and 20th-century music. From Rossini and Wagner to Debussy and Schoenberg, music underwent formidable change during this period. We will examine Romanticism and the early modern aesthetic to help understand music's evolution in this period.</p>
<p>551-244-MS Large Ensemble and Complementary Instrument II Ponderation: 1-4-1 Credits: 2 Competency 01DL: To perform musical works as a member of an ensemble.</p> <p>This course is a continuation of 551-144-MS.</p>
<p>551-256-MS Ear Training and Theory II Ponderation: 3-1-2 Credits: 2 Competency 01DH: To demonstrate auditory acuity in the transcription and vocal performance of musical scores.</p> <p>This course is a continuation of 551-156-MS.</p>
<p>551-300-MS Music Technology Ponderation: 2-1-1 Credits: 1.33 Competency 01DM: To assimilate concepts and complementary techniques related to music.</p> <p>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.</p>
<p>551-321-MS Principal Instrument III Ponderation: 1-2-6 Credits: 3 Competency 01DG: To perform musical works.</p> <p>This course is a continuation of 551-221-MS.</p>

551-331-MS Music Literature III

Ponderation: 2-1-1 Credits: 1.33

Competency 01DK: To appreciate various characteristics of musical works.

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. The emergence of jazz styles including Ragtime, Blues, Dixieland, Swing, and Bebop will also be covered.

551-356-MS Ear Training and Theory III

Ponderation: 3-1-2 Credits: 2

Competency 01DH: To demonstrate auditory acuity in the transcription and vocal performance of musical scores.

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

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

551-421-MS Principal Instrument IV

Ponderation: 1-3-6 Credits: 3.33

Competency 01DG: To perform musical works.

This course is a continuation of 551-321-MS. The additional lab hour involves the complete planning and presentation of a graduation jury-recital.

551-431-MS Music Literature IV

Ponderation: 2-1-1 Credits: 1.33

Competency 01DK: To appreciate various characteristics of musical works.

Music from the Medieval and Renaissance periods. This course introduces students to composers and major musical developments from the Middle Ages to Monteverdi. Topics covered include plainchant, early polyphony, the polyphonic Mass, the madrigal and early Opera.

551-443-MS Small Ensemble and Complementary Instrument III

Ponderation: 1-2-1 Credits: 1.33

Competency 01DL: To perform musical works as a member of an ensemble.

This course continues to develop skills on the complementary instrument. Students also participate in a small ensemble with the principal instrument.

551-456-MS Ear Training and Theory IV

Ponderation: 3-1-2 Credits: 2

Competency 01DH: To demonstrate auditory acuity in the transcription and vocal performance of musical scores.

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

SCIENCE PROGRAM

These are sample grids. Course order may vary.

With a Certificate of Eligibility
Semester 1
General Chemistry Differential Calculus Mechanics
Introduction to College English French Second Language Humanities: Knowledge or Worldviews Physical Education
Semester 2
Cellular Biology Programming in Science Integral Calculus Probability and Statistics
Literary Genres French Second Language Humanities: Knowledge or Worldviews Physical Education
Semester 3
Elective (<i>in Pure & Applied</i>) or Organic Chemistry/Human Anatomy & Physiology (<i>in Health</i>) Chemistry of Solutions Linear Algebra Waves and Modern Physics
Literary Themes French Second Language/Complementary course* Physical Education
Semester 4
Ecology and Evolution Elective (<i>in Pure & Applied</i>) or Organic Chemistry/Human Anatomy & Physiology (<i>in Health</i>) Integrative Project Electricity and Magnetism
English: Adapted to Program Humanities: Ethics 2 French Second Language/1 Complementary course*

*** Students with a Certificate of Eligibility who are in level 100 or 101 French:**

- take 5 French Second Language courses
- do not take any Complementary courses

*** Students with a Certificate of Eligibility who are in level 102 French:**

- take 2 French Second Language courses
- take 3 of their courses in French
- take 2 Complementary courses

Without a Certificate of Eligibility
Semester 1
General Chemistry Differential Calculus Mechanics
Introduction to College English French Language and Literature Humanities: Knowledge or Worldviews Physical Education
Semester 2
Cellular Biology Programming in Science Integral Calculus Probability and Statistics
Literary Genres French Language and Literature Humanities: Knowledge or Worldviews Physical Education
Semester 3
Elective (<i>in Pure & Applied</i>) or Organic Chemistry/Human Anatomy & Physiology (<i>in Health</i>) Chemistry of Solutions Linear Algebra Waves and Modern Physics
Literary Themes French Language and Literature Physical Education
Semester 4
Ecology and Evolution Elective (<i>in Pure & Applied</i>) or Organic Chemistry/Human Anatomy & Physiology (<i>in Health</i>) Integrative Project Electricity and Magnetism
English: Adapted to Program Humanities: Ethics Complementary course

Students without a Certificate of Eligibility:

- take 3 French Language and Literature courses
- take 2 of their courses in French
- take 1 Complementary course

SCIENCE — REQUIRED COURSES

101-SN1-RE Cellular Biology

Ponderation: 2-2-2 Credits: 2

Competency OB01: Explain the structures and functions of cells as the basic units of life.

The course investigates the molecular basis of living organisms. Topics discussed include: the structure and function of cells and cellular organelles, mechanism of membrane transport, cell division, controlled cell death, Mendelian inheritance, enzymes, bioenergetics of cellular respiration, DNA replication and protein synthesis and recombinant DNA technology.

101-SN2-RE Ecology and Evolution

Ponderation: 2-1-2 Credits: 1.66

Competency OB02: Analyze the interactions of living organisms in the biosphere.

This course investigates the ecology and evolution of organisms. Topics discussed include: the origin of life, theory of evolution, microevolution, speciation, evolution of biodiversity, phylogenetics, population and community ecology, biogeochemical cycles, energy flow through an ecosystem, and human impacts on the biosphere.

101-SNU-RE Human Anatomy and Physiology

Ponderation: 2-2-2 Credits: 32

Competency OB0F: Explain how the systems of the human body contribute to homeostasis.

(Required course for Health Science; elective course for Pure and Applied Science.) This course introduces students to human anatomy and physiology. Topics include the nervous, endocrine, digestive, circulatory, respiratory, excretory, and immune systems. Emphasis is placed on mechanisms of homeostasis and on the structure/function relationship in physiology. The laboratory component includes histology, computerized measurements and electrocardiograms, as well as dissections.

201-SN1-RE Probability and Statistics

Ponderation: 2-1-2 Credits: 1.66

Competency OM01: Solve problems related to the natural sciences using statistical methods and probability concepts.

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

201-SN2-RE Differential Calculus / Calcul différentiel

Ponderation: 3-2-3 Credits: 2.66

Competency OM02: Analyze problems by applying differential calculus.

The content of this course includes: limits, continuity, derivatives by definition, techniques of differentiation, indeterminate forms and L'Hospital's Rule. Derivatives are applied to graphing, optimization problems, rates of change, linear and higher order approximations and other topics as time permits.

Ce cours inclut les limites, la continuité, la définition de la dérivée par une limite, les formules de dérivation, les formes indéterminées et la règle de L'Hospital. La dérivée est ensuite utilisée pour étudier le graphe d'une fonction, pour résoudre des problèmes d'optimisation, pour comprendre les taux de variation et pour approximer une fonction à l'aide de polynômes. D'autres sujets pourront être abordés à la discrétion de l'instructeur.

201-SN3-RE Integral Calculus / Calcul intégral

Ponderation: 2-2-2 Credits: 2

Competency OM03: Analyze problems by applying integral calculus.

The content of this course includes definite and indefinite integrals, the Fundamental Theorem of Calculus; techniques of integration; indeterminate forms and improper integrals; applications to area, volume, differential equations; and an introduction to series and power series. This course is also offered in an enriched format in the Winter semester.

Le contenu de ce cours inclut les intégrales définies et indéfinies (primitives), le théorème fondamental du calcul; les techniques d'intégration; les formes indéterminées les intégrales impropres; les applications de l'intégrale au calcul d'aires et de volumes, la résolution d'équations différentielles; une introduction aux séries de puissance.

201-SN4-RE Linear Algebra and Vector Geometry / Algèbre linéaire et géométrie vectorielle

Ponderation: 2-2-2 Credits: 30

Competency OM04: Analyze problems using linear algebra and vector geometry concepts.

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 linear independence. At the end of this course, students will be able to use vector operations and products as well as matrices to solve problems related to sciences.

Le contenu de ce cours comprend les systèmes d'équations linéaires, l'algèbre matricielle, les déterminants, les vecteurs de R^n , la géométrie des droites et des plans dans R^3 et l'indépendance linéaire. À la fin du cours, les étudiants seront en mesure d'effectuer des produits vectoriels et d'autres opérations sur les vecteurs. Ils sauront aussi utiliser des matrices pour résoudre des problèmes issus du domaine des sciences de la nature.

202-SN1-RE General Chemistry / Chimie générale

Ponderation: 3-2-3 Credits: 2.66

Competency OC01: Analyze properties of matter and chemical changes.

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 also teaches basic manipulative skills in the laboratory.

Ce cours présente les théories modernes de la structure des atomes et des molécules, les types de liaisons chimiques, la géométrie moléculaire et la manière qualitative et quantitative dont les produits chimiques réagissent les uns avec les autres dans différents types de réactions. Les techniques de manipulation de base en laboratoire sont également enseignées.

202-SN2-RE Chemistry of Solutions / Chimie des solutions

Ponderation: 2-2-2 Credits: 2

Competency OC02: Analyze chemical systems in solutions.

This course teaches the inter-relationship between energy, spontaneity and equilibrium chemistry, using the thermodynamic concepts of enthalpy, entropy and free energy changes. Together with an introduction to chemical kinetics and the chemistry of solutions (acids, bases, buffers and solubility), the course focuses on the quantitative aspects of chemical reactions.

Ce cours enseigne les relations entre l'énergie, la spontanéité et l'équilibre chimique, en utilisant les concepts thermodynamiques d'enthalpie, d'entropie et de variations d'énergie libre. Outre une introduction à la cinétique chimique et à la chimie des solutions (acides, bases, tampons et solubilité), le cours se concentre sur les aspects quantitatifs des réactions chimiques.

202-SNU-RE Organic Chemistry

Ponderation: 2-2-2 Credits: 32

Competency OC0F: Analyze the structure and reactivity of organic molecules.

(Required course for Health Science; elective course for Pure and Applied Science.) 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). Physical and chemical properties are rationalized by examining the structure of molecules. An emphasis is placed on isomerism, stereochemistry, 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 thin layer chromatography.

203-SN1-RE Mechanics / Mécanique

Ponderation: 3-2-3 Credits: 2.66

Competency OP01: Analyze physical situations and phenomena using the fundamental laws and principles of classical mechanics.

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.

La mécanique est l'étude des systèmes en mouvement: comment les corps se déplacent et ce qui les fait bouger. Dans ce cours, l'étudiant apprend les lois classiques régissant le mouvement de translation et de rotation ainsi que leur application.

203-SN2-RE Electricity and Magnetism

Ponderation: 2-2-2 Credits: 32

Competency OP02: Analyze physical situations and phenomena using the fundamental laws and principles of electricity and magnetism.

Diverse phenomena related to electricity and magnetism (such as static electricity, circuits, and electromagnetism) are explained using a simple framework of classical laws and fundamental concepts. Lab skills are further developed with a focus on hands-on skills.

203-SN3-RE Waves and Modern Physics

Ponderation: 3-2-3 Credits: 32

Competency OP03: Analyze physical situations and phenomena using the fundamental laws and principles of waves and modern physics.

This course covers basic properties of waves in both classical physics and modern physics, including topics such as sound waves, light, and wave-particle duality. Connections to contemporary society and the environment are explored with nuclear physics and the greenhouse effect. Lab skills are further developed with a focus on writing skills and experimental design.

360-SNP-MS Integrative Project

Ponderation: 0-3-3 Credits: 30

Competency ONTC: Demonstrate the integration of learning acquired in the Science program.

This course is an entirely project-based course where students will reinvest and apply the knowledge and skills gained throughout the Science program to complete a research-driven team-based project. Students choose at least two disciplines from within the Science program: Mathematics, Biology, Chemistry, Computer Science and Physics to integrate into their project. The course serves as the culmination of the program and thus forms the basis for the comprehensive assessment.

420-SN1-RE Programming in Science

Ponderation: 1-2-3 Credits: 2

Competency OF01: Develop software programs to automate problem-solving in a scientific context.

This course is an introduction to computer science and computer programming, emphasizing applications in the sciences. Topics covered include control flow, Boolean logic, files, formatting, and basic data structures. Labs and assignments focus on practical problem-solving using algorithms and examples drawn from various scientific disciplines. Students will learn to read and manipulate data, compute basic statistics, produce plots and charts, and model simple systems.

SCIENCE — ELECTIVE COURSES

201-SNT-MS Discrete Mathematics and Algorithms

Ponderation: 2-2-2 Credits: 30

Competency OGNF: Consolidate one's scientific culture in a scientific field.

Discrete mathematics lies at the intersection of computer science and mathematics. This course covers set theory and logic, mathematical proofs, modular arithmetic, and functions. Throughout the semester, these ideas will be applied to topics in computer science, such as public-key cryptography, shortest-path algorithm, and others. The approach will be both theoretical and applied, giving students the opportunity to implement algorithms using Python. A version of a Discrete Mathematics course is part of most computer-related programs.

201-SNU-MS Calculus III

Ponderation: 2-2-2 Credits: 30

Competency OGNF: Consolidate one's scientific culture in a scientific field.

The main objectives of this course are to complete the students' exposure to sequences and series, as well as to introduce them to multivariable calculus. More specifically, the course will continue the study of sequences and power series started in Integral Calculus, incorporating error analysis. The course will expose students to functions of many variables: level curves, partial derivatives including the chain rule, tangent planes, gradient and directional derivatives, hessian matrix, optimization, and double and triple integrals including polar and cylindrical coordinates.

201-SNV-MS Linear Algebra II

Ponderation: 2-2-2 Credits: 30

Competency OGNF: Consolidate one's scientific culture in a scientific field.

This course continues the study of vectors, linear combinations and bases started in Linear Algebra I. Linear Algebra II will cover abstract vector spaces, subspaces of R^n , linear transformations and their matrix representations, eigenvalues and eigenvectors of a matrix, diagonalization, inner product spaces and projections on subspaces of R^n using Gram Schmidt. Applications will be chosen from the following topics: geometric transformations (rotations, reflections...), powers of matrices, Markov chains, systems of differential equations, least squares approximations and line of best-fit.

201-SNY-MS Mathematics in Finance and Economics

Ponderation: 2-2-2 Credits: 30

Competency OGNF: Consolidate one's scientific culture in a scientific field.

The main objective of this course is to introduce students to mathematics applications in finance and economics. More specifically, the course will establish links between notions covered in mathematics courses (series, summations, differentiation, integration, matrix and vector algebra) and real-life applications in fields of study such as financial mathematics (investment and reimbursement strategies, portfolio planning), game theory, production management (linear programming) and economics (Leontief models).

203-SNU-MS Astrophysics

Ponderation: 2-2-2 Credits: 32

Competency OGNF: Consolidate one's scientific culture in a scientific field.

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 whole Universe. The observations are performed using several types of telescopes, one of which must be purchased by the student at a low cost.

Note that Astrophysics and Astrobiology are not mutually exclusive. It is possible to take both courses.

203-SNV-MS Engineering Physics

Ponderation: 2-2-2 Credits: 32

Competency OGNF: Consolidate one's scientific culture in a scientific field.

This course extends the student's understanding of phenomena beyond the scope of the core 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 some elements from digital electronics such as logic processors, memory devices and arithmetic units. This course combines lectures and a hands-on approach which involve classical physics labs, computer simulations, designing and bread-boarding simple circuits and experimental projects.

360-SNU-MS Astrobiology

Ponderation: 2-2-2 Credits: 30

Competency OGNF: Consolidate one's scientific culture in a scientific field.

This course is co-taught by a biologist and a physicist and serves as an exciting introduction to the captivating field of Astrobiology – the study of life in the universe. The search for life beyond Earth requires a deep comprehension of life's origins on our planet, the environments that sustain it, the sources of the elements essential for life, and the intricate interactions and processes within planetary systems and among stars. Join us on this extraordinary journey as we explore the mysteries of the cosmos and the potential for life beyond our home planet!

Note that Astrobiology and Astrophysics are not mutually exclusive. It is possible to take both courses.

420-SNT-MS Object-Oriented Programming

Ponderation: 2-2-2 Credits: 32

Competency OGNF: Consolidate one's scientific culture in a scientific field.

This course is intended for students interested in computer science or software engineering. Building on skills learned in 420-SN1-RE, students will learn and apply the key ideas of object-oriented design, including class hierarchies, inheritance, encapsulation, and polymorphism. Concepts covered include the use of attributes, methods, and operator overloading. Students will apply object-oriented principles to the implementation of basic data structures and simple graphical user interfaces. Students will also learn programming techniques including exception handling, higher-order functions, and advanced file operations.

420-SNU-MS Algorithms and Data Structures

Ponderation: 2-2-2 Credits: 32

Competency OGNF: Consolidate one's scientific culture in a scientific field.

This course is intended for students who have completed 420-SNT-MS, Object-Oriented Programming. This course will cover essential algorithms used in computer systems, and the data structures that complement these algorithms. Students will learn to implement and apply standard algorithms for sorting, searching, and organizing data. Specific data structures will include binary search trees, priority queues, hash tables, and graph representations.

420-SNX-MS Statistical and Scientific Computing

Ponderation: 2-2-2 Credits: 32

Competency OGNF: Consolidate one's scientific culture in a scientific field.

This course introduces statistical and scientific computing. This course is aimed at students planning to pursue scientific or research fields involving data analysis, data science, or data engineering. It is assumed that students are familiar with basic programming concepts (covered in 420-SN1 Programming in Science) and statistical concepts (covered in 201-SN1 Probability and Statistics). Students will gain experience in data pipelines, including data preparation/wrangling, exploration, visualization, and analysis. Students will learn state-of-the-art tools including interactive programming notebooks, data manipulation packages, plotting packages, and basic statistical/machine learning packages. The course will include a short refresher on basic programming concepts.

420-SNY-MS Web Programming

Ponderation: 2-2-2 Credits: 40

Competency OGNF: Consolidate one's scientific culture in a scientific field.

This course is an introduction to the design and programming of web pages and websites. This course does not require any previous background in Web programming. Students should have basic programming skills; in particular, they should have a good understanding of expressions, statements, methods, functions, parameters, and various data structures (e.g. strings, lists, etc.) as covered in 420-SN1. The course covers the basic principles of web page- and website-design using the HTML markup language. Students learn to design attractive, easy-to-navigate websites with appropriate use of images, links, and other special features; while creating, maintaining, and expanding their website. The course will include an introduction to Internet architecture and protocols; markup languages (HTML) Cascading Style Sheets (CSS) to define static website contents. Client-side programming using scripting languages (JavaScript) will be used to create interactive websites that include popup menus and forms that respond to user-input. This course will be taught as 2 weekly sessions in the computer lab. Students complete Web programming projects in the lab and at home.

420-SNZ-MS Topics in Computer Science: Essential Computer Skills

Ponderation: 2-2-2 Credits: 32

Competency OGNF: Consolidate one's scientific culture in a scientific field.

This course will give students hands-on experience with practical computing tools and applications, including using the skills learnt in their Programming for Science course. Topics will include file management, spreadsheet analysis, website design, internet fundamentals, and computer security. Students will also learn how basic computer hardware works, how computers process information using the binary number system, and how computers developed over time. Interactive labs will connect these topics to real-world scenarios. By blending application and theory, this course will equip students with both the practical skills and conceptual knowledge needed to navigate and understand today's technology driven world.

SOCIAL SCIENCE PROGRAM

These are sample grids. Course order may vary.

With a Certificate of Eligibility
Semester 1
Intellectual Methods in Social Science History of the Modern World Introduction to Psychology People, Places, and Environments
Introduction to College English French Second Language Physical Education
Semester 2
Qualitative Research in Social Science Macroeconomics Individual and Society Human Culture and Diversity
Literary Genres Humanities: Knowledge or Worldviews French Second Language Physical Education
Semester 3
Introduction to Political Science Quantitative Analysis in Social Science Social Science Multidisciplinary Thematic Social Science option course (<i>for grids with Math, this course is by Differential Calculus</i>)
Literary Themes Humanities: Knowledge or Worldviews French Second Language/Complementary course* Physical Education
Semester 4
Integrative Project in Social Science 3 Social Science option courses (<i>for grids with Math, one option course is Linear Algebra</i>)
English: Adapted to Program Humanities: Ethics 2 French Second Language/1 Complementary course*

*** Students with a Certificate of Eligibility who are in level 100 or 101 French:**

- take 5 French Second Language courses
- do not take any Complementary courses

*** Students with a Certificate of Eligibility who are in level 102 French:**

- take 2 French Second Language courses
- take 3 of their courses in French
- take 2 Complementary courses

Without a Certificate of Eligibility
Semester 1
Intellectual Methods in Social Science History of the Modern World Introduction to Psychology People, Places, and Environments
Introduction to College English French Language and Literature Physical Education
Semester 2
Qualitative Research in Social Science Macroeconomics Individual and Society Human Culture and Diversity
Literary Genres Humanities: Knowledge or Worldviews French Language and Literature Physical Education
Semester 3
Introduction to Political Science Quantitative Analysis in Social Science Social Science Multidisciplinary Thematic Social Science option course (<i>for grids with Math, this course is Differential Calculus</i>)
Literary Themes Humanities: Knowledge or Worldviews French Language and Literature
Semester 4
Integrative Project in Social Science 3 Social Science option courses (<i>for grids with Math, one option course is Linear Algebra</i>)
English: Adapted to Program Humanities: Ethics Complementary course Physical Education

Students without a Certificate of Eligibility:

- take 3 French Language and Literature courses
- take 2 of their courses in French
- take 1 Complementary course

SOCIAL SCIENCE — INTRO LEVEL COURSES

320-N01-MS People, Places, and Environments

Ponderation: 3-0-3 Credits: 2

Competency ON07: Explain the relationships between human phenomena and geographic space.

Geography is the study of the Earth's places, people and environments, and the social and physical processes that connect them. Instead of focusing on specific subject matter, geography offers a unique approach to studying just about everything that happens on our planet, from climate change, to global trade, to cellphone apps. What distinguishes geography is its spatial perspective and its integrative approach to studying social and environmental issues. Why do things happen where they do? How do events in one place affect people in another? What global patterns underlie the local phenomena we observe? How do we interact with our environments? How is our planet changing? And how can we live more sustainably? This course will introduce you to the wonderfully diverse field of geography through the study of real-world issues such as population growth and migration, socioeconomic inequalities and development, environmental degradation and sustainability, and more. As you learn to approach these issues from a geographic perspective and to think of our planet as a dynamic system, you will come to appreciate the interconnectedness of our world and how the study of geography contributes to a more complete understanding of contemporary global issues.

330-N01-MS History of the Modern World / Histoire du monde moderne

Ponderation: 4-0-2 Credits: 2

Competency ON01: Explain the foundations of world history from the 15th century until today.

(Required introductory course for all Social Science students) This course explores the history of the world since the 15th century. Focusing on fundamental elements of a political, social, economic, and cultural nature, the course extends its gaze beyond the West to the wider world. In the process, it highlights important historical connections between the West and other regions, while also using the past to better understand major current issues facing people today across the globe. In taking this historical journey, students will also learn about the historian's craft: what the discipline of history is, how historians work to reconstruct the past, what sources or evidence they use, how they interpret these, and the various challenges they face.

(Ce cours d'introduction est obligatoire pour tous les étudiants de Sciences humaines.) Ce cours se concentre sur les éléments fondamentaux de nature politique, sociale, économique et culturelle du monde occidental et au-delà. Tout en établissant les connections historiques importantes entre l'Occident et d'autres régions du monde, nous utilisons le passé pour mieux comprendre les problèmes contemporains. Ce voyage historique permet aux étudiants d'en apprendre plus sur le travail de l'historien; à savoir, ce qu'est l'histoire, comment les historiens reconstruisent le passé, quelles sources ils utilisent, comment ces sources sont interprétées et d'autres défis auxquels ils sont confrontés.

340-N01-MS The Just Society

Ponderation: 3-0-3 Credits: 2

Competency ON11: Demonstrate how philosophical methods and theories respond to problems of human concern.

What would a just society look like? This course will allow students to explore various conceptions of justice developed by thinkers such as John Stuart Mill, John Rawls, Elizabeth Anderson and Karl Marx over the past three centuries. An examination of the debate on how a state can best address the issues of justice—in political, social and economic terms—should provide students with a better perspective from which to evaluate questions of justice in our own society, as well as their rights and responsibilities as citizens.

350-N01-MS Introduction to Psychology / Introduction à la psychologie

Ponderation: 3-0-3 Credits: 2

Competency ON03: Explain patterns of human behaviour and mental processes from a psychological perspective.

(Required introductory course for all Social Science students) How does the mind work? Why do we do what we do? In this introductory psychology course students will begin answering these and other fundamental questions through an exploration of scientific theories and models of human behaviour and mental processes. Specific topics covered include the history and methodology of psychology; the brain and nervous system; learning and memory; and emotion. Other topics may include motivation, personality, psychological disorders and treatments, stress and health, and more. At the end of the course, students will understand how human behaviour is the product of biological, environmental, cognitive, and affective factors and will be able to explain patterns of human behaviour from a psychological perspective.

(Ce cours d'introduction est obligatoire pour tous les étudiants de Sciences humaines.) Comment fonctionnent les processus mentaux? Pourquoi faisons-nous ce que nous faisons? Dans ce cours d'introduction à la psychologie, les étudiants commenceront à répondre à ces questions fondamentales et à d'autres grâce à une exploration des théories scientifiques et des modèles du comportement humain et des processus mentaux. Les sujets spécifiques abordés comprennent l'histoire et la méthodologie de la psychologie ; le cerveau et le système nerveux ; l'apprentissage et la mémoire ; et les émotions. D'autres sujets peuvent inclure la motivation, la personnalité, les troubles psychologiques et leurs traitements, le stress et la santé, et bien d'autres encore. À la fin du cours, les étudiants comprendront comment le comportement humain est le produit de facteurs biologiques, environnementaux, cognitifs et affectifs, et seront en mesure d'expliquer les schémas de comportement humain d'un point de vue psychologique.

370-N01-MS Introduction to Religious Studies

Ponderation: 3-0-3 Credits: 2

Competency ON08: Explain the religious phenomenon from a religious studies perspective.

This course introduces students to religious life through major world religious traditions. Students will learn about religious experiences from a religious studies perspective, by focusing on a combination of textual prescription and lived realities. Students will be introduced to civilizations and perspectives that may be entirely new to them. They will learn to discuss, analyze, and critically evaluate religious history and contemporary experiences. They will, moreover, be provided with the necessary tools for comparative academic work in the field.

381-N01-MS Human Culture and Diversity

Ponderation: 3-0-3 Credits: 2

Competency ON05: Explain human unity and diversity from an anthropological perspective.

This course is an introduction to the primary subfields and practices of anthropology, as these contribute to our understanding of human culture(s) and diversity. Through a variety of ethnographic case studies and theoretical texts, students will be challenged to develop a more critical awareness of the world around them. Lectures will be complemented with classroom film screenings, group discussion, writing exercises, selected readings, and a fieldwork project in which students are asked to apply key anthropological methods to the study of a particular cultural practice or social phenomenon.

383-N01-MS Macroeconomics

Ponderation: 3-0-3 Credits: 2

Competency ON02: Explain the economic foundations of resource allocation in society.

(Required introductory course for all Social Science students) This course is an introduction to modern macroeconomics, which is the top-down view of the economy. In this course, students learn about economic choices that individuals, businesses and societies make, as well as about the functioning of competitive markets. The course examines what the national income is; how to measure inflation and unemployment; what money is, and what central banks do; how the economy grows over time; what business cycles are; and how governments can help the economy stay on track. At the end of this course, students will have a better understanding of a modern economy and working knowledge of the most important economic concepts. This course prepares students for university-level economics courses.

385-N01-MS Introduction to Political Science

Ponderation: 3-0-3 Credits: 2

Competency ON09: Explain the main political foundations of community life in the 21st century.

This course is designed to provide students with a basic introduction to political science. Students will be introduced to the basic concepts and different fields of study in political science. Students will also develop an understanding of the diverse theoretical perspectives, institutions, and actors relevant to a selected field in political science, and use that knowledge to interpret current political events and issues. Overall, students will gain a better understanding of political life in the 21st century.

387-N01-MS Individual and Society

Ponderation: 3-0-3 Credits: 2

Competency ON10: Explain human realities from a sociological perspective.

This course is designed to provide students with a basic introduction to the social science discipline of Sociology. Class lectures assigned readings and learning exercises will lead students to an understanding of the historical development of sociology, its major sociological theoretical traditions, basic terminology and concepts. Readings, lectures and class discussions relating to current and past research studies will be used to demonstrate the application of sociological theories and concepts within Quebec, Canadian, North American and other societies.

401-N01-MS Fundamentals of Business / Initiation au monde des affaires

Ponderation: 3-0-3 Credits: 2

Competency ON04: Explain the administrative operations of companies and organizations as well as their interactions with society.

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

Comme le montrent les récents bouleversements des marchés financiers, le monde des affaires est au cœur de l'actualité et a un impact profond sur nos vies. En tant que citoyens et étudiants en administration, il est de plus en plus important de comprendre les facteurs qui influencent les décisions ainsi que leur impact sur les entreprises, les consommateurs, le gouvernement et l'environnement. Ce cours introduit les étudiants au monde des affaires ainsi qu'aux principes fondamentaux de la gestion. Les étudiants seront exposés aux fonctions, théories et concepts de base qui serviront de fondations pour des études plus approfondies dans ce domaine. Les sujets abordés incluent les formes de propriété d'entreprise, la gestion, le marketing, les finances, la comptabilité et la mondialisation.

SOCIAL SCIENCE — MATH COURSES

201-SH2-MS Differential Calculus in Social Science

Ponderation: 3-2-3 Credits: 2.66

Competency OPU2: Analyze problems studied in the social sciences by using differential calculus.

This course is designed for students to analyze problems studied in the social sciences by applying differential calculus. The content of this course includes: functions, limits, continuity, derivatives using the definition, techniques of differentiation, graphing, optimization problems, rates of change, and applications to business and economics including marginal analysis.

201-SH3-MS Integral Calculus in Social Science

Ponderation: 2-2-3 Credits: 2.33

Competency OPU3: Analyze problems studied in the social sciences by using integral calculus.

The content of this course includes: definite and indefinite integrals, Fundamental Theorem of Calculus; techniques of integration; L'Hospital's rule, indeterminate forms and improper integrals; applications to area, probability, Gini index and consumer's and producer's surplus. The material studied constitutes an important tool for other areas of the social sciences and lays a foundation for further progress in subsequent Mathematics courses.

201-SH4-MS Linear Algebra in Social Science

Ponderation: 2-2-2 Credits: 2

Competency OPU4: Analyze problems studied in the social sciences by using linear algebra and vector geometry.

This course is an introduction to linear algebra and vector geometry. In this course, the students will learn about systems of linear equations, matrix algebra, vector algebra and the geometry of lines and planes. These concepts will be used to study real-life problems including linear programming problems, economic input-output analysis and Markov chains.

SOCIAL SCIENCE — METHODOLOGY COURSES

300-E01-MS Social Science Multidisciplinary Thematic

Ponderation: 2-1-2 Credits: 1.66

Competency OENJ: Analyze a thematic issue from a multidisciplinary perspective in the social sciences.

The Multidisciplinary Thematic courses in Social Science is a mandatory course in which students learn to analyze issues from a multidisciplinary perspective. The course is typically taught collaboratively by multiple teachers simultaneously. Different sections of the course cover different themes in the social sciences related to sustainability and citizenship. Specific course themes will be announced before registration.

300-M01-MS Intellectual Methods in Social Science

Ponderation: 2-1-2 Credits: 1.66

Competency OME1: Apply academic work methods to the social sciences.

Constructing knowledge in the social sciences is an ongoing, collaborative endeavor. At the heart of this effort lie the intellectual methods used to generate insights and understandings. In this introductory course, students explore the intellectual underpinnings of social science research and develop the foundational knowledge, skills, and attitudes needed to become social scientists. Through a series of hands-on workshops and interactive activities, students learn how to conduct literature searches, comprehend and critically evaluate texts, write in an academic style, and use current technologies in the social sciences. They also develop the skills necessary to collaborate effectively in teams and communicate their ideas clearly and concisely in academic presentations and discussions. By the end of the course, students will have developed a strong foundation in the intellectual methods that drive social science research.

300-M02-MS Qualitative Research in Social Science

Ponderation: 2-2-2 Credits: 2

Competency OME2: Carry out scientific research by applying a qualitative method used in the social sciences.

The aim of this course is to introduce students to the world of qualitative research methods in the social sciences through both theoretical exploration and practical experience. The theoretical component offers an overview of qualitative research methods and their application in understanding human phenomena. Students acquire a foundational understanding of the qualitative approach, its unique attributes, and its significance in uncovering the complexities of social realities. In addition, students gain hands-on experience in qualitative methodologies by conducting their own empirical research. Students learn how to develop a theoretical context and research objective, design and administer a data collection tool, analyze and interpret the results, and effectively convey their findings in a written report. By the end of the course, students are well-versed in the theoretical foundations and practical applications of qualitative research in the social sciences.

300-M03-MS Quantitative Analysis in Social Science

Ponderation: 2-2-2 Credits: 2

Competency OME3: Interpret human realities by using quantitative analysis in the social sciences.

The goal of this course is four-fold: to familiarize students with basic techniques of measurement used in the Social Sciences and to understand their appropriate application; to enable them to understand the strengths and limitations of such techniques; to develop the ability to perform basic statistical calculations and interpret the resulting data; and to develop their ability to think critically about quantitative data used in social science research, as well as in popular media sources. Students are introduced to basic concepts and techniques through lectures and demonstrations, then apply their learning through hands-on problem-solving activities and labs that bridge theoretical learning with real-world applications. By the end of the course, students are well-equipped to extract meaningful insights from data in order to draw conclusions about human realities based on quantitative research in the social sciences.

300-M04-MS Integrative Project in Social Science

Ponderation: 1-2-3 Credits: 2

Competency OME4: Demonstrate that one has integrated what one has learned in the social sciences.

Integrative Project is about working largely independently throughout the semester on a single research project that explores a topic or issue from the perspective of at least three social science disciplines. Students are required to choose disciplines in which they have taken courses while at Marianopolis. Students engage in research, writing, editing, consulting with the instructor and sharing their work with each other in small groups.

In this semester-long process culminating in the submission of the Final Project towards the end of term, students produce several assignments that constitute the building blocks of their final project. Throughout this process, they are expected to integrate feedback on each assignment into their continuing work, as well as maintain regular contact with the instructor, as needed. Students are also called upon to make intensive use of and further develop library/internet research skills and techniques that they have acquired in IM and QR and other courses where they have prepared research papers. Students must be in their graduating semester to register for this course.

SOCIAL SCIENCE — UPPER LEVEL COURSES

101-SH1-MS Biology of Human Behaviour

Ponderation: 2-1-3 Credits: 2

Competency OPU1: Explain how biological systems affect homeostasis and human behaviour.

This course covers the topics of human cell biology and genetics, as well as the structural and functional organization of the reproductive, nervous, and endocrine system and how they contribute to homeostasis and human behaviour. The course will emphasize the fact that: 1) The human body is composed of cells and that these cells communicate with each other through nerve impulses and chemical messengers such as hormones to maintain homeostasis. 2) The human body uses cell division to grow, repair itself and for reproduction. The genetic information found inside cells determines in a major part who a person is, their characteristics and what characteristics their offspring can inherit.

300-E02-MS Fundamentals of Law

Ponderation: 2-1-3 Credits: 2

Competency OENJ: Analyze a thematic issue from a multidisciplinary perspective in the social sciences.

Across all facets of life, a basic understanding and knowledge of legal principles and theories has proven to be a great advantage in modern times. Whether the subject matter relates to our fundamental freedoms, family law, privacy, criminal law, contracts, civil liability, property, intellectual property, privacy or human resources management, the modern professional, businessperson and citizen of the world can differentiate themselves by having the basic knowledge that this course provides. This course seeks to provide a basic background and understanding of legal principles from both a Quebec (Civil) Law perspective and a comparative perspective in relation to Canadian (Common) Law. Topics include fundamental freedoms, criminal law, ethics, family law, privacy law, contract law, civil liability, property law, intellectual property, employment/labour law, dispute resolution, constitutional law, as well as a practical and hands-on exposure to the art of negotiations. 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, reasoning and communications skills through practical sessions in negotiations.

320-A01-MS Urban Geography

Ponderation: 3-0-3 Credits: 2

Competency OANA: Analyze human realities through a more in-depth study from the perspective of a social science discipline.

(Montreal field course) More than half the human population lives in cities; and the proportion is growing rapidly. Should we be worried about this urbanization trend, or should we be excited about the opportunities it offers? One thing is certain, the need to understand how cities function has never been greater. Urban geography is a fascinating field of study that offers unique insight into the complexity and dynamism of urban environments. In this field course, we use Montreal as our immersive classroom to learn hands-on about the origins and growth of cities; diverse urban forms and functions; the trends of urban sprawl, deindustrialization and gentrification; competing approaches to urban planning; the contested nature of urban spaces; the prospect of sustainable cities; the meaning of place, and more. As geographers, we will learn from our city by experiencing it first-hand and coming to understand it as a

living system, complex, diversified, and ever-changing. Since classes will be held in different locations around the city, expect to travel by public transit and to explore different neighbourhoods on foot. Welcome to your city!

320-A03-MS Cultural and Political Geography

Ponderation: 3-0-3 Credits: 2

Competency OANA: Analyze human realities through a more in-depth study from the perspective of a social science discipline.

Geography is more than the study of the physical world and the location of state capitals; it is the study of the connections between humans and the physical environment. This course helps students understand the complex relationship between culture, politics, and geography at various scales from the local to the global. Concepts and themes such as globalization, nationalism, national and international migration and population dynamics, territoriality, human-environment relationships, and cultural landscapes including identities and place, as well as local and popular culture will be explored. The course will also help students discover the influence of politics on spatial organization, geopolitics, state formation, urbanization, landscapes, and borders. Students will examine how the spatial perspective offers insights into our highly interconnected, diverse, complex, and continually changing world.

330-A01-MS Canadian History

Ponderation: 3-0-3 Credits: 2

Competency OANA: Analyze human realities through a more in-depth study from the perspective of a social science discipline.

How did Canada become the nation it is today? Why are some parts of Canadian history obscured while others are promoted? This course explores key moments in Canadian History from the time of European contact with Indigenous nations to the 20th century. Emphasis is placed on the commemoration of key developments and how these have changed over time. Themes include encounters with Indigenous nations, settler colonialism, Indigenous resistance, society during the colonial period, the development of the Canadian state, U.S.-Canada relations, immigration, social reform and various expressions of nationalism. Students will use relevant social science concepts to gain perspective on the past. By the end of this course, students should be able to explain key developments in Canadian history, apply relevant concepts to analyzing these developments, and explain how the interpretation of events have changed over time.

330-A03-MS American History

Ponderation: 3-0-3 Credits: 2

Competency OANA: Analyze human realities through a more in-depth study from the perspective of a social science discipline.

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.

330-A04-MS Era of the World Wars

Ponderation: 3-0-3 Credits: 32

Competency OANA: Analyze human realities through a more in-depth study from the perspective of a social science discipline.

This course introduces students to the major developments that shaped the modern world through the lens of the First and Second World Wars—two conflicts that fundamentally transformed global politics, societies, and ideologies. Beginning with the nineteenth-century background to twentieth-century upheavals, the course examines the origins, course, and consequences of both world wars, including the Versailles Peace Settlement, the collapse of collective security, the rise of fascism and totalitarianism, and the emergence of competing ideologies such as liberalism, social democracy, Marxism, and communism. Key themes include genocide, technological change, imperialism, and the creation of new international institutions from the League of Nations to the United Nations.

Students will analyse major historical events within their global context, trace patterns of continuity and change, and engage critically with scholarly articles, primary documents, and documentary sources. The course also serves as a forum for connecting past and present, encouraging students to link contemporary political developments to their deeper historical foundations.

By the end of the course, students will be able to synthesize historical material; apply social, political, economic, and intellectual concepts to concrete situations; compare and evaluate rival historical interpretations; communicate clearly and coherently in writing; and research, organise, and assess the strengths and weaknesses of their own analytical work.

330-A05-MS Human Rights in History: Origins, Influences, and Challenges

Ponderation: 3-0-3 Credits: 2

Competency OANA: Analyze human realities through a more in-depth study from the perspective of a social science discipline.

Drawing on events and developments connected to the realms of philosophy/science, culture, socio-economic change, colonialism, politics, and war between the 17th-20th centuries, the course will trace the evolution of the concept and practise of human rights. We will discuss major historical moments and movements that helped advance the causes of freedom and equality, including: the Enlightenment, the Revolutions of the early modern era (English, American, French, Haitian), the push for suffrage and the abolition of slavery in the 19th century, and the feminist movement. At the same time, we will also consider the challenge Western societies have faced in respecting human rights in practise and the grim realities surrounding their failure to do so. In this connection, we will explore the origins and evolution of racist thought, the persistence of patriarchal attitudes and structures, and 19th-early 20th century assaults on human dignity, freedom, equality, and life in connection with social darwinism, eugenics, residential schools, and Nazi ideology. The establishment of the United Nations, the forging of the Universal Declaration of Human Rights, and international efforts in support of human rights in the post-WWII era bring us to the endpoint of our exploration.

350-A01-MS Psychological Disorders

Ponderation: 2-1-3 Credits: 2

Competency OANA: Analyze human realities through a more in-depth study from the perspective of a social science discipline.

This course provides foundational knowledge about mental health. Students will gain an understanding of how psychological disorders are understood, as well as their prevalence, development, and treatments. Throughout the course, we will explore biological, social, cultural, and psychological factors that protect or hinder mental health. Topics include contemporary research, theories, and practices that contribute to the description, understanding, prevention and treatment of mental health. Students learn how research and theory are applied to current therapeutic approaches. The stigma associated with mental disorders is discussed throughout the course.

350-A02-MS Developmental Psychology

Ponderation: 2-1-3 Credits: 2

Competency OANA: Analyze human realities through a more in-depth study from the perspective of a social science discipline.

Can playing peek-a-boo with an infant really change the world? In this course, students will be introduced to topics that influence our development from infancy into early adulthood. Development across three key areas, namely, physical, cognitive, and socioemotional spheres will be examined. Students will learn about key developmental theorists that are central to the understanding of development, as well as the implications of current knowledge for child-rearing today.

350-A03-MS Social Psychology

Ponderation: 2-1-3 Credits: 2

Competency OANA: Analyze human realities through a more in-depth study from the perspective of a social science discipline.

How are we affected by our social environment? How do we influence the social world around us? In this course students will explore topics such as the self, social perception, aggression, helping behaviour, romantic relationships, obedience, and conformity. Throughout the semester, students are encouraged to relate class content to their own experiences and to current events.

350-A04-MS Business Psychology

Ponderation: 2-1-3 Credits: 2

Competency OANA: Analyze human realities through a more in-depth study from the perspective of a social science discipline.

How can we be happy and productive at work? In this applied psychology course, students explore topics such as personality, values, perception, cognitive biases, motivation, emotional intelligence, team processes, and leadership in order to better understand how various individual, group, and institutional factors interact to affect the functioning of an organization and the well-being of its individuals. Students analyze and propose solutions for organizational issues (e.g., performance, job satisfaction, etc.) by applying what they have learned to various business case studies. In-depth understanding is further supported through the use of self-assessments whereby students learn more about their own personalities, attitudes, motivation, etc. and engage in classroom discussions of the various measures. Group work is also heavily emphasized in this course, as it is in most business contexts. After completing

this course, students will be prepared to use critical thinking, empirical research, interpersonal skills, and self-reflection to help them solve problems in the workplace.

350-A05-MS Forensic Psychology

Ponderation: 2-1-3 Credits: 2

Competency OANA: Analyze human realities through a more in-depth study from the perspective of a social science discipline.

Understanding human behaviour helps us make sense of the world around us, including the legal system. In this course, students will explore a number of topics in psychology as they relate to the criminal justice system. These may include: the accuracy of eyewitness memory, jury processes, police interrogations, false confessions, criminal profiling, detecting deception, psychopaths, domestic violence, and mental health problems.

350-A06-MS Psychology of Sexuality

Ponderation: 2-1-3 Credits: 2

Competency OANA: Analyze human realities through a more in-depth study from the perspective of a social science discipline.

This course examines various concepts including anatomy and the biological underpinnings of human sexuality while also exploring a variety of possible contemporary issues such as love, attraction, contraception, sexual orientation, sexual arousal, and variations in sexual practices. It helps students reflect upon what it means to have healthy sexual relationships in today's society.

360-SH5-MS Statistics and Probability in Social Science

Ponderation: 2-1-3 Credits: 2

Competency OPU5: Analyze problems studied in the social sciences by using statistical tools based on probability theory.

The content of this course includes: counting techniques; elementary and conditional probabilities; basic probability distributions; statistical inference, including the Central Limit Theorem, confidence intervals and hypothesis testing; statistical biases and probability paradoxes. The course will cover applications to social sciences, including some in psychology and sociology. It will be a continuation of the course Quantitative Analysis in Social Science.

381-A01-MS Indigenous Peoples of North America

Ponderation: 3-0-3 Credits: 2

Competency OANA: Analyze human realities through a more in-depth study from the perspective of a social science discipline.

This course explores the diverse histories and present-day realities of Indigenous Peoples across Turtle Island. Students will deepen their understanding of Indigenous belief systems, cultural practices, knowledge and legal traditions, while also increasing their awareness of ongoing colonialism, land dispossession and human rights violations faced by Indigenous communities across Canada and the United States today. Emphasis is placed on learning from Indigenous scholars and knowledge keepers (through academic texts but also through oral history, testimony, films, art and more), as we collectively consider possibilities for reconciliation, decolonization and allyship in Indigenous-settler relationships.

381-A20-MS Topics in Anthropology: Culture and Advertising

Ponderation: 3-0-3 Credits: 2

Competency OANA: Analyze human realities through a more in-depth study from the perspective of a social science discipline.

What is the relationship between advertising and culture? Is it an art? Is it a science? Or is it, as some anthropologists have suggested, a “system of magic” that enchants individuals into consumption through fantasy and desire? This course begins with an historical overview of advertising as an institutionalized system of information and persuasion that emerged alongside the rise and evolution of consumer culture. We then explore how an increasingly globalized advertising industry shapes and is shaped by patterns of consumption in localized cultural contexts, applying an ethnographic lens to the analysis of a diversity of advertising modes and messages. Along the way students are introduced to key theories and debates about the functions and ethics of advertising, in order to critically reflect on the roles and responsibilities of advertising professionals as they work to influence our consumer subjectivities, behaviours, and ideas of the good life.

383-A01-MS Microeconomics

Ponderation: 3-0-3 Credits: 2

Competency OANA: Analyze human realities through a more in-depth study from the perspective of a social science discipline.

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

383-A02-MS Introduction to Finance

Ponderation: 3-0-3 Credits: 2

Competency OANA: Analyze human realities through a more in-depth study from the perspective of a social science discipline.

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

383-A03-MS International Economics

Ponderation: 3-0-3 Credits: 2

Competency OANA: Analyze human realities through a more in-depth study from the perspective of a social science discipline.

This course is designed to introduce the student to the field of international economics by focusing on economic models that explain our modern economy and the implications of a more integrated global economy. The emphasis of the course is on developing students’ analytic thinking to study concepts that will help students prepare for university-level economic courses. Topics to be covered include: the balance of payments; the determination of exchange rates, the theory of comparative advantage, restrictions to free trade; international economic cooperation.

385-A02-MS Understanding Power

Ponderation: 3-0-3 Credits: 2

Competency OANA: Analyze human realities through a more in-depth study from the perspective of a social science discipline.

This course examines political ideologies and principles on which power and political systems are based. Different forms of governments and regimes, from democracies to dictatorships, are introduced, but primary emphasis will be placed on 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. In addition, the major issues and problems currently facing Canada and different nation states around the world are analyzed. Finally, concepts are applied to four moot court simulations.

385-A04-MS Politics of Climate Change

Ponderation: 3-0-3 Credits: 2

Competency OANA: Analyze human realities through a more in-depth study from the perspective of a social science discipline.

Climate change is fundamentally a political problem. Scientists agree on the causes of climate change and on the urgency of achieving major reductions in greenhouse gas emissions to mitigate further warming, yet collective action has failed. In this course, we will review the basis of the scientific consensus on the anthropogenic nature of global warming, and examine why efforts to mitigate further warming have failed at both the international and national levels. Topics include the international bargaining and legal frameworks surrounding climate change mitigation, public opinion, the role of interest groups, and the ethical dimensions of climate change.

387-A02-MS Criminology

Ponderation: 3-0-3 Credits: 2

Competency OANA: Analyze human realities through a more in-depth study from the perspective of a social science discipline.

This course will explore the field of criminology from a sociological perspective, considering social aspects of deviance, crime, social control, and the criminal justice system. Building on some basic concepts of social deviance, students will be introduced to classical and more recent sociological concepts and theories of deviance and crime and their applications in the contemporary Canadian context. The connection between social exclusion and crime will be considered, as will examples of white collar crime, organized crime, crime in trusted organization, domestic violence, racial profiling, and the effectiveness of various social control efforts in responding to different types of crimes.

387-A03-MS Sociology of Health and Illness

Ponderation: 3-0-3 Credits: 2

Competency OANA: Analyze human realities through a more in-depth study from the perspective of a social science discipline.

The aim of course is to introduce students to the sociology of health and illness. To begin, students will learn about the different sociological theories as they relate to health and illness. Next, we will look at the history of Western medical practice and discuss the modern medicalization of society. This course will then focus on health and illness at both the individual and structural levels. At the individual level, we will discuss the ways in which illness is experienced and managed. At the structural level, we will

explore the connection between the social determinants of health and people's risks of disease and death.

387-A20-MS Topics in Sociology: Sociology of Food

Ponderation: 3-0-3 Credits: 2

Competency OANA: Analyze human realities through a more in-depth study from the perspective of a social science discipline.

By drawing upon environmental sociology, cultural sociology, political sociology, gender, race and ethnicity, and sociology of media, this course examines the social processes of food production, preparation and consumption. Topics to be explored include a) global/local food systems b) farm labour injustice and minimum wage fights c) food insecurity and malnutrition d) food law and policies e) alternative food movements f) ethnic food and multicultural cities g) gendered dieting, body image, and food media. These topics serve as a gateway to social, political, economic and cultural forces behind how and what we eat. These timely topics further shed light on social problems and justice in our time.

401-A01-MS Marketing

Ponderation: 3-0-3 Credits: 2

Competency OANA: Analyze human realities through a more in-depth study from the perspective of a social science discipline.

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

401-A02-MS Management

Ponderation: 3-0-3 Credits: 2

Competency OANA: Analyze human realities through a more in-depth study from the perspective of a social science discipline.

This course provides an overview of essential management principles and practices applicable across various industries and sectors. Students will explore the key functions of management, including planning, organizing, leading, and controlling. Emphasis is placed on understanding the roles and responsibilities of managers in achieving organizational goals, improving efficiency, and fostering innovation. Through case studies, discussions, and practical exercises, students will develop critical thinking and problem-solving skills, learning how to make informed decisions in dynamic and complex environments. This course also highlights the importance of communication, teamwork, and ethical leadership, equipping students with the tools needed to succeed in today's competitive, fast-paced business world.

401-A03-MS Accounting

Ponderation: 3-0-3 Credits: 2

Competency OANA: Analyze human realities through a more in-depth study from the perspective of a social science discipline.

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.

401-A04-MS International Business

Ponderation: 3-0-3 Credits: 2

Competency OANA: Analyze human realities through a more in-depth study from the perspective of a social science discipline.

Since the 80s, governments have pursued liberalized trade practices and policies, organizations have expanded their operations across borders. Technology has facilitated instant communication and collaboration around the world and the term “globalization” has become ubiquitous. This course seeks to explain, discuss, debate and analyse 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.

401-A05-MS Business and Social Responsibility

Ponderation: 3-0-3 Credits: 2

Competency OANA: Analyze human realities through a more in-depth study from the perspective of a social science discipline.

This course seeks to provide a social and environmental component to students’ education about business. The course will introduce concepts which the modern business person, owner or student must consider in order to be successful. Operating a business in the 21st century is far more complicated than in the past, and focusing solely on the bottom line and shareholder wealth is not sufficient. In fact, today’s most successful organizations, as measured by both shareholder value and public image, are dedicating significant resources (time, money and effort) towards ensuring a strong corporate image, environmental sustainability, social responsibility, diversity and more. This course will introduce students to the concepts and link them with a comparison of those organizations who “do” social responsibility well and those that have done it poorly. By the end of this course, students will have the basic knowledge and abilities which will serve them well in their future endeavors. The course will also provide a broad based introduction to the topics which students can expect to cover in University and which they will face in the modern business world. The classes will consist of lectures, discussions and workshops.

ENGLISH COURSES

All students take four (4) English courses.

English courses are taken in the following order:

- 603-101-MQ: Introduction to College English (English 001 is taken concurrently if required)
- 603-102-MQ: Literary Genres (course titles vary/a selection of course titles are offered)
- 603-103-MQ : Literary Themes (course titles vary)
- 603-LPE-MS: English Adapted to Program

ENGLISH 001 – PREPARATION FOR COLLEGE ENGLISH

603-001-RE Remedial Activities for Secondary V English Language Arts

Ponderation: 2-2-4 Credits: 2.66

Competency 1010: Use basic techniques and rules in the comprehension and communication of various forms of discourse

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 (taken after admission has been granted) 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. 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.

603-SU1-MS Preparation for College-Level English

Ponderation: 2-2-4 Credits: 2.66

Competency 1012: Use basic techniques and rules in the comprehension and communication of various forms of discourse

This preparatory course, for students who require particular help in the development of their basic English skills, is a credited course that does not count toward a DEC. Students are placed in this course if the results on their English Placement Test (taken after admission has been granted) indicate that they would have difficulty adapting to studying in an English-language environment at the College level. The course is taken in conjunction with 603-101 typically during the fall semester. The focus of this course is on understanding and using English for academic purposes. Consequently, this is not a literature-based course, but one which aims to help students develop the skills they require to succeed in all of their academic courses. The goal of this course is to help students develop a better understanding of how skills in written and oral English are essential to their academic success in an English language college.

ENGLISH 101 - INTRODUCTION TO COLLEGE ENGLISH

603-101-MQ Introduction to College English

Ponderation: 2-2-4 Credits: 2.66

Competency 4EA0: To analyze and produce various forms of discourse.

The focus of these courses is on helping the student make the transition to college-level studies by developing the ability to read, think and write clearly and effectively. Through the study of at least two literary genres, such as poetry, the short story, the novel, the essay or drama, students are encouraged to develop their confidence and ability to understand and analyse 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.

ENGLISH 102 - LITERARY GENRES

603-102-MQ Adapting the Great American Novel

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA1: To apply a critical approach to literary genres.

In the aftermath of the US Civil War (1861-5), much American writing asked about how to unite a country that had been so violently broken apart, and what role an emerging national literature could play. In this context, publishers and literary figures started to imagine a "Great American Novel," (GAN), which was as grand as the continent itself, represented the diversity of its people, and took on weighty subjects, often critiquing the disconnect between American ideals and American realities. While the idea was often seen as a joke, or a goal that could never actually be achieved, it still helped to shape America's literary canon. In this course, we'll read two major realist works that are typically thought of as Great American Novels, Mark Twain's *Adventures of Huckleberry Finn*, and F. Scott Fitzgerald's *The Great Gatsby*. Both of these novels became a part of the canon because of their integration and interrogation of America's values and failures to live up to them. We will also study prominent adaptations of these novels, in fiction and film, and consider other forms, like music, that engage with the themes these works present.

603-102-MQ African-American Voices

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA1: To apply a critical approach to literary genres.

This course will introduce 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 expose, share, interpret and rewrite the trauma inflicted by slavery. However, this genre has expanded to express a diversity of perspectives. In this course, we will focus on evolving definitions of freedom, as we analyze literature from the perspective of the African-American storytellers under consideration. Students will hone writing skills and grow comfortable engaging in critical discourse. Frequent rhetorical exercises in response to both primary and secondary texts will ensure that students have the tools needed for further academic engagement. Material ranges from Frederick Douglass' first-hand account of life under slavery to Ralph Ellison's, Ann Petry's, and Toni Cade Bambara's fictional depictions of the challenges faced by black people in the twentieth century. We will contrast the approaches of famous historical figures, such as Martin Luther King Jr. and Malcolm X, with Ta-nehisi Coates' recent analysis of American race relations. We will cover a range of themes, geographical settings, and time periods as we analyze how African-American writers both assert and distinguish their voices. We will consider the ways in which the act of writing serves as a way to counter injustice by naming it.

603-102-MQ Arthurian Legends: The Medieval Romance Tradition

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA1: To apply a critical approach to literary genres.

Tournaments, damsels-in-distress, mysterious knights, and marvelous quests, these are the story tropes of the medieval romance genre that have shaped the way our society imagines the entire medieval period. The most popular chivalric romance in Europe was the story of Arthur and his Knights of the Round Table. This course will trace the development of the Arthurian romance tradition from Celtic tales to Mallory's *Le Morte Darthur*. After this close engagement with the genre, the class will look at how this genre has gone on to influence the development of Arthurian legends beyond the medieval period. While historically set in the earliest days of post-Roman Britain, the Once and Future King endlessly evolves to reflect the times and interests of each new era that engages with his legends. Thus, through these stories, the class will aim to explore the dense and expanding world of chivalry that has always been surprisingly multicultural, class skeptical, gender-bending and religiously fraught from the medieval period to today.

603-102-MQ Comics as Literature

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA1: To apply a critical approach to literary genres.

This course introduces students to the graphic novel and the academic study of comics as literature. It provides a vocabulary with which to analyze both the visual and textual aspects of comics, as well as information on this relatively new medium's history, developments and conventions. Through in-class work and written assignments, students in this course learn to perform effective literary/visual analysis, explore comics as a diverse and evolving medium and better understand the importance of genre in studying any form of narrative.

603-102-MQ Decoding Poetry

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA1: To apply a critical approach to literary genres.

This survey course introduces students to poetry from antiquity to the postmodern era, highlighting the formal variations, thematic concerns and commonalities among works written during different historical epochs. Some of the key genres of poetry that students study include the epic, the sonnet and the free-verse poem. This workshop-based course emphasizes the analysis of tropes and schemes. Summative evaluations consist of cold readings of poems not studied in class.

603-102-MQ Fantasy Literature

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA1: To apply a critical approach to literary genres.

This course explores fantasy literature for children, with a focus on dark fantasy tales. Through an in-depth examination of short stories, novels, and films, students will engage with a number of important sociocultural issues surrounding these tales, including representations of monstrosity, gender relations, and the breakdown of the family unit. Authors under study include The Brothers Grimm, Maurice Sendak, Roald Dahl, and Neil Gaiman.

603-102-MQ English Literature to 1800: Genre and Culture (A&S and Liberal Arts only)

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA1: To apply a critical approach to literary genres.

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.

603-102-MQ Folk and Fairy Tales

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA1: To apply a critical approach to literary genres.

This course explores the conventions and characteristics of folk and fairy tales. Students employ a variety of critical approaches (e.g. Freudian, Jungian, Feminist, Marxist) to analyze tales. The course focuses on folk tales in early written forms, on versions of these tales by authors such as Charles Perrault, Jacob and Wilhelm Grimm and Joseph Jacobs, and on reinterpretations by 20th- and 21st-century authors and filmmakers. The course also includes study of original literary tales by authors such as Hans Christian Andersen and Oscar Wilde.

603-102-MQ Gothic Fiction

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA1: To apply a critical approach to literary genres.

Students examine a selection of 18th- and 19th-century short stories and novels in order to understand the formal characteristics of Gothic literature, a genre that manipulates fear and mystery in order to probe obscure spiritual, psychological and social concerns. The course ends with generic and cultural comparisons to contemporary gothic film

603-102-MQ History, Truth and Fiction

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA1: To apply a critical approach to literary genres.

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.

603-102-MQ Magic Realism

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA1: To apply a critical approach to literary genres.

This course is an introduction to the literary school(s) generally referred to as magic realism or magical realism. For this course the label is interpreted in its widest sense, as encompassing those writers of Latin America most associated with it, but also others whose work shows clear evidence of the approach. Students explore the characteristics, conventions, stylistic techniques, thematic concerns and specific methods of characterization and narrative point of view and voice typical of the genre and its most prominent authors as well as its and their relationship to larger social and cultural contexts.

603-102-MQ Novels of Nature, the Environment, and the Ecological Imagination

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA1: To apply a critical approach to literary genres.

While complicated ideas about “nature” have long appeared in literary works, concerns about human impacts on planet earth, and the other creatures which inhabit it, have risen significantly since World War II. In American literature, there is a long tradition of nonfiction nature writing, and since the 1960s, these older modes of writing about the natural world have been complemented by books like Rachel Carson’s *Silent Spring*, which combined rhetorical skill and scientific expertise to catalyze the modern

environmental movement, leading to government responses to a range of environmental crises. In recent decades, American novelists have responded to these nonfiction writers, paying increased attention to the nonhuman world. This semester, we'll begin by surfacing our background knowledge and underlying assumptions of concepts like "nature" and "environment," and then we'll read two recent, prize-winning novels that can be described as "ecofiction." We'll consider the formal features of these works, analyze them closely, and learn about the broader contexts in which they were written. In addition to improving your reading skills, I invite you to treat this course as an opportunity to contemplate your connections to the living and non-living world you call home, and to cultivate a sense of wonder over the basic facts of our shared existence.

603-102-MQ Philosophical Approaches to The Teleplay

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA1: To apply a critical approach to literary genres.

The teleplay, a comedy or drama adapted for television, is often disparaged as a low art form. However, it has recently been gaining ground as a respected literary genre as evidenced by the burgeoning critical response to television programming from the academic community. Drawing upon current developments in genre theory, this course examines the narrative structures of two teleplay sub-genres: the sitcom and science fiction. Students analyze these sub-genres using critical approaches such as structuralism, nihilism and post-modernism.

603-102-MQ Science Fiction

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA1: To apply a critical approach to literary genres.

In conceiving of alternate realities, forms of life and ways of living that fall outside the scope of our current existence, Science Fiction provides us with a different perspective on who we are now and engages in social critique. It compels us to rethink our relationship to ourselves, to each other and to what we (can) know. This course traces the genealogy of the literary genre, with a particular focus on fiction and film from SF's golden age, the new wave and cyberpunk. In addition, students are introduced to critical approaches to the genre to gain a sense of its significance in contemporary culture.

603-102-MQ Shakespeare on Screen

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA1: To apply a critical approach to literary genres.

William Shakespeare could not have known that his theatrical dramas would one day become more accessible on screen than on stage. From large public movie venues, to household TVs, to classroom screens, to small handheld devices, there are now more surfaces than ever via which to experience the hundreds of adaptations of his plays. The easy availability of these filmed versions has contributed to a democratization of access to his dramas that defies boundaries and spans the globe. Not only have Shakespeare's audiences become more diverse, but so too have the origins of the directors and the actors who have worked to make the plays come alive in this medium. Shakespeare on screen constitutes a genre of storytelling that relies as much on sophisticated visual effects as on the words of the original playtexts. Students will thus attend to the adaptations screened in the course by paying close attention not only to the spoken words, but also to the dynamic visual contexts in which those words are once again brought to life.

603-102-MQ Short Fiction

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA1: To apply a critical approach to literary genres.

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.

603-102-MQ The Canadian Novel

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA1: To apply a critical approach to literary genres.

This course introduces students to two Canadian novels: Margaret Atwood's *The Handmaid's Tale* and Timothy Findley's *Not Wanted on the Voyage*. The course begins with a brief historical overview of the social, economic, and cultural conditions that gave rise to the novel as a genre in England. We then examine the development of the novel form in Canada. Through our analyses of *The Handmaid's Tale* and *Not Wanted on the Voyage*, we explore some of the thematic preoccupations that characterize the Canadian novel as well as the alterations to the novel's generic conventions that these thematic concerns engender.

603-102-MQ The Essay

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA1: To apply a critical approach to literary genres.

The word essay derives from the French infinitive *essayer*, "to try" or "to attempt;" this course will study the essay, the oldest and arguably most significant form of nonfiction. According to Aldous Huxley, "Like the novel, the essay is a literary device for saying almost everything about almost anything." The contemporary essay – also known as creative nonfiction – encompasses not only a wide range of subjects, but also an array of styles and techniques. We will read various contemporary essays in the course pack discussing the rhetorical devices and how those devices were constructed to affect readers. Students will write critically on the essays.

603-102-MQ The Origins and Innovations of the Short Story

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA1: To apply a critical approach to literary genres.

This course explores the developments in the short story from the 19th century to the present, looking specifically at experiments within this genre. From the origins of this form in the work of Edgar Allan Poe to modern treatments by writers such as George Saunders and David Foster Wallace, we examine authors who seem to establish the rules of the short story while simultaneously breaking from these conventions. Students analyze the purpose behind avant-garde and innovative tales within this genre of fiction.

603-102-MQ The Weird Tale

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA1: To apply a critical approach to literary genres.

At its core, Weird Fiction seeks to transport readers beyond everyday experience and objective reality in order to inspire terror. All truly Weird Tales, by definition, conjure an atmosphere of otherworldly dread due to the defeat of the natural laws that we use to understand and neutralize the world. While they are similar to horror stories, their primary aim is not to revolt us on a visceral, physical level, but to trigger fear and awe as the reader is asked to expand her perception of the world beyond the mundane possibilities of "realism."

This course will explore the genre of the Weird, focusing on short fiction while also considering a variety of visual media including films and Max Ernst surrealist novel in collage *A Week of Kindness*. To establish the fundamental conventions of the genre, we will begin by studying excerpts from H. P. Lovecraft's "Supernatural Horror in Literature," in which he provides the first formal definition of the Weird Tale. Proto-weird texts upon which Lovecraft drew while composing the essay and his short fiction, including Rudyard Kipling's "The Mark of the Beast," will allow us to explore several of the genre's common themes and elements including narrative unreliability, the forbidden, esoteric text, the violation and degradation of the body, social decline, and the "terrifying" allure of the exotic, foreign "other." H.P. Lovecraft's "The Call of Cthulhu," among other tales, will introduce the defining concern of the genre for the past century: existential terror.

603-102-MQ Thrills and Chills: The Psychological Thriller

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA1: To apply a critical approach to literary genres.

This course traces the psychological thriller from its literary antecedents (Edgar Allan Poe) to more contemporary mind game movies (*Shutter Island*). A subgenre of the thriller, the psychological thriller delves into the dark corners of the human mind and exposes the tenuousness of characters' grasp on reality using suspense and plot twists. Unlike the classic detective story, whose focus is on solving a mystery, the psychological thriller emphasizes character development as a key element to the narrative over the question of "whodunit," arriving, more broadly, at a confrontation of the fears and anxieties of everyday life and the mundanity of the modern world. In this course, we will learn to define and recognize a genre (thrillers) and subgenre (psychological thrillers) by embracing and contesting their conventions. We will also study psychoanalytic theory (Freud, Hare, Jung) to understand its influence on film and literature.

603-102-MQ Travel Writing as Genre

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA1: To apply a critical approach to literary genres.

The history of travel writing in English has gone through many transformations over the past six centuries, but three defining characteristics have remained the same: travel writing consists of numerous genres that describe the process of travel, travel writing blurs the boundaries between the subjective and the objective, and, finally, travel writing represents other cultures, peoples, and landscapes to readers back home. The last two characteristics of the travel writing genre are of particular interest in this course because issues in contemporary travel writing focus primarily on the instability of the “I” narrator and the political implications of representing the “Other.” These trends will be addressed in the close study of travel narratives on the Australian Outback and mountain climbing. Finally, we will re-evaluate the three main conventions of travel writing within an increasingly wired universe through a structured analysis of a chosen travel narrative from Lonely Planet’s *On the Edge: Adventurous Escapades from Around the World*.

ENGLISH 103 - LITERARY THEMES

603-103-MQ AI and The Novel

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA2: To apply a critical approach to a literary theme.

From dystopic futures to machine-learned paradises to the all-too-real datasets and hidden labours behind current technological innovations, artificial intelligence has posed profound philosophical questions that the novel, from Mary Shelley's *Frankenstein* to Ian McEwan's *Machines Like Me*, has been well positioned to exploit, and this course on AI and the novel will focus on the contemporary novel's thematic treatment of AI. An initial study of key terms and a general overview of AI will open the course, where excerpts from Jeanette Winterson's *12 Bytes* and Kate Crawford's *Atlas of AI* will be read to not only engage with ethical debates within the field, but also to hone essay analysis skills in preparation for the English Exit Exam. Moving from non-fiction to fiction, a sampling of short stories will address themes pertaining to AI's nurturing or destructive potential fueled by its imagined sentience as well as its societal and artistic impact on memory and creativity. However, beyond these abstracted themes, AI also mirrors humanity's own vulnerabilities and prejudices, and these very human qualities will shape the study of both Kazuo Ishiguro's *Klara and the Sun* and Tahmima Anam's *The Startup Wife*, two of the most discussed novels on AI from 2021. Whether engaging with the melancholic innocence of an artificial friend whose restrictive perspective contains enlightened insight into the nature of doubt and faith in *Klara and the Sun* or satirically exposing the relational costs and gendered bias of a successful application (App) that promises new rituals of connection in Anam's *The Startup Wife*, this course will address fiction's ability to grapple with the unintended consequences of AI.

603-103-MQ Bare Survival

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA2: To apply a critical approach to a literary theme.

Students explore the theme of bare survival in Canadian literature or what one critic calls literature "not about those who made it, but those who made it back." They analyze perceived differences between Canadian, American and British culture before identifying ways in which Canadian literature differs from these cultural influences. They then examine bare survival sub-themes such as nature as enemy, animal as victim, the portrayal of the First Nations and the "other solitudes." They also analyze texts from postcolonial, Adlerian and gender studies approaches.

603-103-MQ Betwixt and Between

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA2: To apply a critical approach to a literary theme.

Situated between high school and university, CEGEP students occupy a moment that resembles the liminal phase of a rite of passage: a period of transition between two states. Arguably, liminality or being betwixt and between characterizes much of human experience. This course explores the theme and theory of liminality and rites of passage through a variety of short stories, essays, films and Ken Kesey's novel *One Flew Over the Cuckoo's Nest*.

603-103-MQ Carpe Diem

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA2: To apply a critical approach to a literary theme.

This course focuses on a variety of pieces of literature that explore the Carpe Diem theme. Students study short poems, songs, a novella, a play and films from classics to contemporary pieces. Some of the fictions explored promote the seizing the day because doing so leads to fulfilment whereas others question the value of doing so and instead promote not seizing the day. Students critically analyze the theme through an examination of various literary techniques and devices.

603-103-MQ Civilization in Crisis

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA2: To apply a critical approach to a literary theme.

This course focuses on the theme of civilization in crisis and its representation in two novels: Chinua Achebe's seminal novel *Things Fall Apart*, a portrayal of pre- and post-colonial life in a fictional Nigerian clan, and Anthony Doerr's historical novel *All the Light We Cannot See*, which depicts the lives of its two protagonists in Germany and France in the period leading up to and including World War II. We begin by analyzing these novels' representations of the economic, political, social, and cultural contexts of the historical periods in which the texts are set. However, we also discuss the ways in which these novels illuminate and engage with contemporary concerns. Although our discussions begin with these novels' treatment of the broad theme of civilization in crisis, we also explore related themes including social control, gender relations, ethics and morality, the construction of beliefs and 'truth', the role of science and technology in civilizations in crisis, and the social function of music, literature, and the arts more generally.

603-103-MQ Gender Fluidity in Literature

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA2: To apply a critical approach to a literary theme.

This course examines literature that pushes the boundaries of gender expectations. By looking at ways in which fiction both shapes and defies acceptable definitions of gender, we will join in a critical debate about what it means to be masculine, feminine, both, or somewhere in between. Students will pay particular attention to identifying central themes in these works: first through close reading and then by analyzing literary devices. Primary works will range in time and subject matter, and we will consider them in dialogue with one another. The New Woman fiction of Victoria Cross and Sarah Grand highlights the absurdity and limitations of gendered expectations in 1890s England, with a focus on female empowerment as a solution. This is *How it Always Is* shows how a transgender child comes into herself, and impacts her family in the process. Films will provide material for analysis, as we look at gender fluidity from the contrasting perspectives of practical necessity and physiological pull. Short stories and journalistic accounts from recent years will explore gendered expectations in our current context. These works will allow us to view gender through intersecting considerations of national identity, race, community, family, and class. By analyzing how gender is constructed through narrative, we can employ literature to break down both normative and phobic reactions to perceived gender transgressions.

603-103-MQ Gender in Narrative Poetry

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA2: To apply a critical approach to a literary theme.

The genre of narrative poetry and the epic in particular give readers insight into the patriarchal, heteronormative gender conventions that permeate (western) contemporary culture. In examining closely Emily Wilson's translation of Homer's *Odyssey* as well as excerpts from Robert Fagles' translation of *The Odyssey* and *The Iliad*, we will explore how language shapes our perceptions of human sexuality and gender identity.

603-103-MQ Literary Survey Since 1800 (A&S and Liberal Arts only)

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA2: To apply a critical approach to a literary theme.

Despite the difficulty in arriving at a consensus over what Romanticism is (or isn't), we will be exploring its central characteristics and tendencies throughout the semester. The goal is to arrive at some conclusion in terms of its definition, by looking at various literary themes that preoccupied the Romantics: technology, nature, spirituality, the notion of the hero, gender, class, democracy, and more. Both enriching and complicating this task, the course will be international in scope, and comparative in practice, focusing on how romanticism manifested itself throughout Europe. Toward the end of the semester, we will study the Victorian era in England as a reaction to romanticism.

We will study various cultural works, including paintings, essays, and poems. We will also read two significant novels that are thematically rich and representative of the period's central cultural and social characteristics/preoccupations. Johann Wolfgang von Goethe's *The Sorrows of Young Werther* (Germany) is widely considered to be a major influence on Romanticism. Mary Shelley's *Frankenstein* is one of Romanticism's major works. Finally, Oscar Wilde's play *The Importance of Being Earnest* will be studied as a humorous commentary on Victorian England.

603-103-MQ Madness in Literature

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA2: To apply a critical approach to a literary theme.

The objective of this course is to enable students to apply a critical approach to the literary theme of madness. To this end, students should learn to recognize this literary theme in a text, its cultural context and the value system at work. Students should learn to explicate a text from a thematic perspective.

Significant texts will be analyzed to explore the various ways that madness has historically been depicted. Amongst other things, the madman/madwoman in literature has caused: terror (the psychotic murderer), admiration (the mad genius), and may ultimately force society (and the reader) to question the sanity of its own institutions (war, religion, etc.). Madness has historically been rich in symbolic value, and has been used to convey or contest, amongst other things, a woman's place in a patriarchal society and alienation in modern society. This course seeks to address how and why madness has been symbolically used in such diverse ways.

603-103-MQ Memory & Imagination

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA2: To apply a critical approach to a literary theme.

How do our individual memories and imaginations give rise to our stories? How reliable are our memories? When writing memoir, what is the connection between memory and imagination and the creative process? In this course, we will consider the theme of memory and its relationship to imagination and creativity, studying both fiction, short personal essays and memoir. As well, the course will explore the illusive, contradictory and unpredictable nature of memory and how we as writers and artists attempt to imitate, articulate and elucidate this complexity. We will read a number of texts (fiction and nonfiction) exploring the nature of memory and imagination. We will read a book-length memoir, Richard Wagamese's *One Native Life*, exploring themes of identity, memory, belonging and connection. We will write descriptively and critically, drawing on memory and imagination as well as analysis to develop and revise our understandings.

603-103-MQ Metamorphosis

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA2: To apply a critical approach to a literary theme.

Metamorphosis is defined as radical change or transformation. It has concerned writers from Ancient Greece to the present. Students analyze works of fiction, nonfiction and poetry in order to recognize a connection between the theme of metamorphosis and the values of the society and cultures in which these works were created. The objective of the course is to provide students with a method of explicating literary texts from a thematic perspective and expressing what they have learned in written and oral work.

603-103-MQ Misanthropy in Literature

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA2: To apply a critical approach to a literary theme.

This course is an exploration of misanthropy – a dislike and/or distrust of people – as it has appeared throughout several literary genres and historical periods. Each text covered puts forward its own list of humanity's flaws, theories as to their origins, fears and frustrations concerning their consequences and suggestions as to what can be done either to remedy the situation or to cope. This focus is used to hone the student's use of literary analysis and understanding of the impact of historical context and genre on thematic concerns.

603-103-MQ Monster Making

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA2: To apply a critical approach to a literary theme.

Monsters weave their way through the myths, legends, folklore, popular entertainment, and imaginations of every culture throughout history, giving substance and shape to collective values, fears, and neuroses. Likewise, the creation of monsters by human hands is itself a foundational trope. The lineage of “manufactured monsters” extends from the artificial being Talos in Hellenistic myth, to the Golem of Prague, brought to life by kabbalistic magic, to human beings mutilated by chance or human action, to machine men and Frankenstein's creation, endowed with life through the application of novel scientific and technological developments. This course will explore the ways in which individuals and whole societies have “manufactured monsters” in myth and fiction, as we apply a wide variety of theoretical readings to primary sources from multiple cultures and time periods. After examining depictions of abject and abnormal creatures, we will be able to interrogate the literal process of “monster making” - the production of aberrant beings by fictional scientists, madmen, artists, and other monsters.

603-103-MQ Responses to Death

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA2: To apply a critical approach to a literary theme.

Death haunts our stories. From the earliest stone tablets of ancient Mesopotamia to Pixar's latest release, narratives strive to understand death. The question of what death means has been argued and answered by countless religious and secular texts. However, in this class we will not attempt to understand death or what happens to us when we die. Instead, this class will assume that death is both a mystery and a certainty. While we cannot know what death entails, we will all have to face death one (hopefully distant) day. This course will focus on confrontations with death that affect the way life is lived. By tracing literary responses to death in disparate periods and genres, this class will not ask questions about death but about life.

603-103-MQ Shakespeare's Communities

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA2: To apply a critical approach to a literary theme.

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.

603-103-MQ Social Issues in Comedy

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA2: To apply a critical approach to a literary theme.

What makes something funny? The famous Greek philosopher Aristotle said the secret to humor is surprise. This may be why, over the course of literary history, comedy has been a tool to criticize norms and expose human folly; from war to racism, comedy can surprise us by making us aware of preconceptions we didn't know we had. This course will explore the ways comedy reveals insights into the human condition, and why it is so effective. First, we will explore different types of humor. From slapstick to satire, humorists may use wit and observation to comment on the past and to imagine new futures. Over the semester, we will explore the psychology of humor, and discuss how comedy has evolved over time to fit social and historical contexts. We may even try our hands at writing our own jokes!

603-103-MQ Sounding Off

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA2: To apply a critical approach to a literary theme.

In this course, students study how popular music informs contemporary literature on both literal and figurative levels. Through close reading of the texts and related materials, students examine, among other themes: how music can fill people's needs to belong but not conform to family/social groups; how the emotional immediacy of music affects its use and misuse by musicians and fans; and how music operates as a source of profound sanctuary as well as a proving ground for talent and courage.

603-103-MQ Sunshine State: Florida in Literature

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA2: To apply a critical approach to a literary theme.

The state of Florida occupies a peculiar place in American culture. On the one hand, it's the site of Disney's "Magic Kingdom," where a dream is a wish your heart makes, and of NASA's Kennedy Space Center, where human ingenuity got us to the moon. These iconic places have helped to produce a popular image of Florida as an escape, where snowbirds seek respite from northern winters, and where outlaws (or tortured poets) can start over. Yet Florida is also viewed as a grotesque scene, a place of swamps and alligators where danger is imminent, and where the meme figure "Florida Man" acts with unimaginable desperation in the quest for something better. It's an ecological wonderland, yet it's ecologically fragile. It's a multicultural haven for immigrants in exile, yet it's increasingly close-minded, reactionary, and influenced by Trump. It's a place where many of the conflicts and contradictions of American life are highly concentrated. In this course, we'll watch films, and we'll read creative nonfiction, short fiction, a novel, and a play that offer different perspectives on this, the weirdest of the United States.

603-103-MQ The Nightmare in Literature and Film

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA2: To apply a critical approach to a literary theme.

This course explores the concept of the nightmare, a portmanteau defined by Stefan Dziemianowicz as “a dream of darkness expressed as a frightening tale of terror.” Students will examine select works where an atmosphere of dread permeates the waking and dreaming lives of individuals, often due to past trauma. Authors under study include Washington Irving, Edgar Allan Poe, Sheridan Le Fanu, Emily Brontë, Bram Stoker, Guy de Maupassant, Robert Louis Stevenson, Sigmund Freud, and Carl Jung.

603-103-MQ The Stranger in Literature

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA2: To apply a critical approach to a literary theme.

This course will explore treatments of the stranger in poems, short stories, and films from the 19th century to the present. Based on the wide array of enigmatic characters that populate these works, the stranger can be both hero and villain, a savior rescuing a community or an enemy invading it. Nevertheless, the strangers of these texts do share a common effect: for better or worse, they each disrupt the social order, challenging a society’s ability to label, organize and control its citizens. As we will see, the politics of history, race, class and gender always play a role in how groups large and small distinguish its “insiders” from those it deems strangers, or simply “strange.” Looking at a wide variety of issues, from the experiences of immigrants to the careers of rebel artists, we will examine how characters become known to us through narrative. Coupled with its focus on interpretation, this course will place an emphasis on writing skills, such as composition, editing and argumentation. Our class time will be divided between lecture, discussion, group work, and in-class assignments.

603-103-MQ The Unknown and the Unknowable

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA2: To apply a critical approach to a literary theme.

This course is an exploration of our relationship with knowledge including that which lies beyond our reach. Through the works of Neil Gaiman, Ursula K. Le Guin, Alfred Tennyson, and Margaret Atwood, we will explore how characters make peace – or fail to make peace – with the risk inherent in their interactions with the fraught spaces of the unknown and thus define their relationship with the information that is available. Spanning the genres of science fiction, fantasy, poetry, and realism, these texts explore methods by which one can move from the limited knowledge of the present into the entirely unknown future and the unavoidable costs of that movement.

603-103-MQ The Vampire in Fiction and Film

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA2: To apply a critical approach to a literary theme.

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.

603-103-MQ Unheard Voices

Ponderation: 2-2-3 Credits: 2.33

Competency 4EA2: To apply a critical approach to a literary theme.

This course introduces a number of texts (short stories, essays, poems and a novel) in which the narrator or speaker's point of view profoundly affects the reader's response to the literary work. In these texts, authors use the literary techniques of character, point of view and voice to enhance and develop major themes such as perception, misunderstanding, alienation and deceit. Students employ a variety of critical approaches (e.g. Freudian, Jungian, Feminist, Marxist) to analyze literary works.

ENGLISH LPE - ADAPTED TO PROGRAM

603-LPE-MS American Nature Writing

Ponderation: 2-2-2 Credits: 2

Competency 4EAP: To communicate in the forms of discourse appropriate to one or more fields of study.

Observers of American literature and culture have increasingly questioned whether terms like "nature writing" or "environmental writing" are useful now that scholarship from many fields has proven that nature is not something separate from humanity. Yet these terms still have historical meaning, and this course will survey the literary history of these categories in the United States. We'll read foundational works of nonfiction that discuss the importance of "natural" places for personal growth and national identity, many of which advocated for preserving iconic landscapes, and even prompted the creation of legislation and government agencies that protect human health from industrial pollutants. We'll also consider recent works that combine scientific knowledge with personal narrative and social critique, often reflecting on our relationships with animals, our addiction to fossil fuels, and our tendency to build environments to separate ourselves from the "more than human" world. You will also get to do your own nature and environmental writing several times throughout the term. For the final assignment you will have the option to make a well-researched contribution to these genres, or to compose the standard argumentative essay that engages with two or more assigned texts. I invite you to treat this course as an opportunity to contemplate your connections to the living and non-living world you call home, and to cultivate a sense of wonder over the basic facts of our shared existence.

603-LPE-MS Business Communication

Ponderation: 2-2-2 Credits: 2

Competency 4EAP: To communicate in the forms of discourse appropriate to one or more fields of study.

In the Communicating to Find a Job unit, students learn about cover letters, resumes, interviews and LinkedIn profiles. Next, in the Communicating in a Crisis unit, students examine how corporations manage crises, notably through apologies and social media. Finally, in the Communicating within a Company unit, students learn how to navigate politics, emails and sending/receiving difficult messages. This course is relevant and accessible to non-commerce students.

603-LPE-MS Character-Driven Creative Writing

Ponderation: 2-2-2 Credits: 2

Competency 4EAP: To communicate in the forms of discourse appropriate to one or more fields of study.

This course is designed for university-bound college students to develop their critical reading, writing, and communication skills through the writing of character-driven short fiction. The class begins with short, directed assignments that focus on aspects of fiction such as point of view, characterization, significant detail, and literary style, and concludes with a longer, original piece of polished fiction. In addition, through the study of selected short stories, students will be introduced to how accomplished authors use specific literary techniques and devices, and the effects produced by those devices -- all of which should construct a "toolbox" with which to enhance the students' work. By learning to present their work orally before the class, students will also learn the importance of responding to and writing for an audience offering feedback. Finally, through the process of group writing seminars, feedback from the instructor, revision, and class critique, students will develop their editorial "ear."

603-LPE-MS Creative Nonfiction: Writing (True) Stories

Ponderation: 2-2-2 Credits: 2

Competency 4EAP: To communicate in the forms of discourse appropriate to one or more fields of study.

This course aims to develop students' skills in writing creative nonfiction. It introduces students to the use of nonfiction literary techniques and devices that can be incorporated into their own work. Through the process of peer revision and feedback from the instructor, students learn to edit their own work and develop their own literary voice. It focuses on exercises that encourage the creative process, beginning with short, directed assignments and culminating in longer, original pieces.

603-LPE-MS Creative Writing

Ponderation: 2-2-2 Credits: 2

Competency 4EAP: To communicate in the forms of discourse appropriate to one or more fields of study.

This course is designed for university-bound students, allowing them to develop their skills through writing character-based, short fiction. Through a combination of writing exercises and a consideration of texts, students are introduced to the use and effects of specific literary techniques, including point of view, tense, significant detail and style. Through writing seminars, feedback and revision, students are expected to develop an editorial ear. Beginning with exercises that access student's creative process, the short, directed assignments focus on specific skills and conclude with a completed short story.

603-LPE-MS Eroticism in Poetry

Ponderation: 2-2-2 Credits: 2

Competency 4EAP: To communicate in the forms of discourse appropriate to one or more fields of study.

According to Nobel Laureate Octavio Paz in *The Double Flame: Love and Eroticism*, eroticism is sexuality transfigured, a metaphor. This course focuses on romantic and erotic love as expressed in Greek mythology and poetry, Renaissance, Romantic, and contemporary poetry, in addition to 19th and 20th Century prose. In analysing the similarities and differences among writers throughout the ages in their depictions of love, lust, and the erotic, students explore how different literary modes define the nature of desire, and how each text reveals the historical, philosophical, and social context of its respective period.

603-LPE-MS Gossip in Literature and Film

Ponderation: 2-2-2 Credits: 2

Competency 4EAP: To communicate in the forms of discourse appropriate to one or more fields of study.

This course examines the relationship between gossip, plot and character in short stories, films and novels. In fiction, gossip often forms an alternative storyline that distracts from, competes with and impacts the main narratives under consideration. Considering the writings of theorists from various fields, such as psychology, law, gender studies and philosophy, the course distinguishes between the ways in which different disciplines interpret and analyze gossip. It looks at ways in which gossip is affected by gender, nationality, time period and media. This course is intended for university-bound students and designed to reinforce their ability to think critically, read carefully, research independently and express themselves clearly and compellingly both orally and in writing.

603-LPE-MS Law and Literature

Ponderation: 2-2-2 Credits: 2

Competency 4EAP: To communicate in the forms of discourse appropriate to one or more fields of study.

This course on Law and Literature will focus on issues of justice and equity as they connect across the fields of law and literature. More specifically, this course will use various legally themed literary pieces as an entry point for an initial foray into the field of law. In the Western legal tradition, the authoritative law is primarily written law. In contrast, literature is not given the same normative value and is rather categorized as either fiction or as merely descriptive. This class will question this dichotomy and use the familiar skills of literary analysis and writing to discover legal analysis and writing. Through literature, students will explore the basic underpinning of public and private law and engage in basic legal writing and oral pleading.

603-LPE-MS Literature and The Body

Ponderation: 2-2-2 Credits: 2

Competency 4EAP: To communicate in the forms of discourse appropriate to one or more fields of study.

This course is designed for university-bound college students to reinforce their critical reading, writing, and communication skills. There will be a strong emphasis on independent thinking, critical self-reflection, and active demonstration of advanced skills. As such, students will be expected to be more autonomous in this final English course, to generate ideas, and to contribute directly to classroom learning through forums like group work and seminars. They will also be expected to produce polished written work.

603-LPE-MS Literature and Theory

Ponderation: 2-2-2 Credits: 2

Competency 4EAP: To communicate in the forms of discourse appropriate to one or more fields of study.

This course is designed for university-bound college students to reinforce their critical reading, writing, and communication skills. There will be a strong emphasis on independent thinking, critical self-reflection, and active demonstration of advanced skills. As such, students will be expected to be more autonomous in this final English course, to generate ideas, and to contribute directly to classroom learning through forums like group work and seminars. They will also be expected to produce polished written work. Furthermore, students will refine their critical thinking and oral skills in the design and management of their seminars. They will learn to lead discussion, frame questions, and express informed opinions.

603-LPE-MS Modernism and Critical Theory (A&S and Liberal Arts only)

Ponderation: 2-2-2 Credits: 2

Competency 4EAP: To communicate in the forms of discourse appropriate to one or more fields of study.

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.

603-LPE-MS Researching 18th-Century Crime Writing

Ponderation: 2-2-2 Credits: 2

Competency 4EAP: To communicate in the forms of discourse appropriate to one or more fields of study.

This ENG LPE course on eighteenth-century crime writing will explore the thematic treatment of crime in the development of various popular literary forms, including the ballad, the broadside, engravings and the criminal biography. Authors, artists and dramatists from the period took their inspirations from the streets. Not only will students analyze early street literature for its mixed moral messages, stylistic innovations and criminal representations, but they will also analyze court transcripts from the Proceedings of the Old Baily, essays by Henry Fielding, Bernard de Mandeville and Cesar de Saussure

and entries from the Newgate Calendar. Michel Foucault's groundbreaking work *Discipline & Punish: The Birth of the Prison* will enhance a critical understanding of these various literary and non-literary texts in order to highlight the dynamic shifts in eighteenth-century criminality. William Hogarth, like no other artist in eighteenth-century London, exploited these shifts in criminality for commercial and artistic success. A detailed analysis of William Hogarth's engravings for *A Harlot's Progress* and *A Rake's Progress* will give students the opportunity to do a discursive analysis of a non-traditional literary text. The course will culminate in a seminar presentation and essay on a chosen criminal biography from Lucy Moore's anthology *Con-Men and Cutpurses: Scenes from Hogarthian Underworld*.

603-LPE-MS Science and Science Fiction

Ponderation: 2-2-2 Credits: 2

Competency 4EAP: To communicate in the forms of discourse appropriate to one or more fields of study.

This course examines the complex relationship between science, its methodologies, modes of discourse, and advancements, and science fiction. As evidenced by H. G. Wells study of biology under Thomas Huxley, and Isaac Asimov's doctorate in Biochemistry, seminal authors in the genre have often received formal training in the hard sciences. A background in, and continued attention to, these fields not only shape the philosophical underpinnings and subjects of their works, but also the ways in which they engage with scientific topics both stylistically and conceptually.

To explore such connections, we will consider a variety of issues in science that have captured the public imagination, including animal experimentation, the nuclear issue, genetic engineering, artificial intelligence, and cyborgization through both fictional works, and academic and popular scientific articles.

603-LPE-MS Shakespeare over Time

Ponderation: 2-2-2 Credits: 2

Competency 4EAP: To communicate in the forms of discourse appropriate to one or more fields of study.

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.

603-LPE-MS Social Issues in Literature

Ponderation: 2-2-2 Credits: 2

Competency 4EAP: To communicate in the forms of discourse appropriate to one or more fields of study.

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.

603-LPE-MS Stories on Stories

Ponderation: 2-2-2 Credits: 2

Competency 4EAP: To communicate in the forms of discourse appropriate to one or more fields of study.

This course focuses on literature that demonstrates a keen awareness of the power stories have to shape public perception and — by extension — the world in which we live. Its primary texts belong to a wide variety of genres and media, and range in subject matter from the autobiographical to the fantastical, but they share a common interest in exploring the influence stories have on beliefs and behaviour, and the surprisingly significant roles they sometimes play in people's lives. In doing so, these texts make extensive use of parody, references and allusions, frequently and pointedly engaging with influential narratives from canonical literature, mythology, popular culture and history. Our approach to analysis will therefore involve a substantial focus on intertextuality, and require research strategies with which we can efficiently bolster our cultural knowledge accordingly.

603-LPE-MS The Artist in Fiction and Non-Fiction

Ponderation: 2-2-2 Credits: 2

Competency 4EAP: To communicate in the forms of discourse appropriate to one or more fields of study.

Examining fictional and non-fictional texts, this course teaches students to recognize and evaluate the arguments each of these works make about artistic merit. Acting as artistic manifestos, all of these texts implicitly or explicitly designate certain themes, styles, techniques or devices as representative of quality art. Rather than teach students how to evaluate literature according to certain standards, this course compels students to question literature that seeks to set such standards. In doing so, students come to their own conclusions about what constitutes great art.

603-LPE-MS The Power of Representation

Ponderation: 2-2-2 Credits: 2

Competency 4EAP: To communicate in the forms of discourse appropriate to one or more fields of study.

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.

603-LPE-MS World Mythology and Critical Theory

Ponderation: 2-2-2 Credits: 2

Competency 4EAP: To communicate in the forms of discourse appropriate to one or more fields of study.

This course draws upon several theoretical lenses to sharpen students' critical reading of major themes in world mythology. Students begin, through both reading and discussion, by exploring the traditional and current definitions and insights gained from myth. They then apply Joseph Campbell's monomyth and Claude Levi-Strauss' structuralist approaches to The Epic of Gilgamesh. They also analyze selected hero myths from both a Jungian and a Freudian psychoanalytic point of view. The course culminates with an examination of contemporary apocalypse myths from a post-modern perspective.

603-LPE-MS Writings and Writing About Food

Ponderation: 2-2-2 Credits: 2

Competency 4EAP: To communicate in the forms of discourse appropriate to one or more fields of study.

This course examines the cultural relevance of food and its consumption. Students begin by reading nonfiction texts from a variety of fields, including psychology, anthropology, history and natural science, in order to explore cultural and social differences in the preparation and consumption of food. They then analyze films, novels, short stories, poems and narrative essays that use food as both image and symbol to establish mood, illuminate character, make social commentaries and examine the question of what it means to be human.

HUMANITIES COURSES

All students take three (3) Humanities courses.

Humanities courses are taken in the following order:

- Humanities 101 and Humanities 102 must be taken before Humanities LPH.
- Humanities 101 and Humanities 102 may be taken in either order.

HUMANITIES 101 - KNOWLEDGE

345-101-MQ Adolescent Explorations

Ponderation: 3-1-3 Credits: 2.33

Competency 4HU0: To apply a logical analytical process to how knowledge is organized and used

This course examines how different fields of knowledge are used to study adolescence and how the research is applied in the lives of adolescents. According to contemporary neurobiology, the human brain goes through significant changes during the teen years that can account for many of the behaviours and experiences associated with that age group, such as mood swings, risk-taking and susceptibility to peer pressure. These theories imply that the same traits would be found among youth in all societies, regardless of time and place. Yet, anthropological research shows that the turmoil associated with the teen years in the West does not occur in all cultures, while historians point to economic, political and social changes to explain many of the characteristics of modern youth. This course examines how different fields of knowledge shape the way we think about adolescence and determine how adolescents are raised by parents, taught in schools and treated within legal and medical systems.

345-101-MQ Backwards or Brilliant? Early Modern Ways of Knowing

Ponderation: 3-1-3 Credits: 2.33

Competency 4HU0: To apply a logical analytical process to how knowledge is organized and used

This course investigates how knowledge was created and policed in early modern Europe (1500-1800). By learning about how people knew things in the past, students can better understand the nature and limitations of what we know today. The course is arranged thematically and topics include but are not limited to the Protestant Reformation, the Scientific Revolution, the Enlightenment and the political revolutions that took place in England and France. Students participate in several in-class workshops as well as a field trip to the rare books collection at the Osler Library of the History of Medicine at McGill University. Readings include historical documents and scholarly sources. Students submit a variety of written work including a term paper.

345-101-MQ Connaissances de l'Afrique

Ponderation: 3-1-3 Credits: 2.33

Competency 4HU0: To apply a logical analytical process to how knowledge is organized and used

Au croisement de l'art et de la politique, ce cours permettra aux étudiants d'acquérir une connaissance de l'Afrique depuis le début du XXe siècle jusqu'à aujourd'hui. Pour ce faire, nous explorerons l'art dans les domaines de la littérature, les arts visuels, l'architecture et le cinéma, qui traitent d'événements historiques, notamment le colonialisme, les mouvements d'indépendance et la guerre froide, ainsi que de thèmes tels que le genre et la sexualité, l'environnement et la diaspora. De plus, nous explorerons comment ces connaissances ont été créées, par qui et dans quel but : en particulier, les impacts de l'histoire coloniale sur la création et la diffusion des connaissances sur le continent seront abordés. Évidemment, ce cours n'est pas exhaustif : L'Afrique est un continent diversifié qui englobe de nombreux pays, communautés ethniques et individus. De plus, il n'existe pas d'"Afrique" monolithique. Néanmoins, à travers des études de cas soigneusement contextualisées, les étudiants qui suivent ce cours acquerront une connaissance de l'Afrique au XXe et XXIe siècles en explorant une riche variété d'arts africains.

345-101-MQ Contemporary Issues in the Media

Ponderation: 3-1-3 Credits: 2.33

Competency 4HU0: To apply a logical analytical process to how knowledge is organized and used

This course introduces students to the increasingly complex structures of modern media. It examines the organizations, practices, and problems of news media, focusing on key functions in their day-to-day activities. The shift of almost all news consumption to digital (via the Internet) has meant that traditional news media (the legacy media of newspapers, magazines, TV and radio) are facing unprecedented challenges. Business models are crashing and news organizations are still scrambling to figure out what will replace them. The Internet has also facilitated the rapid growth of mis- and disinformation online, something that is creating challenges to democratic systems of government. This has created a series of crises for the media, which is what the course analyzes.

345-101-MQ Gender Bender

Ponderation: 3-1-3 Credits: 2.33

Competency 4HU0: To apply a logical analytical process to how knowledge is organized and used

This course is about gender and how it intersects with every aspect of our lives. It looks at the origins of gendered power relationships as well as gender in action, provides an introduction to the gender spectrum and diversity and explores ways of moving toward equality. Course content includes historical and contemporary situations and an understanding and use of feminist methodology and queer theory.

345-101-MQ How We Know What We Know

Ponderation: 3-1-3 Credits: 2.33

Competency 4HU0: To apply a logical analytical process to how knowledge is organized and used

From the Latin word for “knowledge,” science has often been viewed as an unbiased quest for objective truth about the world. More recently, social scientists have questioned this simplistic perception, arguing instead that science is inextricable from the social context in which it is produced. Today, the question is further muddled with the advent or “post-truth,” “alternative facts,” “deepfake” videos and all manners of conspiracy. This course explores these issues through a historical and epistemological lens. How have humans constructed knowledge, from prehistory to the present day? How are theories

and ideas proven or disproved through science? How do social identities such as gender, race or social class influence scientific theories? What are “facts” and what are their roles in science and society? What is the influence of market forces on scientific enquiry?

345-101-MQ Jesus – He’s Everywhere

Ponderation: 3-1-3 Credits: 2.33

Competency 4HU0: To apply a logical analytical process to how knowledge is organized and used

The following course explores the figure of Jesus throughout the centuries from historical and literary sources to modern depictions of Jesus in popular culture such as film, art, graphic novels, and more. Who was Jesus? How do we know what we know about him? Students survey some of the primary sources associated with the historical Jesus such as the traditional Christian canonical gospels of the New Testament. Along with these we explore the Jesus found in apocryphal Christian literature, ancient documents which detail interesting, often lesser-known accounts of Jesus as a child and miracle worker. The course teaches students to think critically about the ways in which humans analyze and organize knowledge. In this case, we investigate the political, cultural, religious and social understanding of the figure of Jesus, along with the methods for critiquing and understanding who Jesus was and how is he is understood or perceived today.

345-101-MQ Knowledge of Africa

Ponderation: 3-1-3 Credits: 2.33

Competency 4HU0: To apply a logical analytical process to how knowledge is organized and used

At the intersection of art and politics, this course will allow students to acquire knowledge of Africa from roughly the beginning of the 20th Century to today. To do so, we will explore art including literature, visual arts, architecture, and film that addresses historical events including colonialism, the independence movements, and the Cold War, as well as themes such as gender and sexuality, the environment and diaspora. In addition, we will explore how this knowledge was created, by whom and to what end: in particular, the impacts of colonial history on the creation and dissemination of knowledge of the continent will be addressed. Clearly, this course is not exhaustive: Africa is a diverse continent encompassing many countries, ethnic communities, and individuals. Moreover, there is no such thing as a monolithic “Africa”. Nonetheless, through carefully contextualized case studies, students who take this course will acquire knowledge of 20th and 21st Century Africa by exploring a rich variety of engaging African arts.

345-101-MQ Making Montreal

Ponderation: 3-1-3 Credits: 2.33

Competency 4HU0: To apply a logical analytical process to how knowledge is organized and used

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.

345-101-MQ Medieval Knowledge

Ponderation: 3-1-3 Credits: 2.33

Competency 4HU0: To apply a logical analytical process to how knowledge is organized and used

The Middle Ages refers to a period of global history spanning the 1000 years between roughly the 5th and the 15th Centuries. Both independent societies and interconnected ones generated knowledge that had a significant impact on developments in subsequent periods. With lectures, discussions, group work, presentations, museum visits, dramatic recreations and other in-class activities, the course explores some of the cornerstones of Medieval knowledge around the globe. Topics covered thematically include manuscripts and knowledge transmission, Vikings and Norse myths, the Silk Road and travel, pilgrimage, medicine and the Black Death, music and performing arts and more.

345-101-MQ Modernity and Consumer Culture

Ponderation: 3-1-3 Credits: 2.33

Competency 4HU0: To apply a logical analytical process to how knowledge is organized and used

Our clothes, electronic devices and material comfort carry a significance in forming our modern identities in ways that are both liberating and oppressive. Despite urgent environmental and social consequences, shopping remains a top pastime for many. The course introduces students to the field of critical consumer studies. We look at the pivotal role played by goods in British and European imperial expansion, as well as in the contemporary period of brand culture and rampant consumerism. We examine closely how heightened consumerism can introduce added freedoms in society at the same it can create and worsen inequality, alienation and ecological crisis.

345-101-MQ New Religious Movements in North America

Ponderation: 3-1-3 Credits: 2.33

Competency 4HU0: To apply a logical analytical process to how knowledge is organized and used

This course studies New Religious Movements including "New Age" religion and spirituality and "cults," and their role in shaping the religious landscape of North America. We examine questions such as how religion is defined by different people at different times and how religious authority is constructed and negotiated. The course invites students to think critically about how knowledge about New Religious Movements is produced and disseminated and analyze how New Religious Movements are presented in popular media.

345-101-MQ Sex, Science, and Society

Ponderation: 3-1-3 Credits: 2.33

Competency 4HU0: To apply a logical analytical process to how knowledge is organized and used

In this course, students critically examine the ways different social institutions (e.g. the media, the state, the pharmaceutical industry) and academic disciplines (e.g. evolutionary biology, psychology, anthropology) have shaped people's understanding of human sexuality as well as their sexual practices. In doing so, students are brought to consider opposing viewpoints on sexuality and are encouraged to develop their own viewpoint on the issues discussed in class.

345-101-MQ Soundtrack of our Lives

Ponderation: 3-1-3 Credits: 2.33

Competency 4HU0: To apply a logical analytical process to how knowledge is organized and used

A broad ranging exploration of musical genres and communities, this course explores the role of music in the formation of groups. Some musical genres have engendered communities and some communities seem predisposed to adopt certain kinds of music. By using a variety of approaches from critical theory and the social sciences, students examine some of the ways music and genre communities are interconnected. The course starts with a history of American popular music and then explores ideas about musical genres and some of the ways those genres have been used to understand communities (soul, punk, heavy metal and women's music, for example).

345-101-MQ The Practice of Everyday Life

Ponderation: 3-1-3 Credits: 2.33

Competency 4HU0: To apply a logical analytical process to how knowledge is organized and used

Are our daily practices, such as taking a walk and watching television, worthy of scholarly analysis? According to historians and theorists such as Michel de Certeau and James Scott, everyday practices are rich with significance about our modern existence. As nation-states have gradually centralized their power throughout the 20th and 21st century to better govern and control citizens, the study of everyday life provides an entry point into how ordinary people negotiate, subvert or re-interpret all-pervasive regulations to better reflect their goals and fit their reality. This course explores how scholars from different fields, such as human geography, anthropology, history, literature, have articulated the concept of the 'Everyday'. We will explore the various ways individuals and groups reclaim their autonomy from state and corporate-led forces in the 20th and 21st centuries via their seemingly mundane daily practices. Students will understand why the study of everyday life emerged in the 1960s as a radical departure from traditional studies that tended to concentrate more on high-level politics, diplomacy and warfare. We will approach every day practices by focusing on how individuals use space and consume and produce media in creative ways; we will also look at ethnographic studies to further show how this field of knowledge has contributed to our understanding of modern life.

345-101-MQ Understanding Canadian Society through the Arts

Ponderation: 3-1-3 Credits: 2.33

Competency 4HU0: To apply a logical analytical process to how knowledge is organized and used

This course examines how knowledge of Canadian society and the complexities of its various cultures and identities can be gained through an investigation of the arts. Course content includes artistic and cultural experiences that are reflective of past and emerging trends in Canada. Examples in art are used to consider historical and contemporary collective issues, on the national, regional and local levels. It critically examines a wide range of arts (including visual arts, multidisciplinary, performance, public arts and film) in their historical, social and cultural contexts, from the nationalistic landscape paintings of the Group of Seven to the social activism of the Quebec Automatistes artists, to the interdisciplinary works of Indigenous artists Lawrence Paul Yuxweluptun and Nadia Myre. A fundamental element of the course is a better knowledge and critical understanding of the development of Canadian cultures, including multicultural, Quebecois and Indigenous perspectives.

345-101-MQ Understanding Place

Ponderation: 3-1-3 Credits: 2.33

Competency 4HU0: To apply a logical analytical process to how knowledge is organized and used

This course introduces students to historical and current geographic and land-use planning thought and concepts. Students investigate the impact geographic and planning thought had on the built and natural environments by exploring the relationship between various geographic and planning concepts at various scales. Students explore the relationship between place, identity, nature and culture, the impacts of planning policies on issues ranging from climate change to affordable housing, and the local-global links that characterize a globalizing world. Students also explore solutions to the concepts that shaped, and continue to shape, our world.

345-101-MQ Why Rome?

Ponderation: 3-1-3 Credits: 2.33

Competency 4HU0: To apply a logical analytical process to how knowledge is organized and used

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.

345-AS1-MS Science and Society

Ponderation: 2-1-3 Credits: 2

Competency 4HU0 (complete); 7LP1 (partial): Apply a logical analytical process to how knowledge is organized and used; discourse on the role and importance of literature and the humanities in understanding the human experience.

During the first half of the twentieth century, the use of scientific methods and advances in technology and medicine gave science authority as a uniquely objective form of knowledge. In the second half of the century, philosophers and social scientists began to examine the relationship between science and the larger society, questioning the assumption that science is unaffected by social context. In this course, we will address questions on the complex relationship between science and society. Are science and religion distinct forms of knowledge which can co-exist? Do social identities, like gender and race, influence scientific theories and who becomes a scientist? How does the marketplace affect scientific research and its application? How have interactions between science and the larger society contributed to the public's distrust in science and how can trust be rebuilt?

HUMANITIES 102 – WORLDVIEWS

345-102-MQ 19th Century Thinkers

Ponderation: 3-0-3 Credits: 2

Competency 4HU1: To apply a critical thought process to world views

The mid-19th century in Europe was a time of radical social and intellectual change. This age witnessed the birth of Marxism and of the theory of evolution, the first debates about women's rights and capital punishment and the first attempts at coping with mass industrialization and urbanization through mass education. This course looks at the 19th century as an age of new ideas and rapid change and examines the writings of eminent writers.

345-102-MQ Art And Culture Of The Ancient Americas

Ponderation: 3-0-3 Credits: 2

Competency 4HU1: To apply a critical thought process to world views

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.

345-102-MQ Believers And Non Believers

Ponderation: 3-0-3 Credits: 2

Competency 4HU1: To apply a critical thought process to world views

What are the worldviews of believers and non-believers around the globe and how do such worldviews influence their lives? The following course introduces students to the conceptual elements that underlie the worldviews associated with believers from different cultural and religious backgrounds. We explore a number of worldview-constructing elements that include mythologies, salvations, ethics and morals, philosophical justifications for God(s), psychological explanations for altered states of consciousness, and ideas related to eschatology and "holy" war. Students will come to an understanding of what a worldview entails and how worldviews are continuously constructed and deconstructed. The course teaches students to think critically about the global impact of the many worldviews that frame believers and non-believers.

345-102-MQ Beyond Bollywood

Ponderation: 3-0-3 Credits: 2

Competency 4HU1: To apply a critical thought process to world views

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.

345-102-MQ Demons, Saints And Angels

Ponderation: 3-0-3 Credits: 2

Competency 4HU1: To apply a critical thought process to world views

Religion defies reason. Yet, people claim to have direct experience of demons, saints and angels. What can we make of these out-of-this-world stories? Does the supernatural exist? Are they allegories for subjective human truths? And even if one does accept the existence of gods this poses even more complex questions: such as the problem of evil. Why do bad things happen to good people? How can a just God allow the innocent suffer while the wicked prosper?

345-102-MQ Horizons Lost and Found: Sacred Landscapes in the Contemporary World

Ponderation: 3-0-3 Credits: 2

Competency 4HU1: To apply a critical thought process to world views

This course will delve into the contrasting worldviews of biocentrism and anthropocentrism. Collectively, human beings have always been inspired by the wonders of the natural environment. The religious and literary imagination is replete with natural imagery, from gushing gardens in paradise to fantastic forests filled with spirit creatures. And yet, it is now abundantly clear that we humans have devastated the natural world we claim to love. Some scholars suggest that this is the end of the Anthropocene (human-dominated) Epoch. What comes next is a question worth asking, but not one that we can answer. In this course, we will consider these contrasting worldviews, both theoretically and through a variety of examples. We will consider rivers with sacred histories (that are now poisoned with sewage), sacred mountains (that are covered with garbage), and ocean depths (that brim with plastic). And we will wrestle with one question in particular throughout: can sacred stories about a sacred environment guide us toward a healthier relationship with the planet that is our home?

345-102-MQ I'm Not Myself Today

Ponderation: 3-0-3 Credits: 2

Competency 4HU1: To apply a critical thought process to world views

Over the entrance to the temple of the oracular god Apollo at Delphi, Greece were the words “Know thyself.” During the Greco-Roman period (332 BC- 395 AD), a period of transition and change, the idea of the “self” grew in importance, but what did ancient people think the “self” was? The soul? A collection of experiences? Identity in a group like a country or a religion? Particles? This class examines several ancient concepts of “self” using primary source material from both religious-literary and scientific-philosophical traditions. We will put that perspective in its historical context in the Hellenistic and Roman periods. As a comparison, we will look at some contemporary views of the self proposed in various disciplines, including science, social science, and religion, and see their relationship to the ancient views. By evaluating both the ancient world view and the contemporary view, we will have an opportunity to develop and deepen our personal world view as to what the self is and where it comes from.

345-102-MQ Indigenous Cultures in Canada

Ponderation: 3-0-3 Credits: 2

Competency 4HU1: To apply a critical thought process to world views

Indigenous communities in Canada face critical issues surrounding the revitalization of their social, political and cultural identities. This course respectfully examines Indigenous perspectives, ideas and experiences. Students study communities across Turtle Island with a focus on diverse aspects of First Nations, Metis and Inuit cultures, such as social and political realities, stories and the arts. An emphasis is placed on the eleven nations in Quebec, as well as the urban Indigenous community in Montreal. Accurate terminology, common inaccuracies, myths and stereotypes are addressed, as well as issues surrounding media representation. Issues related to gender are explored. Federal and provincial assimilation policies and settler colonialism are studied, including treaties, the Indian Act and reserve system and residential schools. The course also addresses the relevant contexts and implications of historical and contemporary issues, such as land and resource rights and the United Nations Declaration on the Rights of Indigenous Peoples. Contemporary cultural contributions in the arts and popular culture is explored, as well as discussions of indigenization and decolonization in all levels of Canadian society.

345-102-MQ L'esprit métis en Amérique latine

Ponderation: 3-0-3 Credits: 2

Competency 4HU1: To apply a critical thought process to world views

Parmi les Latino-Américains, les histoires ancestrales sont ancrées dans l'expérience mestiza/o, la fusion de plusieurs origines raciales et ethniques différentes, y compris des lignées caucasiennes, africaines et indigènes qui ont contribué à leur identité unique. Ce cours examine les visions métisses en Amérique latine depuis les guerres d'indépendance jusqu'à nos jours en se concentrant sur les œuvres d'hommes d'État, de révolutionnaires, d'artistes et d'intellectuels postcoloniaux. Nous nous concentrerons sur la façon dont la vision métisse du monde est devenue partie intégrante des discours officiels de la plupart des nations latino-américaines à partir du XIXe siècle, visant à relier les diverses origines raciales de la région au moyen de sentiments anti-impérialistes et de la célébration du mélange racial. Nous aborderons également de manière critique une partie de la littérature sur le mestizaje afin d'aborder les différentes formes d'inégalité intrinsèques aux projets nationalistes qui ont diminué l'importance des perspectives indigènes et africaines dans la région.

345-102-MQ Strangers, Gods And Monsters

Ponderation: 3-0-3 Credits: 2

Competency 4HU1: To apply a critical thought process to world views

This course is designed to allow students to apply critical thought processes to world views. More specifically, this course explores the role that storytelling plays in the human experience. Students explore the question of why human beings love to tell stories. They also examine a number of universal story themes in world literature. The purpose of this course is therefore to introduce storytelling as a universal practice to students and encourage them to explore the question of their own story. The course culminates in a story students write, using the skills they learned to express a piece of their own world view.

345-102-MQ Stuff We Leave Behind

Ponderation: 3-0-3 Credits: 2

Competency 4HU1: To apply a critical thought process to world views

Whether it is a forgotten social media account, an undeleted email, or an old sneaker tossed in the garbage, people are constantly leaving stuff behind. These abandoned relics reveal the beliefs, hopes, personal relationships, cultural trends, and identities of their prior owners. This class examines how all sorts of objects that encode worldviews of the past and even the present.

345-102-MQ Tattoos, Trophies And T-Cells

Ponderation: 3-0-3 Credits: 2

Competency 4HU1: To apply a critical thought process to world views

This course examines concepts of the body in various cultures and eras. Based on descriptions of illness, healing, sports, the arts and religious rituals, students discuss how world views are reflected in the ways we treat, use and experience our bodies. They also ask how these views and practices differ according to a person's social or economic position. By examining conceptions of the body, students come to a greater understanding of how a world view shapes our daily experiences and our sense of self.

345-102-MQ The Mestizo Mind: Latin American Worldviews

Ponderation: 3-0-3 Credits: 2

Competency 4HU1: To apply a critical thought process to world views

This course looks at mestizo worldview in Latin America from the Wars of Independence until the present day by focusing on the works of statesmen, revolutionaries, artists and post-colonial intellectuals. We will focus on how the mestizo world view became integral to the official discourses of most Latin American nations from the 19th century onward, aiming to connect the region's diverse racial backgrounds by means of anti-imperialist sentiments and the celebration of racial mixing. We will also critically engage some of the literature on mestizaje to address different forms of inequality intrinsic to nationalist projects that have diminished the importance of indigenous and African world views in the region. The course also examines mestizaje from a gendered perspective to understand how Latinas/os identify themselves within such national and transnational narratives. Lastly, the course also explores indigenous and African worldview and their relationship to the mestizo worldview.

345-102-MQ Utopian Dreamers

Ponderation: 3-0-3 Credits: 2

Competency 4HU1: To apply a critical thought process to world views

What do the utopias that people create tell us about their world view? This course examines utopian world views connected by a shared interest in social justice, liberation and creativity which took root in Revolutionary Europe and the Industrial Revolution. We focus on the 19th Century utopian socialist visionaries who offered alternatives to harrowing industrialization, inequality and social unrest. The inspiring radicalism of utopian dreams is also explored through past and present social experiments, intentional communities, art and science fiction

345-102-MQ XY Vision: How Gender Shapes Our World

Ponderation: 3-0-3 Credits: 2

Competency 4HU1: To apply a critical thought process to world views

We're told again and again that men are violent and women are emotional. But what are these stereotypes really telling us? What does it mean to see the world through a gendered lens? This course asks how gendered assumptions shape how we see the world. Topics include but are not limited to rape culture, the gender wage gap, intersectionality, ideal male beauty, masculinity and stoicism and transgender rights. Students read an assortment of texts and complete a variety of activities, including a researched book review.

HUMANITIES LPH - ETHICS

345-LPH-MS Biblical Sex

Ponderation: 3-0-3 Credits: 2

Competency 4HUP: To apply a critical thought process to ethical issues relevant to the field of study

What are the foundations of our sexual ethics? What does it mean to say that a particular sexual practice or perspective on human sexuality is "biblical"? This course examines the foundations of various ethical perspectives on gender and sexuality, both religious and secular, through the examination of current media, social movements and legal codes as well as the history of Biblical literature. Topics under discussion include marriage, celibacy, gendered and sexual identities, homosexuality, abortion and birth control, masturbation, prostitution, rape and sexual assault.

345-LPH-MS Cannibals and Conquistadors: Ethical Issues in Colonial and Contemporary Latin America

Ponderation: 3-0-3 Credits: 2

Competency 4HUP: To apply a critical thought process to ethical issues relevant to the field of study

This course first explores the ethics of colonialism by understanding key theological and philosophical works by Aristotle and Thomas Aquinas. These works not only informed policy-makers, explorers and missionaries' understanding of the Americas, but they greatly influenced New World policies relating to the treatment of indigenous and African populations. In turn, we will look closely at the Valladolid debate (1553-54) on the treatment of non-Christian people in the New World. On the one hand, Spanish humanists deployed Aristotle's view of slavery to defend European superiority and the right to enslave 'barbaric people'. On the other hand, defenders of indigenous rights based their arguments on 13th

century theologian and philosopher Thomas Aquinas's Natural Law to argue for the protection of Indians and their conversion through persuasion rather than force. The course then looks at how the Valladolid debate affected all aspects of colonial life in complex ways, as missionaries, indigenous populations and African slaves inter-acted against the backdrop of Christian moral strictures that were both hard to follow and to rein-force. Finally, the course focuses on the role of opposing ethical standpoints, ethical humanism and neoliberal ethics, in present day Latin America to understand the ongoing political struggles of indigenous peoples.

345-LPH-MS Ethical Issues in Music

Ponderation: 3-0-3 Credits: 2

Competency 4HUP: To apply a critical thought process to ethical issues relevant to the field of study

Music is all around us. It is an inescapable part of social life and accompanies many of life's most important moments. This course examines music's central role, not simply as art, but as an element in the moral and ethical lives of people. We will examine music's place in social movements, its use in propaganda, its role in family interactions, its commodity nature, and we will explore some recent controversies in the 'music industry'.

345-LPH-MS Ethical Issues in World War I

Ponderation: 3-0-3 Credits: 2

Competency 4HUP: To apply a critical thought process to ethical issues relevant to the field of study

The Great War, as it was called, of 1914-1918 saw the dovetailing of philosophical, political, economic and technological developments of the preceding centuries – particularly the late 18th and the 19th. Nationalism, imperialism, individual rights, socialism, free trade, industrialization were all part of the mix. World War I as it came to be called was a cataclysmic event of truly global proportions that set the agenda for the rest of the century and beyond. The crucible of war laid bare ethical and moral questions of our time. And as always in times of flux, givens no longer held sway; opportunities were created in certain areas. There were peace conferences. The League of Nations came out of the war. Conscientious objectors were pilloried but many held fast to their beliefs. Among the issues covered in the course are: war as a means of settling disputes; pacifism as the only ethical way forward; colonialism and imperialism; racism; the right of peoples within empires to their own state; questions related to gender; industrial warfare and the capacity to kill and maim on an industrial scale; free trade or government-tempered laissez-faire economics; civilian populations in times of war; battlefield medicine.

345-LPH-MS Ethics and the Family

Ponderation: 3-0-3 Credits: 2

Competency 4HUP: To apply a critical thought process to ethical issues relevant to the field of study

What gives an adult the rights and responsibilities of parenthood? How do we decide when and if a child can make decisions about her own life? What obligations does a child have to his parents? Who should have access to reproductive technologies? Should those who provide reproductive services like surrogacy and sperm donation be paid? Students explore these and other questions through ethical theories and within historical and global contexts.

345-LPH-MS Ethics of Globalization

Ponderation: 3-0-3 Credits: 2

Competency 4HUP: To apply a critical thought process to ethical issues relevant to the field of study

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.

345-LPH-MS Just and Unjust Wars

Ponderation: 3-0-3 Credits: 2

Competency 4HUP: To apply a critical thought process to ethical issues relevant to the field of study

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.

345-LPH-MS Just Progress? Ethics of Innovation

Ponderation: 3-0-3 Credits: 2

Competency 4HUP: To apply a critical thought process to ethical issues relevant to the field of study

Laika's tragic space voyage, the Great Leap Forward in Maoist China, laissez-faire capitalism in the West: innovations sold as progress during their time and place then later questioned as flawed and even failed experiments. Together we assess the human and non-human costs of science, work and progress and highlight how notions of the greater good can complicate ethical outcomes. Students interrogate how conventional morality and ideology influence innovation and why in an age of powerful technologies and global crisis these debates are more urgent than ever.

345-LPH-MS Monks and Magicians: Renunciation in Indian Traditions

Ponderation: 3-0-3 Credits: 2

Competency 4HUP: To apply a critical thought process to ethical issues relevant to the field of study

What is renunciation? Why should one renounce the pleasures of the world when pleasure is much more fun? Philosophers, religious specialists, politicians, and grandmothers have been wrestling with this question in India for a very long time. This course will serve as an opportunity for students to jump into the discussion and develop their own answers to what is ultimately a profound ethical question. This course begins with a broad overview of India's political and cultural history, from the Indus Valley Civilization through Partition and beyond, before turning to the diverse religious traditions that developed on the subcontinent. Students will examine how the Vedas, the Upanishads, early Buddhist communities, and others have defined, embodied, and contested renunciation as an ethical and spiritual ideal. Drawing on historical, textual, philosophical, and anthropological perspectives, the course uses a multidisciplinary approach to cultivate critical thinking about ethics and the pursuit of spiritual life.

345-LPH-MS Popular Culture And Sexual Representation

Ponderation: 3-0-3 Credits: 2

Competency 4HUP: To apply a critical thought process to ethical issues relevant to the field of study

How are our ideas about sexuality shaped by popular culture? Is there an ethics to how people and issues are represented in the media? In this class we will examine a series of ideas and issues related to sexuality and how they have been discussed and debated in the public sphere, from film and TV to the media, including traditional media and online/social media. We will explore the ethics of these representations through various disciplines, including feminist and queer theory. A broad range of issues will be examined, including sexual harassment, pornography and censorship, trans activism, identity politics, sex work, intersectionality and the #metoo movement.

345-LPH-MS Representation, Reporting and the Stories We Tell

Ponderation: 3-0-3 Credits: 2

Competency 4HUP: To apply a critical thought process to ethical issues relevant to the field of study

Studies suggest that the average Canadian spends 19 hours online and 28 hours watching TV every week. It's important to remember that the content we're consuming isn't neutral. This course examines some of the ethical questions raised by both mass media content and internet technology. Topics include but are not limited to depictions of race and gender in the entertainment industry, free speech in a global context, violence in the media and internet regulation and surveillance. In order to facilitate these discussions, students study various ethical frameworks, engage in in-class debates and submit a variety of written assignments.

345-LPH-MS The Da Vinci Code: Fact and Fiction in Popular Culture

Ponderation: 3-0-3 Credits: 2

Competency 4HUP: To apply a critical thought process to ethical issues relevant to the field of study

Using the Da Vinci Code phenomenon as a test case, this course guides students toward becoming critical consumers of popular culture, learning to recognize and appreciate the often blurry line between fact and fiction. It explores Dan Brown's claims of art historical and religious "facts" in his novel through a detailed study of Leonardo and specific historical and theological issues. It also discusses the ethical questions raised by the author's claims and the marketing of his book, as well as the reaction of the media which often embraced Brown's assertions, sometimes promoting sensationalism at the expense of verifiable research.

345-LPH-MS The Virtue Project

Ponderation: 3-0-3 Credits: 2

Competency 4HUP: To apply a critical thought process to ethical issues relevant to the field of study

Since antiquity philosophers examined how to live a good life: what does it mean to be a good person? are there limits to our pursuit of happiness? what responsibility do we have to others? In this class we will conduct two experiments, one on virtue and one on discourse, to try and determine what means to live an ethical life. The first part of the semester will cover the history of ethical philosophy from Aristotle, Bentham, Kant to contemporary positive psychology. We will then replicate Benjamin Franklin's 1726 experiment on "13 Virtues". Each student will undertake this individually and keep records of their results. The second part of the class will examine various religious world views on the nature of good and evil as well as variety of current social debates. For the second experiment, using Jonathan Haidt's research on the discourse and Moral Foundations, teams of students will conduct surveys and interviews on social issue of their choice. The results of their research will be presented in class where the team will lead their classmates in a discussion.

345-LPH-MS Video Games

Ponderation: 3-0-3 Credits: 2

Competency 4HUP: To apply a critical thought process to ethical issues relevant to the field of study

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

FRENCH COURSES

Students take between two and five French courses, depending on their French placement, the year they began their program, and whether they hold a Certificate of Eligibility to study in English.

FRENCH LITERATURE COURSES (PREPARATION FOR THE ÉPREUVE UNIFORME DE FRANÇAIS)

602-F01-MS Renforcement en français, collégial

Ponderation: 2-1-3 Credits: 2

Competency 1001: Appliquer des notions fondamentales de la communication en français, liées au champ d'études de l'élève

Ce cours s'adresse à des élèves qui ont réussi Français, langue d'enseignement de la 5e secondaire et qui ont des lacunes importantes dans la maîtrise de la langue. Au terme de ce cours, les élèves seront en mesure de rédiger un texte de 500 mots (comportant un maximum de 28 erreurs) lié à la compréhension d'un texte littéraire. Dans cette optique, le cours est axé sur le développement d'habiletés en lecture, en compréhension et en analyse de textes, sur l'écriture, sur la révision des notions grammaticales et sur la correction de textes. Ce cours de 45 heures doit être suivi en même temps que le cours 602-UF0-MQ (voir la description ci-dessous).

602-F03-MS Renforcement en français écrit

Ponderation: 3-1-3 Credits: 2.33

Competency 1001: Communiquer en français sur des sujets liés au champ d'études de l'élève

Ce cours s'adresse à des élèves qui ont réussi Français, langue d'enseignement de la 5e secondaire et qui ont des lacunes importantes dans la maîtrise de la langue. Au terme de ce cours, les élèves seront en mesure de rédiger un texte de 500 mots (comportant un maximum de 28 erreurs) lié à la compréhension d'un texte littéraire. Dans cette optique, le cours est axé sur le développement d'habiletés en lecture, en compréhension et en analyse de textes, sur l'écriture, sur la révision des notions grammaticales et sur la correction de textes. Ce cours de 60 heures doit être suivi avant le cours 602-UF0-MQ (voir la description ci-dessous).

602-UF0-MQ Oeuvres narratives et écriture

Ponderation: 2-1-3 Credits: 2

Competency 4UF0: Expliquer des oeuvres narratives d'expression française.

Oeuvres narratives et écriture est le premier cours de préparation à l'épreuve uniforme de français. Il permet d'approfondir un héritage culturel centré sur la littérature française. À partir de l'étude appliquée des procédés littéraires, l'élève sera amené à développer ses capacités d'analyse. Pour ce faire, il dégagera le sens des oeuvres narratives en étudiant leur forme et leur contenu ainsi qu'en les situant dans leur contexte culturel et sociohistorique. Les textes étudiés (entre 600 et 800 pages au total) appartiendront à au moins un courant littéraire marquant des XVIIIe et XIXe siècles et à au moins un courant littéraire marquant des XXe et XXIe siècles. Afin de rendre compte de sa compréhension des oeuvres, l'élève rédigera le développement d'une dissertation explicative.

602-UF1-MQ Poésie, théâtre et écriture

Ponderation: 2-1-3 Credits: 2

Competency 4UF1: Traiter d'oeuvres poétiques et théâtrales d'expression française.

Poésie, théâtre et écriture est le deuxième cours de préparation à l'épreuve uniforme de français. Il permet d'approfondir un héritage culturel centré sur la littérature française et/ou québécoise. À partir de l'étude appliquée des procédés d'écriture, l'élève sera amené à développer ses capacités d'analyse. Pour ce faire, il dégagera le sens des œuvres poétiques et théâtrales en étudiant leur forme et leur contenu ainsi qu'en les situant dans leur contexte culturel et sociohistorique. Les textes étudiés appartiendront à au moins deux courants littéraires marquants. De plus, au moins une œuvre doit appartenir à la littérature québécoise. Il s'agit de poèmes et d'au moins une pièce de théâtre. Afin de rendre compte de sa compréhension des œuvres, l'élève rédigera une dissertation critique complète.

602-UF2-MQ Comparaison d'oeuvres littéraires

Ponderation: 2-1-3 Credits: 2

Competency 4UF2: Comparer des oeuvres d'expression française de genres variés.

Comparaison d'œuvres littéraires est le troisième cours de préparation à l'épreuve uniforme de français. Il permet d'étudier des œuvres d'expression française de genres variés appartenant à au moins deux courants littéraires marquants. À partir de l'étude appliquée des procédés d'écriture, l'élève sera amené à développer ses capacités d'analyse. Pour ce faire, il dégagera le sens des œuvres en étudiant leur forme et leur contenu ainsi qu'en les situant dans leur contexte culturel et sociohistorique. Au moins une œuvre appartiendra à la littérature québécoise et au moins une autre à la littérature francophone. Afin de rendre compte de sa compréhension des œuvres, l'élève rédigera une dissertation critique comparative complète. Les différents types de plans enseignés permettront la rédaction d'une dissertation comparative portant sur deux textes.

FRENCH 100 AND LPW

602-100-MQ Français de base

Ponderation: 2-1-3 Credits: 2

Competency 4SF0: Appliquer les notions de base de la communication en français courant.

Tout en mettant l'accent sur la lecture et l'écriture, ce cours se propose d'amener l'étudiant à appliquer les notions fondamentales de la communication en français courant. L'étudiant améliorera sa compréhension de la langue et son expression écrite et orale par la lecture et la rédaction de courts textes, par le visionnement de documents audiovisuels, par des discussions, par la présentation d'un exposé oral ainsi que par la révision de certaines notions grammaticales.

602-LPW-MS Langue et Expression II

Ponderation: 2-1-3 Credits: 2

Competency 4SFP: Appliquer des notions fondamentales de la communication en français, liées au champ d'études de l'élève.

Ce cours est un cours de français sur objectifs spécifiques. Il se concentre sur le vocabulaire lié au champ d'études des étudiants. Dans ce cours, les étudiants seront amenés à développer leurs capacités à communiquer sur des sujets en lien avec leur champ d'études.

FRENCH 101 AND LPX

602-101-MQ Langue française et communication

Ponderation: 2-1-3 Credits: 2

Competency 4SF1: Communiquer en français courant avec une certaine aisance.

Ce cours, tout en mettant l'accent sur la lecture et l'écriture, se propose d'aider l'étudiant à communiquer en français avec une certaine aisance. L'étudiant améliorera sa compréhension de la langue et son expression écrite et orale par la lecture et la rédaction de textes, le visionnement de documents audiovisuels, la présentation d'un exposé oral ainsi que par la révision de certaines notions grammaticales. Les étudiants qui le désirent peuvent bénéficier de l'aide d'un étudiant-tuteur.

602-LPX-MS Langue française et communication II

Ponderation: 2-1-3 Credits: 2

Competency 4SFQ: Communiquer en français sur des sujets liés au champ d'études de l'élève.

Ce cours est un cours de français sur objectifs spécifiques. Il se concentre sur le vocabulaire lié au champ d'études des étudiants. Les points de grammaire au programme seront évalués dans les productions écrites et l'enseignement se concentrera sur les stratégies de lecture et de révision des travaux écrits.

FRENCH 102 AND LPY

602-102-MQ Langue française et culture

Ponderation: 2-1-3 Credits: 2

Competency 4SF2: Communiquer avec aisance en français courant.

Ce cours, comme celui du niveau 101, favorise la lecture et l'écriture. Des activités d'apprentissage plus complexes permettront à l'étudiant de développer les éléments suivants : compréhension écrite, production orale et rédaction. L'étudiant se familiarisera avec certains aspects de la culture francophone, notamment par la lecture intégrale d'une œuvre littéraire de langue française. Les étudiants qui le désirent peuvent bénéficier de l'aide d'un étudiant-tuteur.

602-LPY-MS Langue française et culture II

Ponderation: 2-1-3 Credits: 2

Competency 4SFR: Communiquer avec aisance en français sur des sujets liés au champ d'études de l'élève.

Les cours de niveau LPY proposent à l'étudiant d'approfondir sa connaissance du français à partir d'un projet personnel, lié à son programme d'études, qu'il développera tout au long de la session. Un éventail de thèmes peut être abordé à partir de reportages, d'articles de revues et de journaux, d'œuvres littéraires, de films ou de pièces de théâtre. Le cours comporte aussi des activités de révision grammaticale et de rédaction.

FRENCH 103 and LPZ

602-103-MQ La grande guerre 1914-1918

Ponderation: 3-0-3 Credits: 25

Competency 4SF3: Traiter d'un sujet culturel et littéraire

La Première Guerre mondiale (1914-1918) a marqué un tournant dans l'histoire de l'humanité. Au-delà d'une simple chronologie des opérations militaires, ce cours cherchera à explorer les nombreux aspects inusités et moins connus de cette guerre qui, à son époque, a marqué un sommet dans l'horreur et dont les conséquences ont orienté tout le 20^e siècle par la suite. Par le biais de textes de fiction, de productions artistiques et de documents divers (souvent d'époque), l'étudiant abordera plusieurs thématiques qui, à la fin du cours, lui permettront de brosser un portrait d'ensemble de cette funeste « Grande Guerre » dont les cicatrices sont encore présentes aujourd'hui.

602-103-MQ Arts et littérature en France

Ponderation: 3-0-3 Credits: 25

Competency 4SF3: Traiter d'un sujet culturel et littéraire

Le cours se propose d'initier l'étudiant à la riche contribution faite par la France dans les domaines artistique et littéraire, de 1960 à nos jours. Certains mouvements et 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.

602-LPZ-MS Écriture scénaristique

Ponderation: 3-0-3 Credits: 2

Competency 4SFS: Dissserter en français sur un sujet lié au champ d'études de l'élève

Tout au long de la session, les étudiants écriront divers textes liés au monde du cinéma et de la scénarisation. Les travaux pratiques (recherches, réflexions personnelles, analyses, créations, etc.) les mèneront entre autres à produire un scénario d'un court métrage d'environ 4 minutes. Pour écrire leur scénario, les étudiants devront s'inspirer d'un article abordant des notions qu'ils ont apprises pendant un de leur cours de la formation spécifique au collège. Le processus de création des étudiants sera donc largement influencé par leur champ d'études.

602-LPZ-MS L'absurde dans la littérature

Ponderation: 3-0-3 Credits: 2

Competency 4SFS: Dissserter en français sur un sujet lié au champ d'études de l'élève

Ce cours propose à l'élève une étude profonde de la notion de l'absurdité dans la littérature française du 20^{ème} siècle. Un panorama de différents mouvements littéraires marqués par le concept de l'absurde sera présenté afin de permettre à l'élève 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'élève à une lecture et à une analyse plus pointues de la thématique de l'absurde littéraire.

602-LPZ-MS Science moderne

Ponderation: 3-0-3 Credits: 2

Competency 4SFS: Dissarter en français sur un sujet lié au champ d'études de l'élève

Ce cours a pour but de donner à l'étudiant un aperçu des racines sociales, historiques et philosophiques du monde scientifique actuel. À partir d'événements importants ou de textes qui ont marqué l'histoire de la science au cours des cinq derniers siècles, l'étudiant verra la naissance et l'évolution de la pensée moderne dans le domaine des sciences et de la technologie. En somme, il s'agira d'une sorte de « balayage », en français, du développement des sciences pures, humaines ou de la santé depuis la révolution scientifique du Classicisme jusqu'à notre époque.

602-LPZ-MS Tendances de la littérature contemporaine

Ponderation: 3-0-3 Credits: 2

Competency 4SFS: Dissarter en français sur un sujet lié au champ d'études de l'élève

Ce cours proposera une exploration de tendances de la littérature contemporaine telle qu'elle s'est déployée tant dans le contexte littéraire québécois que dans le contexte plus vaste de la littérature francophone dans les trois dernières décennies. Par la lecture et l'analyse de genres variés de la littérature contemporaine (théâtre, roman, essai) et par l'étude de formes cinématographiques et musicales qui y sont liées, le cours abordera les caractéristiques formelles (postmodernité, autofiction, etc.) et thématiques (exil, perte de repères, etc.) au cœur des mouvances contemporaines.

PHYSICAL EDUCATION COURSES

All students take three (3) Physical Education courses.

Physical Education courses are taken in the following order:

- Phys Ed 101 and Phys Ed 102 must be taken before Phys Ed 103.
- Phys Ed 101 and Humanities 102 may be taken in either order.

PHYSICAL EDUCATION 101 — PHYSICAL EDUCATION & HEALTH

109-101-MQ Fit/Barre

Ponderation: 1-1-1 Credits: 1

Competency 4EP0: Analyze one's physical activity from the standpoint of a healthy lifestyle.

This course focuses on the relationship between physical activity, various lifestyle behaviors and their impact on your health. Through a variety of activities you will identify personal needs, interests and motivational factors. Each class will include a discussion on the required reading followed by cardiovascular activities on cardio machines as well as Cardio Step training, Aerobic dance, Circuits and Interval Training. You will also be doing exercises with a Ballet bar that are a combination of modified ballet movements and fitness exercises for muscular endurance training along with exercises off the bar using a variety of fitness equipment such as hand held weights, Bands, Small stability balls etc. You will always finish the class with stretching and flexibility exercises.

109-101-MQ Fit/Combatives

Ponderation: 1-1-1 Credits: 1

Competency 4EP0: Analyze one's physical activity from the standpoint of a healthy lifestyle.

This course offers a variety of workouts to increase your overall fitness level in a fun way. Students improve their cardiovascular, muscular and flexibility by using kickboxing and Thai boxing. The class integrates combinations of punches, kicks, pad work, sparring, muscular and motion exercises to strengthen and tone, as well as stretching. Classes may also include outdoor training. Students must purchase boxing gloves and shin pads (roughly \$60).

109-101-MQ Fit/Games

Ponderation: 1-1-1 Credits: 1

Competency 4EP0: Analyze one's physical activity from the standpoint of a healthy lifestyle.

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, throtton, badminton, ultimate, tag, tchoukball, etc.

109-101-MQ Fit/Walk

Ponderation: 1-1-1 Credits: 1

Competency 4EP0: Analyze one's physical activity from the standpoint of a healthy lifestyle.

This course focuses on the relationship between physical activity through both indoor workouts and outdoor nature walks, and various lifestyle behaviors and their impact on your health. You will get to explore Westmount and its beautiful surrounding neighborhoods through a variety of power walks that will work both on your cardiovascular fitness and mental wellness.

109-101-MQ Fit/Yoga

Ponderation: 1-1-1 Credits: 1

Competency 4EP0: Analyze one's physical activity from the standpoint of a healthy lifestyle.

Cardio activities include stationary equipment, steps, circuits and sun salutations. A variety of yoga poses develop muscular and flexibility components.

109-101-MQ Fitness

Ponderation: 1-1-1 Credits: 1

Competency 4EP0: Analyze one's physical activity from the standpoint of a healthy lifestyle.

Each class introduces cardiovascular, muscular and flexibility activities using a variety of apparatus. Students learn how to use free weights, functional training equipment and/or cardio and weight-training machines according to their needs, abilities, and class facility (i.e. Dance Studio, Fitness entre, Gymnasium, F-105). Weather permitting, classes may also include outdoor activities such as power walking, jogging, circuit training or games.

PHYSICAL EDUCATION 102 — PHYSICAL EDUCATION & SKILLS

109-102-MQ Badminton

Ponderation: 0-2-1 Credits: 1

Competency 4EP1: Improve one's effectiveness when practising a physical activity.

Students participate in a variety of badminton drills, patterns and matches to develop cardiovascular fitness and muscular endurance. No previous badminton skills are required.

109-102-MQ Basketball

Ponderation: 0-2-1 Credits: 1

Competency 4EP1: Improve one's effectiveness when practising a physical activity.

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.

109-102-MQ Canoeing

Ponderation: 0-2-1 Credits: 1

Competency 4EP1: Improve one's effectiveness when practising a physical activity.

This course introduces basic canoeing skills, enabling students to pursue canoeing safely in the future. Students learn how to increase their awareness of nature by identifying plants and trees and searching for the presence of wildlife.

109-102-MQ Cross-Country Skiing

Ponderation: 0-2-1 Credits: 1

Competency 4EP1: Improve one's effectiveness when practising a physical activity.

Students learn basic cross-country ski skills as they maneuver ski trails.

109-102-MQ Cycling

Ponderation: 0-2-1 Credits: 1

Competency 4EP1: Improve one's effectiveness when practising a physical activity.

Basic riding techniques such as gear changing, turning, braking, group riding, hand signal, cadence and flat repair will be introduced.

109-102-MQ Dance

Ponderation: 0-2-1 Credits: 1

Competency 4EP1: Improve one's effectiveness when practising a physical activity.

Basic dance elements of Hip Hop, Jazz and Modern are covered through choreographies adapted to beginner and intermediate dancers.

109-102-MQ Intro to Outdoor Ed

Ponderation: 0-2-1 Credits: 1

Competency 4EP1: Improve one's effectiveness when practising a physical activity.

This course introduces students to camping, canoeing, orienteering, fire building and other survival skills at Camp Kanawana in the Laurentians. This course offers students a unique opportunity to adventure in the great outdoors all while learning and practicing their new skills in a safe and challenging environment.

109-102-MQ JiuJitsu Gi

Ponderation: 0-2-1 Credits: 1

Competency 4EP1: Improve one's effectiveness when practising a physical activity.

This course introduces students to the fundamentals of Brazilian Jiu-Jitsu, with a focus on practical self-defense, positional control, and ground fighting. Students will learn how to defend themselves effectively from standing to the ground, including escapes, submissions, and control from the bottom position. In addition to physical training, the course explores the deeper strategy and philosophy of Jiu-Jitsu—developing discipline, confidence, and critical thinking, inspired by the teachings of coaches like John Danaher.

109-102-MQ Martial Arts

Ponderation: 0-2-1 Credits: 1

Competency 4EP1: Improve one's effectiveness when practising a physical activity.

Students learn fundamental offensive and defensive strategies that enable them to defend themselves. Kickboxing and Jiu-Jitsu are part of the curriculum. Students learn how to strike properly using pads and their partners. They also learn how to defend themselves against an attack on the ground.

109-102-MQ Orienteering

Ponderation: 0-2-1 Credits: 1

Competency 4EP1: Improve one's effectiveness when practising a physical activity.

Orienteering is an outdoor activity that uses a map and a compass to navigate through different terrain and environments. This course focuses on local areas with an emphasis on hiking/walking and applying map- and compass-reading skills. It aims to increase students' enjoyment of the outdoors and promote environmental awareness.

109-102-MQ Rock Climbing

Ponderation: 0-2-1 Credits: 1

Competency 4EP1: Improve one's effectiveness when practising a physical activity.

The rock climbing course will introduce students to various techniques and skills required for climbing the indoor climbing center walls and boulders near Marianopolis College. Through a combination of hands-on practice and instruction, students will learn essential climbing techniques, safety protocols and injury prevention, boulder/route navigation, knot tying, and proper conditioning exercises tailored for climbers. This course also fosters teamwork and problem solving skills in a supportive and engaging environment. Students of all experience levels are welcome, and the course aims to foster a sense of community and problem solving skills in a supportive and engaging environment. While involved in the practical and reflective components of the process, you will develop and apply a plan of action that leads to improvement in the physical activity.

109-102-MQ Soccer

Ponderation: 0-2-1 Credits: 1

Competency 4EP1: Improve one's effectiveness when practising a physical activity.

Students learn fundamental skills and offensive and defensive strategies that enable them to play soccer as part of their activity repertoire in the future.

109-102-MQ Ultimate

Ponderation: 0-2-1 Credits: 1

Competency 4EP1: Improve one's effectiveness when practising a physical activity.

This condensed course introduces the fundamental skills and strategies of organized Outdoor Ultimate for the beginning to intermediate player. Ultimate requires development of the following individual skills: disc throwing, passing, catching, running, cutting and marking. Students also learn to practice effective communication with teammates.

109-102-MQ Volleyball

Ponderation: 0-2-1 Credits: 1

Competency 4EP1: Improve one's effectiveness when practising a physical activity.

Students are introduced to the sport of Volleyball through cooperative activities, lead up drills, mini games and games. Fundamental skills (volley, bump, serve, etc.) are practiced as well as offensive and defensive strategies (three-hit plays, net play, W-formation, etc.). Emphasis is placed on improving individual skills and abilities while developing a strong, positive and co-operative team environment.

109-102-MQ Winter Activities Weekend

Ponderation: 0-2-1 Credits: 1

Competency 4EP1: Improve one's effectiveness when practising a physical activity.

Winter Activities Weekend (WAW) is an intensive course culminating in a 3-day winter expedition in the Laurentians. Students are introduced to a variety of winter adventure activities. including snowshoeing, winter fire building, nature observation, shelter building, cooking, and other basic survival skills. While involved in the practical and reflective components of the process, you will develop and apply a plan of action that leads to improvement in the physical activity.

109-102-MQ Yoga

Ponderation: 0-2-1 Credits: 1

Competency 4EP1: Improve one's effectiveness when practising a physical activity.

In this introductory yoga course, students learn basic and intermediate yoga poses that coordinates breath with movement. A self-reflective class that will help students improve their posture, balance, strength, flexibility, mental focus and manage their stress. Students will also learn different breathing techniques, basic yoga philosophy and meditation skills.

109-102-MQ Yoga/Pilates

Ponderation: 0-2-1 Credits: 1

Competency 4EP1: Improve one's effectiveness when practising a physical activity.

This course is designed to provide each student with the knowledge and practice necessary to be an effective learner of yoga and Pilates skills. Each student will participate in a variety of Pilates exercises which help to strengthen the back, posture and core muscles. Yoga will be used to strengthen the arms and legs, improve overall flexibility and balance, and incorporate various breathing exercises to help become more mindful during the practice. While involved in the practical and reflective components of the process, you will develop and apply a plan of action that leads to improvement in the physical activity.

PHYSICAL EDUCATION 103 — PHYSICAL EDUCATION & AUTONOMY

109-103-MQ Badminton and Conditioning

Ponderation: 1-1-1 Credits: 1

Competency 4EP2: Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

Students will participate in a variety of badminton drills and matches to develop their cardiovascular endurance. Additional types of activities/workouts will be performed regularly to train muscular fitness, cardiovascular endurance and flexibility.

109-103-MQ Basketball and Conditioning

Ponderation: 1-1-1 Credits: 1

Competency 4EP2: Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

In this course, students work on their cardiovascular endurance through a variety of mini-games, drills and full-court scrimmages in a fun, safe, cooperative setting. Team work, movement, support for teammates and fun-safe competition will be emphasized. Muscular activities are introduced periodically and each class ends with a stretching routine.

109-103-MQ Building Strength through Flexibility/Mobility

Ponderation: 1-1-1 Credits: 1

Competency 4EP2: Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

This course will guide you through a series of exercises that will help you increase your range of motion, improve your mobility, reduce muscle tension, and improve your overall flexibility. Additionally, you will develop a deeper understanding about neutral alignment, how to correct postural issues and develop an understanding of AIS and PNF stretching techniques. This second year course is an integration of the knowledge and concepts of the first two Physical Education courses. While involved in a practical and reflective process, you will be expected to incorporate regular physical activity into your lifestyle and improve your cardiovascular fitness. By the end of this course, students will have a comprehensive understanding of how to improve their physical flexibility and mobility for lifelong health and wellness.

109-103-MQ Cross Training

Ponderation: 1-1-1 Credits: 1

Competency 4EP2: Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

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

109-103-MQ Cross-Country Skiing

Ponderation: 1-1-1 Credits: 1

Competency 4EP2: Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

This intensive course will focus on an introduction to basic cross country ski technique and cardiovascular fitness. Students learn basic cross-country ski skills as they maneuver ski trails.

109-103-MQ Cycling and Conditioning

Ponderation: 1-1-1 Credits: 1

Competency 4EP2: Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

This course focuses on an introduction to cycling techniques and cardiovascular fitness. Students explore cycling around Montreal and participate in two-day trips with the class. They are introduced to basic riding techniques such as changing gears, turning, braking, group riding, hand signaling, repairing flats and cadence.

109-103-MQ Hiking

Ponderation: 1-1-1 Credits: 1

Competency 4EP2: Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

If you can find a path with no obstacles, it probably doesn't lead anywhere" (Frank A. Clark). Luckily in this course, there will be adventure at every corner! This second year course is an integration of the knowledge and concepts of the first two Physical Education courses. This course will focus on getting outdoors and exploring what our local neighborhood and regional mountains have to offer. This course is designed for people who want to get a taste of the outdoors and enjoy all the benefits that being outside and going on a hike brings to life. The semester will consist in two longer planned hikes: Mont St-Hilaire and Mont Sutton, as well as multiple shorter hikes around the College (Summit Woods, St-Joseph Oratory, Westmount Park, etc). The course also includes some fun cardiovascular and muscular training in various forms, whether it be during our hike excursions or at the college. While involved in a practical and reflective process, you will be expected to incorporate regular physical activity into your lifestyle and improve your cardiovascular fitness. Hiking is a hill of a lot of fun!

109-103-MQ JiuJitsu and Conditioning

Ponderation: 1-1-1 Credits: 1

Competency 4EP2: Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

This second-year course is an integration of the knowledge and concepts of the first two physical education courses. This course offers an opportunity for students to learn how to defend themselves and also be successful against stronger and bigger opponents. JiuJitsu is a martial art similar to judo but without a gi (Japanese uniform). The meaning of the word jiuJitsu stands for: 'Gentle art' where students learn to apply technique rather than brute force. Some techniques include : basic takedowns, arm locks, strangles and submission/positional escapes. Cardiovascular activities, core training and muscular circuits will also be part of the curriculum along with technical training and combat. One of the best martial art nowadays for self-defense is Brazilian jiuJitsu. While involved in a practical and reflective

process, you will be expected to incorporate regular physical activity into your lifestyle and improve your cardiovascular fitness.

109-103-MQ Outdoor Activities

Ponderation: 1-1-1 Credits: 1

Competency 4EP2: Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

This course emphasizes experiential learning through engaging outdoor activities such as hiking, rock climbing, cycling, dragon boating and many outdoor team sport activities. Students will develop essential physical fitness, teamwork, leadership and problem-solving skills while exploring various natural environments. Through hands-on experiences and reflection, students will gain a deeper appreciation for the outdoors and foster a lifelong commitment to outdoor recreation and health. This second year course is an integration of the knowledge and concepts of the first two Physical Education courses. While involved in a practical and reflective process, you will be expected to incorporate regular physical activity into your lifestyle and improve your cardiovascular fitness.

109-103-MQ Power Yoga

Ponderation: 1-1-1 Credits: 1

Competency 4EP2: Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

This second-year course is an integration of the knowledge and concepts of the first two Physical Education courses. Power Yoga is a Yoga practice that is based on the Ashtanga method of yoga practice. Sun Salutations A and B will be part of your practice along with several standing postures like the Triangle and the Tree pose and several seated poses such as the forward bend and the bridge. You will also be doing a 20-25 min cardiovascular workout either mixed or separate from a variety of muscular endurance and strength exercises for overall fitness. While involved in a practical and reflective process, you will be expected to incorporate regular physical activity into your lifestyle and improve your cardiovascular fitness.

109-103-MQ Snowshoe Hikes

Ponderation: 1-1-1 Credits: 1

Competency 4EP2: Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

Whether you are new to the outdoors or yearn to extend your outdoor skills into snowshoeing adventures, this course is for you. It is designed for people who want to get a taste of the outdoors and enjoy all the benefits that being outside brings to life. The course also includes some fun cardiovascular and muscular training in various forms, whether it be during our excursions or at the college.

109-103-MQ Soccer and Conditioning

Ponderation: 1-1-1 Credits: 1

Competency 4EP2: Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

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.

109-103-MQ Stress Management

Ponderation: 1-1-1 Credits: 1

Competency 4EP2: Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

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.

109-103-MQ Team Sports

Ponderation: 1-1-1 Credits: 1

Competency 4EP2: Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

Students participate in a variety of sports that promote a good cardiovascular workout. Movement, teamwork and safety are emphasized during the mini-games, drills and full-court scrimmages introduced. Students have an opportunity to select the sports played from the following list: soccer, floor hockey, basketball, touch football, handball, badminton, low organizational games, volleyball, tchoukball and more.

109-103-MQ Ultimate and Conditioning

Ponderation: 1-1-1 Credits: 1

Competency 4EP2: Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

Students work on their cardiovascular endurance through a variety of mini-games, drills and scrimmages in a fun, safe, cooperative setting. Muscular activities are introduced periodically and each class ends with a stretching routine.

109-103-MQ Weight Training

Ponderation: 1-1-1 Credits: 1

Competency 4EP2: Demonstrate one's ability to assume responsibility for maintaining a healthy lifestyle through the continued practice of physical activity.

This course teaches students how to properly strength train using a variety of exercise equipment with emphasis on proper alignment and safe lifting methods. In addition, students learn how to increase cardiovascular endurance and flexibility.

COMPLEMENTARY COURSES

Complementary courses are in a subject that is not part of the student's program, as they are intended to complement program courses. Program restrictions for each group of complementary courses are indicated for each course below. Students take between zero and two complementary courses, depending on their program, their French placement, the year they began their program, and whether they hold a Certificate of Eligibility to study in English.

LIBERAL AND CREATIVE ARTS COMPLEMENTARY COURSES

Not available to students in ALC

ARH-L3A Medieval and Renaissance Art (formerly ARH-LAA-A1)

Ponderation: 3-0-3 Credits: 2

Competency 0013: Consider various forms of art produced according to aesthetic practices.

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

ARH-L3B Ancient Art (formerly ARH-LAA-A2)

Ponderation: 3-0-3 Credits: 2

Competency 0013: Consider various forms of art produced according to aesthetic practices.

Even before the development of cities and settled communities, people began creating works of art that were intended to remain even after they were gone. With scarce resources available, why spend the time and energy to produce things that had no obvious role in immediate survival? Was art a message? A part of a ritual? A teaching tool? Decoration? A way to honor deities and the supernatural? Starting with the question, "why did people make art?" We will look at art of the ancient world from 40,000 BCE to around 500 CE with a focus on western visual arts (Greece, Rome, Egypt, Mesopotamia). Throughout, we will address questions such as the types of art people made, the basic vocabulary to describe it, the role of art in society, and the things we can learn about people from their art. The human form, art and power, as well as art as a commodity are three topics we will delve into more fully.

ARH-L3C 16th to 19th Century Art History (formerly ARH-LAA-A3)

Ponderation: 3-0-3 Credits: 2

Competency 0013: Consider various forms of art produced according to aesthetic practices.

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

ARH-L3D Modern and Contemporary Art (formerly ARH-LBA)

Ponderation: 3-0-3 Credits: 2

Competency 0014: Produce a work of art.

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.

ART-LAA-A4 Materials and Methods

Ponderation: 3-0-3 Credits: 2

Competency 0013: Consider various forms of art produced according to aesthetic practices.

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.

ART-L4A Introduction to Studio Art / Initiation aux arts visuels (formerly ART-LAA-A1)

Ponderation: 3-0-3 Credits: 2

Competency 0013: Consider various forms of art produced according to aesthetic practices.

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.

Les élèves acquerront les compétences essentielles nécessaires à la production d'œuvres d'art à l'aide de divers supports artistiques. Ils exploreront et démontreront leur connaissance des éléments fondamentaux du langage visuel, tels que les tonalités et les valeurs, la couleur, la composition et l'organisation spatiale. En outre, ils se familiariseront avec les formes d'art bidimensionnelles et tridimensionnelles, en démontrant une compréhension de leurs caractéristiques spécifiques. Ils mèneront à bien un projet de sa conception à sa critique, en respectant l'originalité et l'intégrité académique. Les élèves développeront un vocabulaire de base relatif aux arts visuels et seront capables de discuter de leur travail dans un contexte de création.

ART-L4B Visual Expression: Aspects of Narrative (formerly ART-LAA-A2)

Ponderation: 3-0-3 Credits: 2

Competency 0013: Consider various forms of art produced according to aesthetic practices.

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.

ART-L4C Painting (formerly ART-LAA-A3)

Ponderation: 3-0-3 Credits: 2

Competency 0013: Consider various forms of art produced according to aesthetic practices.

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.

ART-L4D Drawing (formerly ART-LBA-A2)

Ponderation: 1-2-3 Credits: 2

Competency 0014: Produce a work of art.

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.

ART-L4E The Human Figure (formerly ART-LBA-A1)

Ponderation: 1-2-3 Credits: 2

Competency 0014: Produce a work of art.

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.

ART-L4F Digital Art (formerly ART-LBS)

Ponderation: 3-0-3 Credits: 2

Competency 0013: Consider various forms of art produced according to aesthetic practices.

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.

ART-L4G Dynamics of Design / Éléments de design (formerly ART-LBA-A3)

Ponderation: 1-2-3 Credits: 2

Competency 0014: Produce a work of art.

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.

Ce cours se veut une initiation aux principes de base du design. Une attention particulière est portée à la conception de créations en 2D et 3D en abordant la composition, le graphisme, l'exploration de divers matériaux et de textures ainsi que des notions d'échelle et de proportion. Les relations entre forme et fonction sont étudiées en accordant une importance à la communication visuelle et en remettant en question les systèmes existants de langage et de perception.

CIN-L3A American Cinema (formerly CIN-LAA-A1)

Ponderation: 3-0-3 Credits: 2

Competency 0013: Consider various forms of art produced according to aesthetic practices.

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.

CIN-L3B History of Cinema (formerly CIN-LAA-A2)

Ponderation: 3-0-3 Credits: 2

Competency 0013: Consider various forms of art produced according to aesthetic practices.

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

CIN-L3C Contemporary Cinema (formerly CIN-LAA-A3)

Ponderation: 3-0-3 Credits: 2

Competency 0013: Consider various forms of art produced according to aesthetic practices.

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.

CIN-L3D The Language of Film (formerly CIN-LBA-A1)

Ponderation: 3-0-3 Credits: 2

Competency 0013: Consider various forms of art produced according to aesthetic practices.

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.

FLM-L4A Filmmaking Techniques (formerly FLM-LBA)

Ponderation: 3-0-3 Credits: 2

Competency 0014: Produce a work of art.

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

FLM-L4B Filmmaking (formerly FLM-LBA-A1)

Ponderation: 3-0-3 Credits: 2

Competency 0014: Produce a work of art.

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

MUSIC COMPLEMENTARY COURSES

Not available students in ALC or Music

AAA-L4A Digital Music Technologies (formerly AAA-LBQ-A1)

Ponderation: 3-0-3 Credits: 2

Competency 0014: Produce a work of art.

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

MUS-L3A Music Across the Ages (formerly MUS-LAA)

Ponderation: 3-0-3 Credits: 2

Competency 0013: Consider various forms of art produced according to aesthetic practices.

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

RELIGIOUS STUDIES AND PHILOSOPHY COMPLEMENTARY COURSES

Not available to students in ALC or Social Science

PHI-LWB Ancient Philosophy (formerly PHI-LAA-A1)

Ponderation: 3-0-3 Credits: 2

Competency 0013: Consider various forms of art produced according to aesthetic practices.

This course provides a survey of Ancient Greek and Hellenistic philosophy, from the pre-Socratic thinkers and Socrates, through Plato and Aristotle and ending with the Epicureans and Stoics. These thinkers and their ideas are examined in their historical context, especially insofar as they influenced one another. The course explores metaphysical and epistemological questions addressed by Pre-Socratic thinkers as well as ethical and moral views developed by Socrates, Plato, Aristotle, Epicurus and Epictetus.

PHI-LWC Modern Philosophy (formerly PHI-LAA-A2)

Ponderation: 3-0-3 Credits: 2

Competency 0013: Consider various forms of art produced according to aesthetic practices.

This course offers a survey of some of the major figures in Western philosophy from the 16th to the 19th Centuries. After a general survey of the shift that occurred from the Medieval era to the Modern period, it focuses on some of the central issues in philosophy during the Modern period: What can we know? What is the self? Are human actions free? How should individuals and states act? In examining the works of prominent Modern philosophers, students discover conceptions of the world, self and state that have shaped the development of both philosophy and society up to this day.

PHI-LWD What is Justice? (formerly PHI-LBS-A1)

Ponderation: 3-0-3 Credits: 2

Competency 000W: Analyze one of the major problems of our time using one or more social scientific approaches.

What would a just society look like? This course will allow students to explore various conceptions of justice that have been developed by thinkers such as John Stuart Mill, John Rawls, and Elizabeth Anderson over the past two centuries. An examination of the debate on how a state can best address the issues of justice—in political, social and economic terms should provide students with a better perspective from which to evaluate questions of justice in our own society, as well as their rights and responsibilities as citizens.

REL-LWA Buddhist Scriptures (formerly REL-LBA-A1)

Ponderation: 3-0-3 Credits: 2

Competency 0014: Produce a work of art.

This course is focused on introducing students to scripture in the Buddhist tradition. Unlike most “western” traditions (“western” being an obviously relative term), most “eastern” traditions (with the exception of Sikhism) do not have one primary text around which the tradition pivots. There is no Buddhist Bible. There is, rather, a huge corpus of literature that essentially qualifies as scripture. This course takes on the seminar-model, with each week being split between one lecture and one in-class discussion focused on a particular Buddhist text, providing students with the opportunity to wrestle with a wide spectrum of Buddhist texts directly.

REL-LWB Topics in Religious Studies (formerly REL-LBS-A3)

Ponderation: 3-0-3 Credits: 2

Competency 000W: Analyze one of the major problems of our time using one or more social scientific approaches.

Magic can have many meanings; a supernatural phenomenon, a form of ritual practice, a therapeutic exercise, a criminal accusation or any mix of these. Beginning with an understanding of ritual, both sacred and profane, we will examine these various definitions and the practice of magic across cultures.

REL-LWC Judaism, Christianity and Islam (formerly REL-LBS-A2)

Ponderation: 3-0-3 Credits: 2

Competency 000W: Analyze one of the major problems of our time using one or more social scientific approaches.

"This course is an introduction to Jewish, Christian and Muslim Scriptures. The purpose of this course is to introduce students to the scriptures of the three great monotheistic religions of the West. The course is subdivided into three units of study. Students begin with Judaism and the Hebrew scriptures, proceed to Christianity and the New Testament and conclude with Islam and the Qur'an. In each case, students explore a few founding scriptural passages and some subsequent interpretations of them.

REL-LWD Eastern Religions (formerly REL-LBS-A1)

Ponderation: 3-0-3 Credits: 2

Competency 000W: Analyze one of the major problems of our time using one or more social scientific approaches.

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.

SCIENCE & TECHNOLOGY COMPLEMENTARY COURSES

Not available to students in Science

PRO-L2B Computer Graphics

Ponderation: 3-0-3 Credits: 30

Competency 0012: Use various mathematical or computer science concepts, procedures and tools for common tasks.

(previously PRO-LBM-A1) 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.

SOCIAL SCIENCE COMPLEMENTARY COURSES

Not available to students in Social Science

ANT-LVA Culture, Identity, and Belonging (formerly ANT-LAA-A1)

Ponderation: 3-0-3 Credits: 2

Competency 000V: Estimate the contribution of the social sciences to an understanding of contemporary issues.

This course is an introduction to socio-cultural anthropology, with a particular emphasis on how visual media shapes our understandings and experiences of culture, identity and belonging. Students will learn about a diversity of cultures through a variety of ethnographic case studies, and in the process will be challenged to examine how their own cultural practices, values, and norms shape their sense of self and connection to others. Topics include the role of language, rituals, gender, ethnicity, and power in forming identities, as well as the impact of globalization, migration, and social change on notions of belonging. Classroom film screenings will be complemented by lectures, group discussion, writing exercises, and selected readings.

BUS-LWA Introduction to Business (formerly BUS-LBA-A1)

Ponderation: 3-0-3 Credits: 2

Competency 000W: Analyze one of the major problems of our time using one or more social scientific approaches.

This course introduces students to the world of business as well as to fundamental business principles and functions. Students will be exposed to the basic functions, theories and concepts, which will serve as the building blocks for further studies in business. Topics to be covered include: finance, accounting, marketing, forms of business ownership, business ethics, globalization and management.

ECO-LWA Introduction to Economics (formerly ECO-LBA-A1)

Ponderation: 3-0-3 Credits: 2

Competency 000W: Analyze one of the major problems of our time using one or more social scientific approaches.

This course introduces students to the basics of economics. In this course, students study such topics as how economists think; how societies manage scarce resources; how people, businesses, and entire nations make economic choices; how the supply-and-demand model helps to explain contemporary social and economic issues; and how we can apply mathematics to solve social and economic problems.

POL-LWA Introduction to World Politics (formerly POL-LBA-A1)

Ponderation: 3-0-3 Credits: 2

Competency 000W: Analyze one of the major problems of our time using one or more social scientific approaches.

This course is designed to provide students with a basic introduction to political science through the study of international relations. The course will focus on the main actors in international relations (states, international organizations, and others) and the ways in which they interact. Students will be introduced to some of the major theories of international relations and use them to explore major international issues (war and peace, international law, trade and development, human rights).

PSY-LVA Inside your Mind: Explorations in Psychology (formerly PSY-LAA-A1)

Ponderation: 3-0-3 Credits: 2

Competency 000V: Estimate the contribution of the social sciences to an understanding of contemporary issues.

This course offers students an opportunity to explore fundamental theories, concepts, methods, and issues relevant to the field of psychology. Psychology is a diverse science covering a broad range of topics including neuropsychology, human development, consciousness, learning, personality, memory, social psychology, abnormal psychology, and many more.

SOC-LVA Contemporary Social Life (formerly SOC-LAA-A1)

Ponderation: 3-0-3 Credits: 2

Competency 000V: Estimate the contribution of the social sciences to an understanding of contemporary issues.

This course is designed to provide students with a basic introduction to the social science discipline of Sociology. Some of the subjects we will cover include; culture, social norms, socialization, social interactions, the social self, social structures, social groups, and social inequality in contemporary society.

SPA-LZA Spanish I (formerly SPA-LAL)

Ponderation: 3-0-3 Credits: 20

Competency 000Z: Communiquer dans une langue moderne de façon restreinte

From day one, beginner students use Spanish to communicate. Following an audio-lingual communicative method, they acquire basic language structures and vocabulary and learn to function in everyday situations. Creative use of language acquisition is actively encouraged. Vocabulary and grammar are reinforced through exercises. Students are required to read a short story in Spanish.

Course content: introducing oneself and others; expressing greetings and farewells; ordering food and drink; expressing likes and dislikes; describing oneself and one's family; asking questions to others; identifying and locating places; telling time; describing daily activities and routine. The only verb tense taught in Spanish I is the indicative present.

TRANSDISCIPLINARY COMPLEMENTARY COURSES

Available to students in all programs

CTI-LLA

Science de la gestion du stress

Dans le cadre de ce cours transdisciplinaire, l'étudiant.e explorera le phénomène du stress sous l'angle de différentes disciplines s'y étant intéressés, notamment la psychologie, les neurosciences et les sciences de l'activité physique. L'étudiant.e découvrira ce qui peut générer une réponse de stress chez les humains, comment le stress influence notre cerveau et comment utiliser le stress à son avantage tout en limitant ses effets négatifs. Par ailleurs, ce cours sera l'occasion pour l'étudiant.e. d'explorer des stratégies qui peuvent être utilisées afin de gérer son stress. Tout au long de la session, différents thèmes seront abordés, notamment les liens entre le stress et le sommeil, les réseaux sociaux et l'activité physique. En parallèle, l'étudiant.e. expérimentera une variété de méthodes associées à la gestion du stress comme la respiration, la méditation, la visualisation, l'activité physique, la socialisation, la gestion du temps et le contact avec la nature. L'étudiant.e. sera amené.e à choisir des méthodes personnalisées pour gérer son stress et à les expérimenter dans son quotidien, de façon à appliquer une démarche personnalisée de gestion du stress basée sur les connaissances actuelles.

CTI-LLB

Attache ta tuque avec de la broche; comprendre le Québec contemporain

À l'aide de textes historiques et littéraires, de musique, de films, d'art, d'expositions ou de culture matérielle, nous tenterons de comprendre la complexité du Québec du 21^e siècle. Le but de ce cours est d'approfondir les connaissances des étudiants au sujet du Québec, en utilisant de multiples approches (sociale, économique, politique, idéologique, culturelle, etc). Pour nous aider à acquérir une compréhension du caractère distinct du Québec dans un contexte canadien, nord-américain et international, le cours se concentrera surtout sur le parcours de la société québécoise depuis la Confédération pour obtenir une perspective plus moderne.

CTI-LLC

Thématique en gestion et entrepreneuriat

Un entrepreneur est une personne qui fonde ou possède une entreprise. Ces personnes ont des traits et des personnalités uniques qui leur permettent de réussir dans la création et la gestion d'une entreprise. Thématique en gestion et entrepreneuriat vous plonge dans l'univers dynamique des entrepreneurs. Ce cours vous aidera à comprendre les théories et les aspects fondamentaux de l'expérience entrepreneuriale et des enjeux associés à la gestion des petites entreprises (PME). Les sujets abordés dans ce cours comprennent les traits de caractère des entrepreneurs, le rôle des femmes dans l'entrepreneuriat, les entrepreneurs en série (« Serial Entrepreneurs »), la représentation des entrepreneurs dans les médias (téléseries, films, etc.) et le financement des entreprises (surtout les entreprises jeunes pousses). À travers des études de cas réelles, des ateliers interactifs et des présentations d'entrepreneurs invités, vous développerez les compétences nécessaires pour comprendre les avantages et les inconvénients du métier d'entrepreneur.