**Internships and other Capstone Courses**

**HIS 376 Global Studies Internship** 6-0-0
Unpaid internship at an approved overseas organization under the joint supervision of organization staff and a member of faculty. Students will be evaluated on the completion of established objectives which includes a written reflection component. The course requires study of the political, social and cultural environment of the overseas experience. Note: American students on financial aid cannot take this course for credit. 
Prerequisite: Permission from the instructor.

**HIS 377 Teaching Internship in History** 3-0-0
Unpaid internship working directly with a Bishop’s professor. Students will assist in teaching the course through such tasks as leading discussion groups and developing teaching skills under the supervision of a member of faculty. Students will be evaluated on various scales including a reflection paper on their experience.
Prerequisite: Permission from the instructor.

**HIS 391 Archival or Institutional Internship** 3-0-0
Unpaid internship in a local archival repository or other institution under the joint supervision of an archivist or other representative and a member of faculty. Students will be evaluated on the completion of pre-established objectives and must be prepared to perform various projects such as writing a major report, preparing an archival inventory or a finding aid.
Prerequisite: Permission from the instructor.

**HIS 392 Research Internship** 3-0-0
Unpaid internship under the supervision of a member of the department. The student will be responsible for undertaking research related activities in support of the research project of a faculty member.
Prerequisite: Permission from the instructor.

**HIS 399 Senior Research Paper in History** 3-0-0
Individualized research project in consultation with a faculty advisor. Students will be expected to make an original contribution to a topic through primary source research in relation to existing literature. The final product will be an article-length paper and a formal oral presentation to department faculty and other students.
Prerequisite: Permission from the instructor.

**Independent Studies and Other Courses**

**HIS 286 Independent Studies for U2 Students**

**HIS 287 Independent Studies for U2 Students**

**HIS 299 Special Topics in History** 3-0-0
A course that addresses the historical background of current headlines or special topics of contemporary interest for both History majors and other interested students. Topics vary from year to year and explore different regions, time periods, and methods.

**Cognate Courses**

**Classics:**
- CLA 102, CLA 120, CLA 160, CLA 223, CLA 229, CLA 261
- CLA 320, and CLA 336

**Politics:** Cognate courses must be selected in consultation with the Chair prior to registration in the course.

**Psychology:** PSY 342, PSY 443.

**Religion, Society and Culture:** RSC 257.

**Sociology:** SOC 207.

Students in the Major or Honours program may count a maximum of 12 credits in cognate courses toward the degree.

Students in the Minor program may count a maximum of 6 credits in cognate courses toward the degree.

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**College of Liberal Arts**

**Faculty**

**Jenn Cianca,**  
B.A. (Bishop’s), M.A. Ph.D. (Toronto);  
Full Professor

**Bruce Gilbert,**  
B.A. (Toronto), M.A. (McGill),  
Ph.D. (Penn.State); Full Professor  
Coordinator for the Minor in  
Social Justice and Citizenship  
Chair of the Department

**Program Overview**

The Bishop’s College of Liberal Arts offers a dynamic, interdisciplinary major for particularly motivated students interested in the intensive study of the great themes and texts of Western civilization. The heart of the program is the Liberal Arts Foundation Courses (LIB 210–218), each of which engages, in an interdisciplinary and historical way, with a key theme in the history of the human condition. Students enrolled in the Liberal Arts Program are welcomed into Bishop’s with an introductory seminar (LIB 100) and culminate their experience with a final year seminar (LIB 300) or any LIB 300-level course. Liberal Arts majors also complete a series of requirements from other departments (see below), for a total of 63 credits. Students in the Liberal Arts Program are encouraged to complete a second Major in a discipline of their choice. Many courses may be counted towards the requirements of both Majors. The Liberal Arts Program also offers an Honours degree, which requires the completion of a comprehensive research thesis.

**Programs**

**Liberal Arts Honours Degree**  
(69 credits)

**HONLIB**

Liberal Arts students may opt to complete an Honours Degree. In addition to fulfilling the normal requirements for a Major (see below), an Honours student must register in the fall of his or her final year for LIB 400 (fall) and LIB 401 (winter), the requirement of which is to write a supervised, interdisciplinary Honours thesis. In keeping with Divisional regulations, at least a 70% average, calculated on the best 60 credits in the program, would be necessary for graduation with an Honours degree.

**LIB 400 Honours Thesis I** 3-0-0
Each student researches, writes, and orally defends a comprehensive thesis proposal under the supervision of at least two faculty members who are from different departments. Students must receive a grade of 75% or higher in this course in order to be permitted to register for LIB 401.

**LIB 401 Honours Thesis II** 3-0-0
Based on the proposal completed in LIB 400, students draft, revise, and defend an Honours thesis, as examined by all members of the Liberal Arts Program and relevant supervisors.

Prerequisite: LIB 400
Liberal Arts Major (63 credits)  MAJLIB

Required Courses

1. First Year Seminar Course
First year Liberal Arts majors enroll in this course in their first semester at Bishop’s, or the first time it is offered after they become a Liberal Arts Major.
LIB 100  Encountering Western Culture  3-3-1
By means of a study of classic texts in the Western cultural tradition, this course develops foundational skills in interdisciplinary education, reading, writing, conversation and seminar presentation.

2. Other First Year Requirements

- All Liberal Arts Majors must take CLA 100 or CLA 101 along with LIB 100, a Liberal Arts Foundation Course, and two electives in their first semester at Bishop’s.
- All Liberal Arts Majors must take an Introduction to Philosophy and an Introduction to Religion, Society and Culture course, as well as a Liberal Arts Foundation Course and two electives in their second semester at Bishop’s.
- All Liberal Arts Majors must take FII 101 or FII 102 and HIS 104 in their first or second year at Bishop’s. These courses help students get a sense of the broad scope of Western history (as opposed to more specialized historical topics).

3. Liberal Arts Foundation Courses
Normally Liberal Arts students are enrolled in one Liberal Arts Foundation Course in each semester of their degree. Majors must complete at least four Foundation Course credits. Each course has a “culture” or “social change” component that requires students to attend and discuss a selection of plays, musical performances, art exhibitions, social justice events, or lectures each semester.
LIB 210  Eros, Love and Desire
LIB 211  Empire and Its Enemies
LIB 212  In Search of Justice
LIB 213  The Use and Abuse of Beauty
LIB 214  Ecological Crisis and the Struggle for Environmental Justice
LIB 215  Ecstasy and Excess
LIB 216/ RSC 208  The Divine and Ultimate Concern
LIB 217  Space, Place & the Human Experience
LIB 218  The History and Philosophy of Science

4. Graduating Year Seminar
LIB 300  Interdisciplinary Seminar  3-3-0
A team-taught seminar which will explore a selected theme of interdisciplinary interest.

5. Language Requirement
Liberal Arts Majors are required to take three courses in any single language (ancient or modern) and must have begun their language requirements by their second year.

6. Social Sciences Requirement
Any two Social Science courses (6 credits).

7. Natural Sciences/Mathematics Requirement
At least one course (3 credits) from Natural Sciences or Mathematics.

8. Humanities Breadth/Depth Requirements
Liberal Arts Majors are required to take 6 credits from two of the following three departments: Drama, English, Music.

Liberal Arts Majors are also required to take three 300-level courses in the Humanities (including LIB capstone course).

List of Courses

Liberal Arts Foundation Courses
LIB 210  Eros, Love and Desire  3-3-0
When Plato wrote that eros is “giving birth in beauty,” he sparked a debate that has lasted millennia. Does the erotic lead us upwards toward wisdom, truth, and love of thy neighbour? Or is eros the chaotic, anti-social, and even destructive force of Dionysian rapture? This course will explore these and other classic theories of eros, love and desire.

LIB 211  Empire and its Enemies  3-3-0
“The sun never sets in my empire,” said Spanish King Carlos I in the 16th century—a phrase adopted by the British to signal not only the planetary breadth of their imperial achievement, but also the divine, solar blessing conferred on their conquests by God. What is this imperial aspiration, the desire to dominate? Why is Western history in a sense the history of empires constructed and empires resisted and destroyed? This course will trace the imperial aspiration and its enemies from the Roman city-state to the British nation-state to the eclipse of the state altogether by the modern capitalist corporation. It will analyze the various forms and modes of dominance and resistance up to and including the non-state actors of today.

LIB 212  In Search of Justice  3-3-0
“Let justice roll down like water, and righteousness like an ever flowing stream.” So cried the prophet Amos, echoed thousands of years later when Martin Luther King insisted that “Power at its best is love implementing the demands of justice!” This course will explore the changing and always contested meaning of justice in its many forms in Western history. Is justice little more than the ancient Greek claim that one should “do good to one’s friends, and harm to one’s enemies”? Or is there a universal form of justice that recognizes civil rights and social justice for the poor, women, racial and ethnic minorities, gays and lesbians, and other marginalized peoples?

LIB 213  The Use and Abuse of Beauty  3-3-0
French writer Stendhal said in the 19th century that “beauty is the promise of happiness” and, upon seeing the beauty of Florence, he wondrously proclaimed, “I was in a sort of ecstasy… absorbed in the contemplation of sublime beauty … Everything spoke so vividly to my soul.” Yet only decades later his compatriot, poet Arthur Rimbaud, claimed that he wanted to “abuse” beauty, for he found it “bitter.” Dadaist and surrealist artist Tristan Tzara went even further, “I have a mad and starry desire to assassinate beauty…” Does Tzara signal not only a “culture” or “social change” component that requires students to attend and discuss a selection of plays, musical performances, art exhibitions, social justice events, or lectures each semester.

LIB 214  Ecological Crisis and the Struggle for Environmental Justice  3-3-0
Global warming, mass extinction and runaway pollution by toxic waste, plastics and other contaminants are only the most widely publicized aspects of what scientists agree is an ecological crisis that affects everyone and everything on the Earth. Paradoxically, nature and wilderness are not only necessary conditions for human well-being, but also have been amongst the greatest sources of our spiritual and artistic inspiration for centuries. Given that new generations will play a decisive role in addressing this crisis, this course will explore international dimensions of the historical, philosophical and cultural background of various forms of the human relationship with Nature, as well as examine some of the theories (agro-ecology, eco-feminism, deep ecology, emergence, etc.) and kinds of social movement organizing (Greenpeace, 350.org, Leap, etc.) that reply to the ecological crisis. The course will also introduce certain aspects of the experience and struggle of Indigenous peoples (e.g. Idle No More, Dakota Access, socio-environmental rights in Brazil, etc.), including of the Abenaki First Nation, upon whose unceded land Bishop’s University is built.
LIB 215  Ecstasy and Excess  3-3-0

“Joy is the most comprehensive mind…and it is from the summits of joy alone that each one will see the path to take.” American philosopher Alphonso Lingis claims here that humanity is the “ecstatic” species. In Greek the ek-static means literally to be outside, even beyond oneself—to transcend what and who one is. In the last few hundred years, artists, writers, philosophers, and others have claimed that ecstasy and excess are not merely temporary states, but the very condition of human life. This course will explore a variety of theories, from the biological to the philosophical and the virtual, inspired by the idea that there is no “human nature” that we can’t exceed.

LIB 216  Towards Spatial Justice  3-3-0

Building a just society is not only an ideological concern. Our bodies, our landscapes, and our built environments all participate in the production of just and unjust spaces. Inclusion and exclusion, belonging and exile, power and disenfranchisement, home and homelessness: all of these modes of being play out on the canvas of our place and our body. In this course, we will examine cultural and social theories of placemaking and investigate the powerful relationship between our politics and our places, with a view to understanding how we can build justice into our environments.

LIB 218  The History and Philosophy of Science  3-3-0

Modern science has given us an unprecedented understanding of Nature - and with it, the power to transform our natural environment irrevocably. This interdisciplinary course will explore some key themes: In the history and philosophy of science: the origins and evolution of Modern science; its flowering in the Scientific Revolution; the Modern era, in which science and scientific method is often taken for granted as the authoritative paradigm for all knowledge; the enormous contribution of science to society, economy and culture; as well as some important criticisms of the extent and character of scientific exploration of nature and human beings.

Liberal Arts Thematic Seminar Courses

These courses are in-depth, interdisciplinary seminar courses on topics relevant to the program of study of Liberal Arts majors. Instructors and topics are determined each year.

LIB 222  Citizenship and Democratic Practice I  3-3-0

Students learn not only the role and importance of civil society organizations, such as social movements, community groups, NGOs, churches and so on, but also commit themselves to an ongoing supervised internship in one or more of these organizations in Lennoxville, Sherbrooke, the wider Eastern Townships or indeed in other parts of Canada or the world. At least one or both of these internship courses (depending on the demands of each internship) is required for the Minor in Social Justice and Citizenship.

LIB 223  Citizenship and Democratic Practice II  3-3-0

Students learn not only the role and importance of civil society organizations, such as social movements, community groups, NGOs, churches and so on, but also commit themselves to an ongoing supervised internship in one or more of these organizations in Lennoxville, Sherbrooke, the wider Eastern Townships or indeed in other parts of Canada or the world. At least one or both of these internship courses (depending on the demands of each internship) is required for the Minor in Social Justice and Citizenship.

LIB 289 / GER 289  History and Memory in Berlin  3-3-1

This interdisciplinary course will explore (re)writings of German history by intellectuals and artists associated to Germany’s capital, (re)writings which expose the flaws and fallacies of a nation’s narrative. We will focus on the Weimar Republic, The Cold War and its aftermaths. Starting with a brief overview of Georg Simmel’s sociological depiction of the metropolis, we will then look at how works from Weimar Berlin revealed not only the instability of the nation’s founding myths but also the conflicts and contradictions which plagued the Weimar Republic (in literature, Benjamin, Brecht, Döblin; in visual arts, Dix, Grosz, Kirchner). We will then turn to the Cold War and its aftermaths, to examine how memory gets (de)constructed in literary texts and songs (Brussig, Grünbein, Bargeld), films (Wings of Desire, Berlin is in Germany), and architecture (Jewish Museum, Holocaust Memorial, documentary Berlin Babylon).

No prerequisite

LIB 290 / GER 290  (De)constructing Identity in Vienna  3-3-1

In this course, we will examine how intellectuals and artists associated to Austria’s capital have been, ever since the advent of Freudian psychoanalysis, enlightened witnesses to their nation’s identity construction. Our interdisciplinary approach will enable us to investigate our topic from a variety of angles, focusing on two periods of Austrian history, namely the period around 1900 and the aftermaths of WWII. Starting with a brief introduction not only to Freud’s psychoanalytical theories but also to his sociological observations (Civilization and its Discontents), we will look at how literature (Schnitzler, Hofmannsthal, Zweig) and visual arts (Klimt, Schiele, Kokoschka), in the Vienna of 1900, portrayed the individual’s unconscious desires and torments. We will then turn to the aftermaths of WWII and study literary texts (Bachmann, Bernhard, Jelinek) and films (Haneke) which engage with Austrian history and culture, with a nation’s repressed feelings of anger and guilt.

No prerequisite

LIB 292  The Problem of Education  3-3-1

With Madame de Staël, a French contemporary of Goethe’s, Germany was das Land der Dichter und Denker, whereas for many of our contemporaries, Germany is but the land of National-Socialism. How could the people who gave the world the humanitarian ideal of Bildung also be the people who devised concentration camps and the final solution? It is impossible to avoid this question when engaging with German Studies. This course will examine the pedagogical intent, philosophy of education and critique of German education present in the works of some of the most important German writers from the Enlightenment to the post-war period. By means of discussions of fiction and non-fiction, we will explore the German discourse on education, from the early bourgeois ideal of Bildung (Lessing, Humboldt, Goethe, Schiller) to Nietzsche’s critique of educational institutions, from Musil’s depiction of the joyless life of a Gymnasium to later explorations (by Brecht, E. Mann, Arendt – also in films by Riefenstahl, Schlöndorff and Haneke) of the perversion of the ideal of education in 20th century Germany, namely under National-Socialism.

GER 293 / LIB 293  In Sickness and in Health  3-3-1

This interdisciplinary course will explore representations of sickness and health in the German cultural tradition. Literary masterpieces from various epochs will be analyzed: Hartmann von Aue’s Poor Heinrich (ca. 1190) will serve as springboard for discussion of the human body’s vulnerability to sickness and ultimate mortality. Poetical, philosophical and medical texts of the Romantic era (Novalis, Heine, Schelling, Hahnemann) displaying how pathology opens the path to self-knowledge and creativity will be examined. Seminal essays such as Nietzsche’s The Case of Wagner and Susan Sontag’s Illness as Metaphor will serve as theoretical framework for the study of 20th and 21st centuries’ key examples of narratives dealing with the topics of tuberculosis (Thomas Mann’s Tristan, Thomas Bernhard’s The Cold), cancer (Christa Wolf’s The Quest for Christa T.), anorexia (Franz Kafka’s A Hunger Artist), depression (Christine Lavant’s Memoirs from a Madhouse) and dystopian state surveillance of humans’ health (Juli Zeh’s The Method). Social and political movements that have helped shape German mentality towards health (Freikörperkultur, Lebensreform) as well as their darker fascists counterparts (degenerate art, Aktion T4) will also be exposed.

GER 296 / LIB 296  Goethe’s Faust  3-3-1

In this course, students will read THE masterpiece of German literature: Goethe’s Faust, in Walter Kaufmann’s celebrated translation. We will read all of part I and excerpts of part II. We will look at Goethe’s sources – from the early Historia von Dr. Johann Fausten (based on a true story – that of a magician) to travelling puppet shows about Faust which Goethe enjoyed as a child. This discussion of sources will enable us to see just how modern Goethe’s Faust is – in its (for the time) subversive depictions of God, the devil, the quest for knowledge and the pleasures of the flesh. We will also examine how the story of Faust never ceased to inspire artists who created countless variants on the theme – from Gounod’s opera to Murnau’s expressionist film, from Mann’s novel Doktor Faustus to Kurowsawa’s film Ikiru, to name but a few.
LIB297 / RSC 303 On the Road Again: Pilgrimage in Theory and Practice 3-3-0
This course will examine pilgrimage as embodied experience, with a special focus on contemporary pilgrimage. Cross-cultural approaches and historical context will be key to understanding the current fascination with walking as transformative practice. Theories of identity, community, and belonging will also be discussed. Students will have an opportunity to participate in a short pilgrimage.

LIB 370 Social Movements and Social Change in Brazil 3-3-0
This is an intensive spring course that takes place primarily in Brazil. It consists of the study of Brazilian social movements, politics and culture in general and, in particular, the Movement of Landless Rural Workers (Movimento de Trabalhadores Rurais Sem Terra do Brasil, or MST). The course will include studies of and meetings with Brazilian social movements, labour unions, political parties, universities and other actors on the political scene in Brazil. The period in Brazil would be preceded and followed by research and essay assignments. The language of instruction is English, and all meetings in Brazil are translated.

LIB 371 New Orleans: Art, Activism and Culture before and after Katrina 3-3-0
Students in this course prepare for a March study trip to New Orleans by researching the history, politics and culture of this extraordinary city. There will be a particular focus on the aftermath of the Hurricane Katrina disaster, including activist and social movement organizing in response to the destruction of whole neighborhoods. On the basis of their research and experiences in New Orleans, each student will write and submit a comprehensive research paper at the end of the semester.

LIB 384 Dante’s Divine Comedy 3-3-1
According to Dante Alighieri, none of us can save the wound in our souls without undertaking our own pilgrimage to hell, without purging our sins, and without letting go of ourselves so as to experience ecstatic union with the foundations of all reality. This is perhaps what James Joyce meant when he said that Dante is his “spiritual food” and that reading Dante is like “looking at the sun.” This course will unfold some of the philosophical, poetic, religious, political and historical richness of Dante’s allegorical masterpiece and lead each student on a personal journey through Inferno, Purgatorio and Paradiso.

LIB 385 Giovanni Boccaccio’s Decameron 3-3-0
One of the most enjoyable, beloved and imitated literary works of all time, the Decameron by Giovanni Boccaccio (1313-1375) is among the great texts whose influence transcends the written word and expands into almost every area of the Western cultural tradition. A book on love according to Boccaccio himself, this masterpiece is in reality an audacious and sophisticated human comedy that brings to the reader the richness of life. Through an in-depth reading of the short stories that comprise the work, this course will explore the philosophical, historical, political, social, and gender related issues that arise from this literary masterpiece. We will also examine the enormous influence this text had on future visual and performative arts, literature and music

LIB 386 Montaigne’s Essays and Early Modern Humanities 3-3-0
This course is an exploration of Michel Montaigne’s Essays, published in three volumes between 1580-1588. Framed by his celebrated phrase “What do I know?” (Que sais-je?), these writings examine the human condition with the fresh outlook of early modern skepticism. As Montaigne searches for moral examples that can assist us in the conduct of our lives, he gives surprising new inflexions to traditional wisdom on topics such as love, friendship, education, conversation, health, and dying.
Elective Course List for the Social Justice Minor:

Students must take any five or six courses from this list, albeit no more than three from any one department (depending on their internship).

- CLA 325 The Classic Tradition;
- CLA/HIS 201 Ancient Slavery and its Legacy
- CLA/POL 223 Democracy in the Ancient World
- EDU 305 Multicultural Education
- ENG 239 Feminist Literary Theory
- ENG 342 Romanticism and Revolution
- ESG 224 Human Impact on the Environment
- ESG 248 Geography of Food
- ESG 266 Environmental Policy
- ESG 268 Global Environmental Change
- ESG 350 Environmental Justice
- ESG 366 Ethical Perspectives on Environmental Problems
- HIS 108 A Global History of Indigenous Peoples
- HIS 217 The United States Since 1945
- HIS 269 First Nations/Settler Relations in Canada
- LIB 211 Empire and Its Enemies
- LIB 214 Human Will and Nature
- LIB 370 Social Movements and Social Change In Brazil
- LIB 371 New Orleans: Art, Activism and Culture before and after Katrina
- PHI 100 On the Way to the Good Life
- PHI 104 The Hopes and Conflicts of Social and Political Life
- PHI 349 Topics in Feminist Philosophy
- PHI 324 The Philosophy and Politics of Karl Marx
- PHI 340 Topics in Ethics
- PHI 342 Seminar in Social and Political Philosophy
- PHI 366 Critical Theory
- RSC 200 Politics and Religion
- SOC 207 Sociology of Indigenous-Settler Relations
- SOC 208 Criminology
- SOC 235 Women and Penal System
- SOC 250 Social movements
- SOC 260 Community
- SOC 292 Social Policy
- SOC 298 Social Problems
- SOC 309 Advanced Seminar in global Colonization and Decolonization
- SOC 340 Women: Theory and Ideology
- SOC 396 Post-Colonial Theory
- WOM 101 Introduction to Women’s Studies
- WOM 201 Women and Feminism in Canada
- WOM 305 Women and Feminism: Selected Topics
- SLP 399 Situated Learning and Praxis (Praxis Malawi)

Modern Languages, Literatures and Cultures

Faculty

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<tr>
<th>Modern Languages, Literatures and Cultures</th>
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<tr>
<td><strong>Sophie Boyer,</strong></td>
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<tr>
<td>B.A., M.A., Ph.D. (McGill);</td>
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<td>Chair of the Department</td>
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**Hispanic Studies**

| Gilberto D'Escoubet,                      |               |
| B.A., M.A. (U de Montréal),              |               |
| Senior Instructor                        |               |
| **Jordan Tronsgard,**                    |               |
| B.A., M.A. (Calgary), Ph.D. (Ottawa);    |               |
| Full Professor                           |               |

Program Overview

The Department of Modern Languages, Literatures, and Cultures offers an Honours program in Hispanic Studies, Majors in Modern Languages and Hispanic Studies, International Major in German, as well as Concentrations/Minors in German Studies, Hispanic Studies, and Japanese Studies (International Concentration).

Major in Modern Languages

**60 credits**

MAJMLA

This major is equally divided between two language Concentrations (30/30), which will be specified on the student’s final transcript. The languages available for Concentrations are German, Japanese and Spanish, as well as English Language Studies and French (offered by the Département des études françaises et québécoises). Students may choose one of their Concentrations in English or French, but completing Concentrations in English and French is not permitted for the Major in Modern Languages. The requirements and courses for the Concentrations within the Major in Modern Languages are listed under each specific language.

*Please note:*

1) MLA 101 is a graduation requirement for all Majors in the MLA department and will normally be taken in the first year of studies. The following students are exempt from this requirement: Students with an Honours in Hispanic Studies, students taking the Major in Hispanic Studies on a part-time basis, students with more than one major. Other students may request an exemption if there is not sufficient space in their curricula.

2) Students registered in the Major in Modern Languages must declare their two languages by the end of their first year.

3) Students enrolled in all Majors in the MLA department must successfully complete the Information Retrieval and