BISHOP'S

Academic Calendar

2026/2027

UNIVERSITÉ BISHOP'S UNIVERSITY

UNIVERSITÉ
BISHOP'S
UNIVERSITY

The Mission Statement

In 1843 the founders of Bishop's University declared their intention "to offer to the country at large the blessing of a sound and liberal education." Today our goal remains the education of individuals, primarily at the undergraduate level, to develop their talents and realize their leadership potential. Intellectual achievement is crucial to our mission and thus the University promotes academic excellence through an emphasis on teaching enriched by scholarship and research. The Bishop's experience begins with close interaction between professor and student but extends beyond the classroom to provide the basis for critical thinking and effective communication, while also fostering community spirit and lasting friendships. Located in the bilingual setting of the Eastern Townships, Bishop's offers students from Quebec, Canada, and the International community the opportunity to exercise the rights and responsibilities of good citizenship and to engage in the tolerant and informed dialogue that sustains democracy.

UNIVERSITÉ BISHOP'S UNIVERSITY

DINING

- **A1** Dewhurst Dining Hall/ Adams Dining Hall
- **A2** The Bus Stop Café
- **A3** The Purple Pod
- **A4** Tim Hortons
- **A5** Library Café

ACADEMIC SPACES

- **B1** Astronomical Observatory
- **B2** Bandeen Hall
- **B3** Library Learning Commons
- **B4** Hamilton Building
- **B5** Johnson Building
- **B6** Molson Fine Arts Building
- **B7** Morris House
- **B8** Nicolls Building
- **B9** Bishop Williams Hall (BWH)
- **B10** Turner Studio

MISCELLANEOUS

- **C1** Kwigw8mna (April 2023)
- **C2** Foreman Art Gallery
- **C3** Student Centre (MEM-DON-MOU)
- **C4** Griffin House (Alumni)
- **C5** Champlain College (CÉGEP)
- **C6** Cormier Centre (Dobson Lagassé)
- **C7** Old Library
- **C8** Hugh & Paule Scott Gazebo
- **C9** Hangar & Kennel (General Delivery)
- **C10** Centennial Theatre
- **C11** The Gait

SERVICES

- **D1** McGreer (Administrative Offices)
- **D2** Buildings & Grounds
- **D3** Panda Daycare
- **D4** Security
- **D5** St. Mark's Chapel
- **D6** Doolittle's Co-op
- **D7** Accommodation and Event Services
- **D8** Mail and Print Services
- **D9** Enrolment Services
- **D10** Cleghorn Room

SPORTS

- **E1** Coulter Field
- **E2** Access to Old Lennox Golf & Ski
- **E3** Health Services/ Sports Clinic
- **E4** John H. Price Sports and Recreation Centre
- **E5** Nicolls Field
- **E6** Abbott Field

RESIDENCES

- **F1** Abbott
- **F2** Kuehner
- **F3** New Residence
- **F4** Munster
- **F5** Norton
- **F6** Pollack
- **F7** Paterson Hall
- **F8** MacKinnon

NOTICE:

The Academic Calendar is produced in both print and electronic format. The University will consider the most recent electronic version as the official University publication.

Archival copies are available at
ubishops.ca/academic-programs/academic-calendar/

The Academic Calendar provides guidance to prospective students, applicants, current students, faculty and staff.

1. Bishop's University reserves the right to make changes to regulations, programs, courses, credit requirements, facilities, and fees – without prior notice.
2. In the interpretation of academic regulations, the Senate is the final authority.
3. Students are responsible for informing themselves of the University's procedures, policies and regulations, and the specific requirements associated with the degree or certificate sought.
4. All students registered at Bishop's University are considered to have agreed to act in accordance with the University procedures, policies and regulations.
5. Although advice is readily available on request, the responsibility of selecting the appropriate courses for graduation must ultimately rest with the student.
6. Not all courses are offered every year and changes can be made after publication. Always check the class schedule on the Bishop's portal for the most up-to-date information on whether a course is offered.
7. The academic publication year begins at the start of the Fall semester and extends through to the end of the Spring semester of any given year. Students who begin their studies at any point within this period are governed by the regulations in the academic calendar which came into effect at the start of the Fall semester.

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Sherbrooke, QC J1M 1Z7

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E-mail ..... admissions@ubishops.ca
School of Education ..... 819-822-9600 ext. 2658
Recruitment Office ..... 819-822-9600 ext. 2681
E-mail ..... recruitment@ubishops.ca
Registrar's Office ..... 819-822-9600 ext. 2682
E-mail ..... records@ubishops.ca
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Fax 819-822-9615
E-mail ..... residence@ubishops.ca
Website ..... www.ubishops.ca

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2026

January

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2027

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2026–2027 Sessional Dates

For current Sessional Dates for 2026-2027, please consult:

www.ubishops.ca/academic-programs/academic-calendar/sessional-dates/

General Information

Characteristics

Bishop's is a predominantly residential university whose primary concern is offering to undergraduate students a quality education in Arts, Sciences, Business Administration and Education. Its academic programs are broadly based and stress the interrelationships of disciplines rather than their specializations. The residential aspect and small size of the University encourage an informal atmosphere in academic and social situations. Emphasis is placed on personal contact between faculty and students through small classes and frequent use of seminars, laboratories, and tutorials. Self-directed study is encouraged with student research projects and special independent study programs. Bishop's also offers a small number of graduate-level programs. Approximately 2,900 full-time and part-time students were enrolled in Bishop's courses in 2024-25.

Location

Bishop's University is attractively situated in the Sherbrooke borough of Lennoxville, amid the rolling hills of the Eastern Townships of southern Quebec. The campus occupies a 500-acre tract at the junction of the St. Francis and Massawippi rivers, bordered on the west by the borough of Lennoxville and on the east by open countryside. Several lakes, bike trails and numerous ski resorts within short driving distances supplement the recreational facilities on the campus.

Origin and Development

The University was founded as Bishop's College in 1843 under the sponsorship of the Right Reverend G. J. Mountain, third Anglican Bishop of Quebec, with the assistance of a group of clergy and laymen of the Eastern Townships. According to the intention of its founders, Bishop's was to have two functions: "to offer to the country at large the blessing of a sound and liberal education" and to provide training for the clergy. Ten years later, in 1853, the College received a royal charter granting it the right to confer degrees.

The early development of Bishop's was gradual. Its original grant of land, forty acres, was donated by Lieutenant-Colonel William Morris. On this site, the first building, consisting of the five central bays of what is now McGreer Hall, was erected and occupied in 1846. The chapel was consecrated in 1857, an Arts Building in 1861 (destroyed by fire in 1891), a new Arts Building (now the Johnson Building) and Divinity House (now Kwigw8mna) in 1892. The first degrees granted by Bishop's, in 1854, were in Arts and Divinity. In 1871, a medical faculty was established in Montreal, which functioned until 1905 when it was merged with the Medical Faculty of McGill University. A small Faculty of Law awarded 15 degrees between 1881 and 1888. Specialized programs in Professional Education and in the Natural Sciences were introduced in the 1920s.

The administration of Bishop's remained under the aegis of the Church of England until 1947 when the Corporation of the University was reconstituted as a nondenominational body.

In 1949, an extensive development program was initiated with public support. Most of the present facilities have been constructed since that time: Norton Hall and Pollack Hall residences, the Memorial Gymnasium (now Memorial House, part of the Student Centre) and the central heating plant in 1949-50; the John Bassett Memorial Library, Mackinnon Hall residence and several faculty houses in 1958-59; the W.B. Scott Memorial Rink in 1961; the Jasper H. Nicolls Arts Building, the John Hamilton Administration Building and Bishop Mountain House students' centre in 1962-63; Abbott Hall, Kuehner Hall and Munster Hall residences in 1964-66; a new wing to the Andrew S. Johnson Science Building in 1966; the Centennial Theatre in 1967; an addition to the John Bassett Memorial Library in 1970; a new football stadium in 1971; the John H. Price Sports and Recreation Centre in 1975; Marjorie Donald House, a new wing of the Student Centre, in 1977. The Molson Fine Arts Building and an extension to the library were added in 1990. The Centennial Theatre was renovated and expanded to include an Art Gallery in 1991. In 1998, improvements were made to Memorial House and Marjorie Donald House, which now form part of the University Centre. An apartment-style residence, Paterson Hall, was opened in the fall of 2003. In 2008 a Field Turf surface was installed on Coulter Field. The Johnson Science Labs underwent an extensive renovation in 2009 and were re-opened in early 2010. The John H. Price Sports and Recreation Centre underwent extensive renovations which included a second double gymnasium and the Jane and Eric Molson Arena in 2015. The John Bassett Memorial Library was completely renovated, and a new Library and Learning Commons was inaugurated in 2018. Renovated Science labs and a greenhouse in the Johnson Building were inaugurated in 2019. Bishop's newest residence, completed in 2023, is a traditional style between Dewhurst dining hall and the academic buildings. This residence is near the centre of the campus featuring modern amenities and commons spaces.

Since 1949, the student body and faculty have more than trebled in size. Many new programs have been introduced, including a Bachelor's degree program in Business Administration, numerous specialization options and a variety of inter-disciplinary programs. In 1970, following the institution of colleges of general and vocational education (CEGEPs) at the pre-university level in Quebec, Bishop's, along with other universities in the province, reorganized its undergraduate programs to lead to the Bachelor's degree in three years of study beyond the collegial level.

Thus, Bishop's University had its beginnings more than 175 years ago as a private college supported by the Church of England. During its early development, a strong humanistic tradition was established in its programs and teaching. Since 1949, the University has evolved rapidly as part of a provincially supported system of higher education. Bishop's assumes a distinctive role in this system as a relatively small and residential university with broadly based programs. Bishop's aims to offer a well-rounded liberal education adapted to the needs and opportunities of the day.

Academic Organization

Bishop's academic organization includes two Schools – The Williams School of Business and the School of Education and a Faculty of Arts and Science, which is divided into three Faculties: Humanities, Social Sciences, and Natural Science and Mathematics.

Programs

Bishop's undergraduate programs lead to Bachelor's degrees in Arts, Science, Education and Business Administration. Subjects offered for Honours or Major specialization in Arts include Classical Studies; Drama; Economics; English; Environment, Agriculture and Geography; Études françaises et québécoises; Fine Arts; History and Global Studies; Liberal Arts; Modern Languages; Music; Philosophy; Political Economy; Political and International Studies; Psychology; Religion, Society and Culture; Sports Studies; Sociology. In Science, the major subjects are Biology and Biochemistry, Chemistry, Computer Science, Mathematics, Physics and Astronomy, and Psychology (Neuroscience). Interdisciplinary Concentrations or Minor specializations are also possible in many areas.

Students may design their programs within a broad framework of options. A student may opt to major in a single subject — e.g., English, Psychology or Chemistry; or in some combination of subjects from more than one Faculty or School— e.g., Geography and History and Global Studies or Mathematics and Music. Honours programs are offered in many subjects. Major or Honours and Minor specializations may be combined in a program.

In addition to offering undergraduate programs leading to the B.Ed. degree, the School of Education prepares graduates for the Master of Arts in Education and the Master of Education and multiple graduate certificates.

The University also offers individualized Master of Arts or Science and a Master of Science in Computer Science or Physics, a Graduate Certificate in Knowledge Mobilization, and a Graduate level micro-program in Climate Change.

New in Fall 2024, the Doctor of Psychology – Clinical Psychology profile. As a Université du Québec à Chicoutimi (UQAC) program offered by extension at Bishop's University, it focuses on professional clinical psychology and will equip students to conduct psychological assessments and perform psychological interventions.

Part-Time Studies

Bishop's University is dedicated to fulfilling the lifelong learning needs of community part-time students. Its mission is to assure accessibility within the Eastern Townships and beyond to high quality educational programs for adult learners pursuing part-time degree and certificate studies and those seeking personal and professional development. A variety of credit courses are offered year-round in the Fall, Winter and Spring semesters.

Association with Champlain Regional College

Champlain Regional College is part of the provincial system of colleges of general and vocational education (CEGEPs). One of its three sites has been on the campus of Bishop's University since 1971. While Champlain's administrative offices and some classrooms are located in the College's own building, virtually all other campus facilities are shared with Bishop's. A spirit of mutual cooperation between the two institutions and student bodies has allowed this arrangement, unique in the province, to succeed.

Please note that particular application and course registration deadlines for each institution must be observed. It is advisable to contact the Admissions Office for further information.

Inquiries about Champlain should be addressed to:

Champlain College Lennoxville
2580 College St.
Sherbrooke Quebec
J1M 2K3
Tel: 819-564-3666
E-mail: *admissions@crc-lennox.qc.ca*

Affiliation with the Thomas More Institute for Adult Education

Qualified graduates of the Thomas More Institute for Adult Education, 3405 Atwater Avenue, Montreal, Quebec, may be granted the Bachelor of Arts degree by Bishop's University, by an affiliation agreement concluded by the two institutions in 1974. The degree program of the Thomas More Institute is designed for mature adults, normally over 23 years of age, and offers to such persons special opportunity to continue their formal education in the Liberal Arts tradition. For information: 514-935-9585.

Admission

General inquiries from prospective students should be directed to:

Recruitment Office
Bishop's University
2600 College Street
Sherbrooke, Quebec
J1M 1Z7
Tel. 819-822-9600 ext. 2681
or 1 877-822-8200
E-mail: *recruitment@ubishops.ca*
Website: www.ubishops.ca

APPLYING TO BISHOP'S UNIVERSITY

Application Procedure

Applications must be submitted online at www.ubishops.ca/apply. Supporting documents should be uploaded at the time of application, submitted via the applicant portal provided to the student during the application process, or via email at *admissions@ubishops.ca.*

Mailing address:

Admissions Office
Bishop's University
2600 College Street
Sherbrooke, Quebec
J1M 1Z7
Tel.: 819-822-9600 ext. 2680
or 1-877-822-8200
E-mail: *admissions@ubishops.ca*

All applications made via the ubishops.ca website must be accompanied by:

1. A non-refundable $75 application fee paid electronically (in Canadian funds) at the time of application.
2. A complete transcript of all relevant academic records, including current mid-year examination results and/or a description of activities since completing academic studies if not currently studying;
3. Proof of proficiency in English (if applicable – details at ubishops.ca)
4. Additional supporting documentation may be requested by the Admissions Office.

Application Deadlines

Applications must normally be submitted prior to the following dates each year.

May 1 Fall semester entry final deadline
November 1 Winter semester entry final deadline

Certain programs and applicant profile (eg. international applicants) may be subject to earlier deadlines. Applications submitted after the above dates are considered on an individual basis.

Different deadlines may apply to former students seeking re-admission to the University after having withdrawn or interrupted their studies. See the Admissions Policies section for details.

ADMISSIONS POLICIES

General

1. Decisions on admissibility, advanced standing and re-admissibility of applicants to undergraduate programs are governed by the admissions policy determined by the Senate of Bishop's University. This policy is administered by the Academic Deans and the Registrar and Director of Admissions.
2. Decisions made by the Academic Deans concerning admission to the University may be reconsidered if the applicant is able to provide additional information to the University that could lead it to reverse the initial admission decision. To request reconsideration of a negative admissions decision, applicants must apply in writing to the Director of Admissions, outlining the rationale for requesting reconsideration of an admissions decision. This request, along with the new information not previously considered, must be submitted by the following dates, upon receipt of a negative admissions decision:
   - **Winter Entry Reconsideration Request Deadline:** December 11th
   - **Fall Entry Reconsideration Request Deadline:** June 1st

   For more information on the process: https://www.ubishops.ca/future-students/admission-process/admissions-reconsideration/
3. Evaluation of a student's eligibility for admission to the University is based primarily on the student's performance in the most recent year of academic study, although other factors and previous academic performance will be taken into consideration where appropriate.
4. Students withholding, misrepresenting, or supplying incomplete information concerning their previous academic performance or standing may be required to withdraw from the University should that information change the conditions on which their admission to the University was based.
5. The minimum average normally required for undergraduate admission consideration is 70% (High School), 20 R-Score (CEGEP), or equivalent, as calculated by the Admissions Office. Meeting the minimum average does not guarantee admission to the University.
6. The number of admissions is limited, and the University is not bound to accept any or all applicants who may possess the minimum admission requirements.
7. Applicants who have demonstrated academic excellence may be admitted to the University based on criteria other than those listed herein.
8. Formal written notification from the Registrar's Office is the only valid statement of a student's admission status. Opinions expressed by or information provided by individuals are not binding unless confirmed in writing by the Registrar's Office or the appropriate Academic Dean.

9. Students may be exempt from an introductory course at the University when they have completed comparable non-university course work elsewhere. No credit will be granted towards their Bishop's degree for the exemption. Any exempted course must be replaced by a Bishop's course of equal credit.

CEGEP Applicants

1. The CRC (R-score) is used for undergraduate admission purposes.

   Note: Students following a French Baccalaureate or IB program at CEGEP may have their CRC adjusted according to an established calculation in acknowledgment of the rigor of these curriculum.

2. Students admitted on the basis of a completed Collegial Diploma (D.E.C.) are normally granted 30 credits of advanced standing, reducing a 120-credit requirement to 90 credits (3-years). (Exception: Bachelor of Education programs are 150-credits. These programs would be reduced to 120 credits (4 years)).

3. Admission is conditional, pending successful completion of the D.E.C. (Collegial Diploma) before a student enters the University. Students with an incomplete D.E.C. are not eligible for admission.

   Exception: Individual applicants with acceptable academic performance but without the D.E.C. may be admissible with one CEGEP program element missing on receipt of a written explanation (with supporting documentation as required) of the reason(s) the D.E.C. is not completed. If admitted, these students must complete the remaining requirements for their D.E.C. within 12 months of their first registration at Bishop's.

High School Applicants

Canadian High School Applicants

1. Undergraduate Admission average is calculated on Grade 11 and 12 academic courses only, including any required program pre-requisites. Physical Education results are not normally included in the calculation.

   Program Prerequisites

   All Programs: English
   (Grade 12 Academic Level)

   Business Administration:
   Mathematics (Grade 11 Academic Level or higher)

   Bachelor of Sciences:
   Mathematics, two sciences (Grade 12 Academic Level)

2. Admission would be to a 120-credit (4-year) program. (Exception: Bachelor of Education programs are 150 credits (5-years)).

3. Admission is conditional, pending successful completion of the Grade 12 Diploma.

4. Students are eligible to receive advanced credit for most Advanced Placement (AP) examinations completed with a grade of 4 or better and for most IB Higher Level courses completed with a grade of 5 or better – please contact the Admissions Office for details.

U.S. High School Applicants

1. Grade 11 and 12 marks and a school profile are used for undergraduate admissions purposes.

2. SAT/ACT scores are optional.

3. Admission would be to a 120-credit (4-year) program. (Exception: Bachelor of Education programs are 150-credits (5-years)).

4. Admission is conditional, pending successful completion of an accredited Grade 12 Diploma.

5. Students are eligible to receive advanced credit for most Advanced Placement (AP) examinations completed with a grade of 3 or better and for most IB Higher Level courses completed with a grade of 5 or better – details at ubishops.ca.

International Baccalaureate Applicants

Applicants from IB Curriculum Schools

1. The final Diploma score (or predicted Diploma score if studies are not yet complete) on the six Higher Level and Standard Level exams is used for undergraduate admission purposes.

2. Admission would be to a 120-credit program (3-years). (Exception: Bachelor of Education programs are 150-credits. These programs would be reduced to 120 credits (4 years)).

3. Admission is conditional, pending successful completion of the Diploma.

4. Students with a completed IB Diploma will normally receive 30 credits (1 year) of advanced standing credit.

Applicants from Dual Curriculum Schools

1. Candidates from secondary schools that offer a recognized high school curriculum in addition to the IB program are considered based on the profile that is most advantageous to them.

2. Admission would be to a 120-credit (4-year) program. (Exception: Bachelor of Education programs are 150-credits (5-years)).

3. Admission is conditional, pending successful completion of the IB Diploma and/or the regular Grade 12 Diploma.

4. Students with a completed IB Diploma will normally receive 30 credits (1 year) of advanced standing.

5. Those completing a regular Grade 12 Diploma may receive advanced standing credit for individual Higher Level IB courses completed with a grade of 5 or better.

Baccalauréat Français Applicants

1. Grades from the Première and Terminale levels of the Baccalauréat Français are used for admission purposes. Requests for admission from students completing a Baccalauréat professionnel or a Baccalauréat technologique will be considered on an individual basis.

2. Admission would be to a 120-credit (4-year) program. (Exception: Bachelor of Education programs are 150 credits (5-years)).

3. Admission is conditional, pending successful completion of the Terminale.

4. Students with a completed Baccalauréat général with a "mention assez bien" will normally receive 30 credits (1 year) of advanced standing credit.

A-Level Applicants

1. Grades on completed GCSE examinations and final A-Level examination scores (or predicted examinations scores if studies are not yet complete) are used for admission purposes.
2. Admission would be to a 120-credit (4-year) program. (Exception: Bachelor of Education programs are 150-credits (5-years)).
3. Admission is conditional, pending successful completion of the required A-Level examinations.
4. Advanced standing credit for A-Level examinations may be granted if the grade is C or better.

Caribbean Examinations Council CAPE

Diploma Applicants

1. Anticipated grades on CXC CAPE subjects are used for undergraduate admission purposes.
2. Admission would be to a 120-credit (4-year) program. (Exception: Bachelor of Education programs are 150-credits (5-years)).
3. Admission is conditional, pending successful completion of the CAPE Diploma.
4. Advanced standing credit for CXC CAPE examinations may be granted if the grade is III or better.

International Secondary School Applicants

1. Applications are considered on an individual basis.
2. Admission would be to a 120-credit (4-year) program. (Exception: Bachelor of Education programs are 150-credits (5-years)).
3. Admission is conditional, pending successful completion of the appropriate secondary school credential.

College/University Transfer Applicants

1. Applicants who have completed more than one semester at another college or university will be evaluated as transfers from that college or university. To be eligible for admissions consideration, transfer students must normally:
   a) be in good academic standing and eligible to return to the institution they have been attending and
   b) fulfill the specific academic admission requirements of the program to which they are applying at Bishop's.
2. Admission would be to a 120-credit (4-year) program. (Exception: Bachelor of Education programs are 150-credits (5-years)).
3. Transfer students from colleges and universities may be eligible for advanced credit granted for previous studies completed on presentation of official transcripts and course descriptions for evaluation. All previous studies completed prior to attending Bishop's University will be assessed for possible transfer credit. Transfer credit is awarded subject to the regulations governing credit for studies completed elsewhere. Any course completed at a university deemed to be at a university-level where a C (or equivalent) or higher is obtained at the previous university is eligible for advanced credit. A maximum of 60 advanced credits may be granted towards a 120-credit program. At least 50% of major program requirements must be completed at Bishop's University. Any advanced credit granted is subject to further review should the student change programs. (See Credit for Studies Completed Elsewhere).
4. Canadian citizens/permanent residents who have completed college or university studies outside North America are encouraged to obtain an "Évaluation comparative des études effectuées hors du Québec" from the Ministère de l'Immigration, de la Françisation et de l'Intégration.

Second-Bachelor's Degree Applicants

1. Persons holding a Bachelor's degree from a North American institution will be considered for admission to a program leading to a second Bachelor's degree. Admission would be to a minimum one-year, 30-credit program plus any additional credits required to complete the selected program. (See Regulation for Bachelor's Degrees).
2. Persons who have completed studies outside North America and wish to be considered for second degree admission must obtain an "Évaluation comparative des études effectuées hors du Québec" from the Ministère de l'Immigration, de la Françisation et de l'Intégration confirming that the international credential obtained is equivalent to a Bachelor's degree In Quebec. No second-degree candidate status will be awarded without the Attestation.

Mature Student Applicants

1. Admission may be granted to certain applicants who do not satisfy the usual academic requirements of the University.
2. Mature student applicants must:
   a) be 21 years of age or older by September 1 for the Fall Semester or January 1 for the Winter Semester.
   b) normally not have registered for full-time studies at CEGEP (Quebec students) or high school (non-Quebec students) or a college or university for at least 24 months;
   c) satisfy the University that they have the potential to be successful in undergraduate courses through the successful completion of at least three university-level courses in one semester on a part-time basis and/or the evaluation of previously completed studies and/or work/life experiences.
3. Meeting the above criteria does not guarantee admission to the University. Admission decisions are made on an individual basis taking into account an applicant's overall profile. Normally a curriculum vitae (CV) and Letter of Intent is required to complete a full assessment of a Mature student applicant.
4. Admission would be to a 120-credit (4-year) or, in the case of Education, 150-credit (5-year) program with up to 30 credits (1 year) of advanced standing.

Former Students Seeking to Complete a Degree/Certificate

Degree/certificate candidates who have formally withdrawn from the University or who have, for any reason, allowed twelve months or more to elapse without being registered at Bishop's University must apply for readmission to the University in respect of the following deadlines:

July 1 Fall semester readmission
November 1 Winter semester readmission
March 1 Spring/Summer semester readmission

Students in this position should contact the Admissions Office in advance of the appropriate deadline to determine the correct procedure. If permitted to resume their studies, they will be required to adhere to the Academic Calendar regulations in effect at the time the degree program is resumed. See the Interrupted Studies section for more detailed information.

Part-time General Interest Applicants

1. Part-time general interest students must:
   a) be a Canadian citizen or permanent resident. Students requiring a CAQ and Canadian study permit are not eligible for part-time studies,
   b) be a minimum of 19 years of age by September 1 for the Fall Semester, January 1 for the Winter Semester, and May 1st for the Spring Semester.

2.. Part-time General Interest students may make application for admission to a degree program by following the procedures and respecting the deadlines outlined in the Admissions - Applying to Bishop's University section of this calendar. Students who wish to be considered for admission to a degree program must normally satisfy the formal admission requirements of the University as specified for degree studies.

3. Part-time General Interest students who have not fulfilled the requirements for admission to a degree program before commencing general interest studies may be evaluated for degree admission based on their performance.
   a) A minimum of three courses (9 credits, not including full-year courses) successfully completed in one semester with a minimum average of 65% (75% for the Williams School of Business) is normally required for successful application to a program. A 65% average does not guarantee admission and individual departments may have additional requirements.
   b) To be eligible for consideration for a degree program from part-time general interest studies, students must still meet the minimum qualifications for consideration as a CEGEP, High School, or Mature applicant. Applicants not meeting this standard will be evaluated on an individual basis.

6. Part-time General Interest students who do not register at the University for 12 months or more must submit a new application to the University through the Admissions Office in respect of published deadlines.

ADMISSION – TEACHER EDUCATION

PROGRAMS

Bishop's University's Teacher Education program offers four Bachelor of Education degrees:

1) B.Ed. in Teaching and Learning at the Elementary Level
2) B.Ed. in Teaching and Learning at the Secondary Level (English, Mathematics, Science and Technology, and Social Sciences profiles)
3) B.Ed. in Teaching and Learning of the Creative Arts (Drama, Fine Arts and Music concentrations)
4) B.Ed. in Teaching English as a Second Language

Admission

Students making application to the programs in Education must fulfill the normal entrance requirements of the University and follow the same application procedure outlined in the "Admission – Applying to Bishop's University" section of this calendar. Applicants to Education should refer to the section of the Academic Calendar for the School of Education for additional requirements. Candidates already holding an undergraduate degree in a discipline other than Education are eligible for consideration for admission to the School of Education. Such candidates would be considered as second-degree applicants for admission to any of the four B.Ed. programs. Minimum course requirements would be determined by the Academic Dean. Such candidates would be evaluated for admission on the basis of:

a) academic record
b) suitability for the profession

A personal interview may be conducted by the School of Education where evidence of good communication, problem solving and organizational skills, the ability to work as a member of a team, and strong self-evaluation skills should be demonstrated.

Master of Arts or Master of Education

1. Individuals wishing information on making application are referred to the School of Education for program information.
2. These programs have a Fall entry. The final deadline for receipt of applications is May 1. All documentation should be submitted to the Admissions Office.
3. Documentation and additional requirements are found in the School of Education section of this Calendar.
4. Completed applications will be forwarded to the Admissions Committee of the School of Education for evaluation.
5. A minimum grade of 75% in undergraduate or previous graduate studies is required. Evaluation procedures may also include an interview, when possible.
6. The School of Education will report to the Admissions Office the decisions on admission.
7. Only a limited number of students can be admitted to the program each year.
8. Students wishing to complete courses in the School of Education without being admitted to the M.Ed./M.A. may be classified as Special Graduate (SPG) students in Education.

Such students may complete up to 9 graduate-level Education credits. Admission to graduate courses does not in itself imply candidacy for a graduate degree.

NOTICE OF ADMISSION AND RESPONSE DEADLINES

1. When applicable, admission is conditional upon an applicant satisfying the conditions specified in their offer of admission and/or on www.ubishops.ca.
2. Applicants who receive an offer of admission from Bishop's must confirm acceptance of such offer online at www.ubishops.ca by the date indicated in the letter of admission. A confirmation fee is collected electronically as part of this step.
3. Application for residence accommodation or payment of residence deposit(s) do not signify acceptance of an offer of admission.

RESIDENCE

1. All activities relating to residence accommodation (application deposit(s), room assignments) are administered by the Residence, Accommodation and Event Services.
2. A student's eligibility for admission to the University are not affected by an applicant's residence situation.

REGISTRATION

1. Students admitted to degree and certificate programs will be sent detailed registration instructions for the Fall and Winter and Spring/Summer semesters.
2. Part-time General Interest students will receive registration instructions through the Registrar's Office.
3. Receipt of registration instructions does not change academic decisions which may have been made or which will be made concerning an individual's eligibility to attend Bishop's University. Receipt of registration instructions therefore does not represent permission to register.
4. Registrations are accepted on a provisional basis until verification can be made that the registration complies with any restrictions required by the student's academic, financial standing, or status in Canada. If there is a problem, the student will be informed as soon as possible following their registration.

2026–2027 Fees

All students are required to pay their School Fees in full before the start of each semester. All amounts are listed in Canadian funds. Payments must be received and posted to student accounts by September 30 for the Fall Semester and January 31 for the Winter Semester.The University may make changes to this Calendar, including the fees, without notice as advised by the Quebec government and /or as circumstances warrant.

SCHOOL FEES

(Check our website for updated fees)

TUITION FEES:

Canadian fees:	Tuition Fees for *Quebec residents* [1]	$103.92 per credit
	Tuition Fees for *Out-of-province residents* [2]	$324.35 per credit
International fees:		
Undergraduate:	Cohort 2021 (All disciplines)	$848.52 per credit
	Cohort 2022 (All disciplines)	$873.98 per credit
	Cohort 2023 (All disciplines)	$900.20 per credit
	Cohort 2024 (All disciplines)	$932.22 per credit
	Cohort 2025 (All disciplines)	$983.68 per credit
	Cohort 2026 (All disciplines)	$983.68 per credit
Graduate:	Course-based Graduate Cohort 2021	$848.52 per credit
	Course-based Graduate Cohort 2022	$873.98 per credit
	Course-based Graduate Cohort 2023	$900.20 per credit
	Course-based Graduate Cohort 2024	$932.22 per credit
	Course-based Graduate Cohort 2025	$983.68 per credit
	Course-based Graduate Cohort 2026	$983.68 per credit
	Thesis-based graduate program	$711.62 per credit
Post Graduate	Doctor of Psychology	$638.76 per credit
Online courses:		
For out-of-province		$324.35 per credit

(*) The base Quebec tuition rate is indicated on all Non-Quebec and on International on thesis-based graduate students financial statements for accounting and transparency.

COMPULSORY FEES: *(per Semester)*

Registration fee		$5.35 per credit to a maximum of 15 credits
Administration fee		$3.35 per credit to a maximum of 15 credits
Sports Center Access fee		$54.37 per semester
Student Services		$36.82 per credit to a maximum of 15 credits
Student Fees *(listed below)* (9 credits or more)		$178.72
SRC Management Fees	**$138.39**	
SRC Activity fee		$96.58
SRC Quad yearbook		$7.77
Environmental Levy		$2.60
Infrastructure Contribution[3]		$31.44
Other SRC Student fees	**$40.33**	
Campus Newspaper		$8.47
Refugee Sponsorship		$5.35
Library Contribution		$15.35
Quebec Students Union (QSU)		$5.98
Student Safety Fee		$5.18
Total Student Fee	**$178.72**	
Copyright fees		$1.01 / credit
Technology fee		$1.73 / credit

OTHER FEES: *(new students only)*

Students' Representative Council (SRC)	
Orientation Fee	$126.86
Winter Orientation Fee	$35.16

(1) Regulations imposed by the Quebec Ministry of Education oblige students to provide proof of Quebec residency at the time of registration in order to be charged the Quebec tuition rate. Students who fail to provide the required proof must pay additional fees as prescribed by the Ministry. Students born in Quebec must provide a copy of their birth certificate to be classified as Quebec residents. Students born outside Quebec must meet specific criteria and submit proper documents to be recognized as Quebec residents. For information visit: *www.ubishops.ca/future-current-students/money-matters/tuition-and-fees/quebec-provincial-residency/.*

(2) Canadian Citizens, Permanent Residents or First Nations student registered in French Honours program may be exempt from paying the non-Quebec differential fees for all their courses. To qualify, they must enroll in a minimum of 6 FRA credits / semester. Canadian Citizens, Permanent Residents or First Nations, and International students registered full-time in a Bachelors or Masters degree will be charged Quebec tuition rates for any French language for literature courses taken. Undergradate students holding French or francophone Belgian citizenship will pay Canadian tuition fees; graduate students holding French of francophone Belgian citizenship will pay Quebec tuition fees.
Excluded: Students in a Non-Degree program and International Business students starting Fall 2017 going forward.

(3) Donation to the Foundation for the Gait infrastructure project.

Example of 2026-2027* Tuition and Compulsory Fees (15 credits):
*(based on 15 credits per semester and not including other compulsory or incidental fees)

***Fees are subject to change**	**Tuition per Semester**		**Compulsory Fees per Semester**		**Total per Semester**	**Total Fall & Winter**
Canadian Fees:						
Quebec resident, French & Belgian francophone graduate	$1,558.80	+	$956.93	=	$2,515.73	$5,031.46
Out-of Province and French & Belgian francophone Graduate	$4,865.25	+	$956.93	=	$5,822.18	$11,644.36
International fees Undergraduate						
Cohort 2021	$12,727.75	+	$956.93	=	$13,684.68	$28,166.36*
Cohort 2022	$13,109.70	+	$956.93	=	$14,066.63	$28,930.26*
Cohort 2023	$13,503.00	+	$956.93	=	$14,459.93	$29,716.86*
Cohort 2024	$13,983.30	+	$956.93	=	$14,940.23	$30,677.46*
Cohort 2025	$14,755.21	+	$956.93	=	$15,712.14	$32,221.28*
Cohort 2026	$14,755.21	+	$956.93	=	$15,712.14	$32,221.28*
International Fees Graduate & Post-Graduate						
Course-based graduate programs:						
Cohort 2021	$12,727.75	+	$956.93	=	$13,684.68	$28,166.36*
Cohort 2022	$13,109.70	+	$956.93	=	$14,066.63	$28,930.26*
Cohort 2023	$13,503.00	+	$956.93	=	$14,459.93	$29,716.86*
Cohort 2024	$13,983.30	+	$956.93	=	$14,940.23	$30,677.46*
Cohort 2025	$14,755.21	+	$956.93	=	$15,712.14	$32,221.28*
Cohort 2026	$14,755.21	+	$956.93	=	$15,712.14	$32,221.28*
Thesis-based graduate program	$10,674.30	+	$956.93	=	$11,631.23	$24,059.46*
Psychology Doctorate	$9,581.40	+	$956.93	=	$10,538.33	$21,873.66*

(*) International Health insurance fee of $797 per year is included

Payment of Fees

All students registering at Bishop's University are required to pay their school fees each semester before the deadline dates listed below. Payments must be received by the date listed below. To avoid late fees and interest charges, online payments must be made at least five business days ahead of the applicable deadline. The due dates are as follows:

Fall Semester.....September 30
Winter Semester .....January 31
Summer Semester.....May 31

If payment for the amount owed is not received in full by the deadline, a $65 late payment charge will be applied to the account in the days following the payment deadline. Delaying payment may also result in limited course availability. Students with outstanding fees and balances are charged interest on their outstanding balance at the end of each month at a rate of 15% per annum (1.25% per month). *Failure to pay outstanding balances of tuition, residence, or any amount due to Bishop's University will result in the withholding of transcripts and diplomas, the suspension of re-enrollment or other measures.*

Payment of fees should be made based on a 15-credit full load or according to the credits the student will take. If students register in extra courses or labs, they must verify their student statement for any additional amounts owed and make a payment respecting the applicable payment deadline.

Methods of Payment

Payments may be made by cheque (CAD or USD Funds), with on-line banking (BMO, Desjardins, CIBC, National Bank, RBC, Scotia Bank or TD) or by debit card or cash at the Registrar's Office. International students can pay using FlyWire to make their payment transfer.

Refunds

1. Any student who withdraws in writing from the University before the deadline date for dropping and adding courses is entitled to 100% refund of fees less a withdrawal fee of $95.22. After this date there will be no refund.
2. Should a student leave the University due to illness and not return during the semester, a refund of 50% of the pro-rated tuition fees only will be allowed, provided that a doctor's certificate is provided. Note that student fees (compulsory or otherwise) are not refundable. The Course Withdrawal with Permission (Medical Reasons) form is found on the myBU Registrar's Office page.

Compulsory Fees

The Registration fee covers services for program changes and Add/Drop course processing. The Administration fee helps to cover the costs of convocation, student financial aid service, scholarship management, requests for transcripts and various confirmation letters requests by students. The Student Services fee provides free access to the following general services on campus: Health Clinic, Counseling Services, Career and Employment Office, Disability Office, Campus Ministry and Student Affairs. The Student Services fee also supports Campus Security and the Creative Arts. The Student Fees provide for full membership and voting privileges in the Students' Representative Council (SRC), publications, student rates for athletic events, etc. First-year students starting in the Fall Semester are charged $126.86. fee ($35.16 in Winter) to cover orientation week activities. Fees do not cover insurance on personal belongings. Technology fee helps to maintain and improve the technology environment which supports a student's learning experience at Bishop's. The Sports Centre access fee provides students full access to the Sports Centre. The only exceptions are recreational courses, towel and laundry service.

Exchange Students

Exchange students are required to pay for their residence, meals, books, supplies, medical insurance and any specific course related fees.

Medical Insurance

Quebec Immigration authorities require that all international students studying in the province of Quebec subscribe to a health insurance plan provided by Bishop's University for themselves and their dependents coming with them to Quebec. Please advise the Business Office if you need additional coverage for your family once you arrive.

International students, including Exchange students, must subscribe to the Health Insurance plan offered through the University. Student accounts will be charged insurance each semester (the fee to be determined). Please refer to the insurance plan details for information and limitations of coverage: www.ubishops.ca/future-current-students/money-matters/tuition-and-fees/international-exchange-students/. Students covered by private health insurance are not exempt from the University plan and must enroll.

The following countries have reciprocal medical coverage with the province of Quebec: France, Denmark, Sweden, Norway, Finland, Luxemburg and Portugal. To benefit from an exemption from the University plan, students from those countries listed must apply to the Régie d'assurance maladie du Québec (RAMQ) upon arrival in Quebec and present a valid Quebec Medicare card to the Business Office. Please refer to: www.ubishops.ca/future-current-students/international-students/health-insurance/ for more infor-mation. All exchange students will be charged the insurance premium while registered. A refund may be eligible when their RAMQ card and letter are shown at the Business Office as soon as they are received.

Residence Fees *(subject to change)*

The room-only portion of the residence fees during the academic year varies from $665 per month for a single traditional style room to $780 per month for a single room with semi-private bathroom for the 2024-2025 academic year. All residents must select a meal plan unless assigned to Paterson where they can choose whether they would like to have a meal. Meal plan rates vary from $744 to $771 per month for the 2024-2025 academic year (Residence costs may be paid over eight monthly installments). There is an additional one-time of $100 for residence activities and a monthly service fee of $70, which includes free unlimited laundry, high-speed internet, access to study rooms, game rooms and large communal living rooms with televisions. Further details are available on the Residence website (www.ubishops.ca/residence) or from the Residence Services Office (residence@ubishops.ca).

Residence accommodation is provided in exceptional circumstances during the winter break. You will be notified in the fall when to make requests to remain in residence over the holiday break. Meals are only provided during the periods specified in the lease (www.ubishops.ca).

Residents may occupy their rooms on the official opening day of Residence each semester, and must vacate them no later than noon on the day following completion of their last examination each semester.

Students planning to arrive on campus after the official opening date must notify Residence Services of this in writing in order to retain their room allocation.

Student Aid

Bishop's University, through its Foundation, offers scholarships, awards and bursaries. You can visit our website or consult the Scholarships, Loans, Bursaries and Awards section of this Calendar. Student aid is also available through government loans. Quebec residents apply for Quebec Loans & Bursaries and Canadian residents apply for government loans with their own Ministry of Education. For more information visit *csnpe-nslsc.canada.ca/en/home.*

Other Miscellaneous Fees

Application fee (non-refundable) ..... $75.00 (All students)
Art Course – Print Making (per semester) $83.56
Art Course – Sculpture (per semester) $41.78
Art Lab Supervision fee ..... $20.09 per course
BUCS (B.B.A., Bus.Maj.) (per semester) $21.64
Confirmation fee deposit (new students only) $350.00*
Drama Production fee ..... $53.56 per course
Education speaker's fund (Fall only) $11.11
Field trips and conferences ..... at cost
Late payment fee (full-time) $65.00
Late registration fee (full-time) $100.00
Late registration fee (part-time) $10.00
Medical Insurance for International Students
(12-month coverage) $797.00
Music: Practicum surcharge
MUS 170-270-370/171-271-371 (per semester) $458.71
MUS 172-272-372/173-273-373 (per semester) $611.62
MUS310/311 (where applicable) 374/375/376** (per hr) ... $61.16
MUS 455 (per semester) $611.62
MUS 378/379** (per semester) $105.06
MUS 475 (per semester) $645.40
MUS 174/175/274/275** $203.87

**These courses with tutoring are not mandatory for the Music program but can be chosen as an elective that will count towards the degree. Speak to the Chairperson of Music for details.

Non-sufficient funds cheque fee $27.00
Practice Teaching surcharge
EDU 128/129 (per semester) $67.61
EDU 328/329 (per semester) $301.62
EDU 428/429 (per semester) $331.52
EDU 227/228/229 (per semester) $67.60
Fine Arts Studio – Digital Imaging fee
FIS 182, 296, 302 (per semester) $65.20
FIS 107/146/170/175/275/271/372/375 (per semester) ... $41.78
FIS 190/291/385 (per semester) $83.56
FIS 146 ..... $41.78
ESG 288 (per semester) ....$ Fee TBD by Bruno Courtemenche
Major EAG activities $50.00
Minor EAG activities $25.00
Replacement of Identification card $19.05
Replacement of Diploma $63.48
Diploma mailing (Within Canada) $25.00
Diploma mailing (Outside Canada) $50.00
Re-reading of an examination by external evaluators $76.80
Re-reading of thesis $75.39
Sports Centre Access Fee (per semester) $54.37
Student Fees SRC (Spring/Summer session) $30.00
Student Fees SRC Fall and Winter (8 credits and less) $48.47
Student Services (Spring session) $48.21
Supplemental examinations
— each paper (non-refundable) $63.48
Supplemental examinations written off-campus
— each paper (non-refundable) $99.22
Tax receipts – each duplicate copy $6.35
Thesis Pending M.Sc. (per semester) $479.78
Thesis Pending (not M.Sc.) (per semester) $103.91
Additional copies of transcripts $6.98
Withdrawal fee from the University (full-time) $95.22
Williams School of Business Student Activity Fund
(Maj. Bus.) (per semester) $29.58

(*) Only $100 is refundable if the student has notified the Admissions Office in writing before September 1st.

For any information regarding the above, you may contact the Registrar's Office at:

Tel.: 819-822-9600 ext. 2655
E-mail: *studentaccounts@ubishops.ca*

University Regulations

Academic Code of Conduct and Disciplinary Procedures

1. Preamble

Bishop's University is committed to excellence in scholarship. All members of the University community have a responsibility to ensure that the highest standards of integrity in scholarly research are understood and practiced.

The Academic Code of Conduct and Disciplinary Procedures outlines the process and expectations for students, instructors, and administrators when allegations of academic misconduct occur. This Code is presented within the context of an inclusive academic community that seeks to support the learning and development of its students.

With regard to an act(s) of academic misconduct, the burden of proof rests with the University representative(s) to demonstrate by "clear and convincing evidence" that the alleged act(s) occurred, and the University is bound by the rules of equity and procedural fairness.

Definitions

In this Academic Code of Conduct and Disciplinary Procedures:

Academic Dean represents the head of a faculty or school offering an area(s) of study in which a student is registered.

- If the student is not registered in a program (e.g., visiting student, general interest, etc.), the Dean of the faculty or school in which the academic activity is taught will be their Academic Dean.
- If the academic activity in question is taught by the Dean, the Vice-Principal Academic and Research shall assume their responsibilities.

Academic integrity is the moral code or ethical policy of academia. It encompasses the demonstration of honesty, responsibility, transparency, respect, and trust; the avoidance of cheating or plagiarism; the maintenance of academic standards; and honesty and rigour in research and academic publishing.

Academic integrity forms a central part of students' intellectual and personal development. Students share responsibility with staff for learning, which includes understanding and meeting the requirements of courses and programs of study and upholding all expectations of academic integrity.

Academic Review Committee (ARC) is responsible for hearing complaints against academic decisions taken by the University by an instructor, a department/program chairperson, an Academic Dean, or by the Vice-Principal Academic and Research (or their designate) and for adjudicating all infractions of University academic policy referred to it by any member of the University community.

Artificial Intelligence (AI) refers to the development of computer systems that can perform tasks typically requiring human intelligence. These tasks include learning, reasoning, problem-solving, perception, speech recognition, and language understanding. AI uses machine learning to generate new content by analyzing and processing vast amounts of data from diverse sources.

Bishop's community means any current Bishop's student, graduate, staff member, member of Senate, Bishop's Board of Governors, contractor, volunteer, official visitor, holder of an honorary appointment, adjunct academic, or a representative group thereof.

Cheating means when a student acts before, during, or after an assessment or examination in such a way as to seek to gain an unfair advantage or assist another student to do so. This includes (without limitation):

a. failing to comply with the requirements, conditions, and instructions specified by the University to gain an unfair advantage or assist another student to do so;

b. plagiarizing the work of another person and presenting that work as if it is the student's own work, without appropriate acknowledgment;

c. colluding with other students on individual assessment items;

d. fabricating data or inventing references;

e. bringing unauthorized material into an examination without the permission of the supervisor;

f. submitting the same work or recycling work without the prior permission of the course;

g. violating policies, procedures, and rules governing the administration of examinations;

h. communicating, or attempting to communicate, with a fellow student or individual who is not a member of staff during an examination to gain an unfair advantage or assist another student to do so;

i. copying the work product, ideas, or assessment items of a fellow student;

j. introducing or consulting during an examination any unauthorized printed or written material, electronic-calculating or information-storage device, mobile phone, or other communication devices;

k. recording, transmitting, or disseminating questions and/or answers to themselves or another person;

l. impersonating another student or arranging for anyone to impersonate a student in an examination or other assessment task;

m. using the internet, AI, or other electronic means to source answers to assessment items from crowdsourcing websites, search engines, social media platforms, online forums, or any other digital platform;

n. employing AI tools or services to generate answers, essays, or any other submissions without explicit authorization or in violation of academic policies;

o. utilizing unauthorized online databases, repositories, or services to obtain pre-written essays or reports;

p. accessing unauthorized exam banks, question pools, or study materials that are not approved by the course instructor or the institution;

q. failing to comply with an instruction by an invigilator.

Contract cheating is a form of solicitation and covers paid or unpaid arrangements made by a student with a third party to complete their assessment tasks for them.

Electronic smart devices refer to devices that incorporate advanced computing and connectivity capabilities to enhance their functionality. These devices are typically equipped with sensors, processors, and communication technologies, allowing them to interact with users, other devices, and the internet. Examples of electronic smart devices include smartphones, smartwatches, smart TVs, smart home devices (such as thermostats, lights, and security cameras), and various IoT (Internet of Things) devices.

Expulsion is the withdrawal by the University of all academic privileges for an indefinite period of time with, normally, no possibility of return.

Falsification or fabrication of results occurs when:

a. a student claims to have carried out tests, experiments, or observations that have not taken place, makes up results, or presents results that are not supported by relevant evidence; or

b. a student tampers with, or attempts to tamper with, evaluation, classwork, grades, or class records.

Instructor refers to an individual responsible for teaching students in a particular subject.

Misrepresentation includes (without limitation):

a. Situations where a student presents an untrue statement about attendance or participation in practical, performance, or professional learning activities;

b. The making of citations to non-existent or incorrect sources;

c. The failure to disclose any information or matter where there is a duty to disclose such information or matter.

Ombudsperson refers to a person who assists with the fair and expeditious resolut ion of complaints in an impartial, confidential, and independent manner.

Plagiarism means the act of misrepresenting as one's own original work the ideas, interpretations, words, or creative works of another, either intentionally or unintentionally. These include published and unpublished documents, designs, music, sounds, images, photographs, computer codes, and ideas gained through working in a group. These ideas, interpretations, words, or works may be found in print and/or electronic media. Plagiarism includes (without limitation):

a. Collusion, where a piece of work prepared by working closely with one or more individuals, or in a group, is represented as if it were the student's own work. This includes:
   i. Producing the piece of work together;
   ii. Determining the method or approach to a question or assessment task together; or
   iii. Sharing answers or giving access to questions and answers, completed assessment tasks, or partially completed assessment tasks;

b. Acquiring or commissioning a piece of work that is not their own and representing it as if it were their own, by:
   i. Purchasing the assessment task from a commercial service, including from internet sites, whether the work is pre-written or specially prepared for the student;
   ii. Submitting an assessment task or part thereof produced by a third party, including a friend, family member, fellow student, or a staff member of the University; or
   iii. Duplicating the same or almost identical work for more than one assessment item without permission.

c. copying ideas, concepts, research data, images, sounds or text without appropriate acknowledgment, including piecing together work of others and representing them as original work;

d. paraphrasing a paper from a source text, whether in manuscript, printed or electronic form (e.g., article spinning, text rewriting and content creation tools), without appropriate acknowledgement;

e. submitting as one's own work all or part of another student's work, even with the student's knowledge or consent.

Solicitation occurs when a student requests, offers, encourages, induces, or advertises for another individual/student to contract, commission, pay for, procure, or complete on their behalf an assessment task or part thereof. This includes items (e.g., examination papers, model examination answers, examination questions, examination scripts, online quizzes, or any other types of assessment) that are likely to result in, or are used for the purpose of, cheating, misrepresentation, and/or plagiarism.

Student is defined as any person who has been admitted to study at the University.

Student transcript is a complete academic record and includes all courses, academic scholarships, and academic standing notations.

Suspension is the withdrawal by the University of all academic privileges for a specific period of time (normally, no more than two (2) semesters), after which the student must request in writing to return to the University.

University Representative is defined as the person who brought forward the incident of academic misconduct.

Academic Misconduct

Academic misconduct occurs when a student engages in, or attempts to engage in, behaviours, acts, or omissions involving:

a. The misrepresentation of academic work;

b. Gaining an unfair academic advantage for the student or any other person;

c. Undermining or breaching the principles of academic integrity; or

d. A failure to meet the principles and responsibilities outlined in the student responsibilities in the Academic Calendar, and includes:

- Cheating;
- The falsification or fabrication of results;
- Misrepresentations;
- Plagiarism;
- Solicitation (including contract cheating);
- Aiding or abetting, including by providing materials to, a person who provides a contract cheating service;
- Failing to abide by reasonable directions given by a staff member in relation to academic matters, including directions regarding individual responsibility for the submission of assessable work, directions by staff relating to the undertaking of courses or assessment at the University, and directions to cease engaging in specific academic misconduct;
- Acquiring, possessing, or distributing assessment materials or information without approval;
- Altering group assessment work of participating students without the collaborating students' consent;
- Utilizing AI, machine learning tools, or any other digital instruments to complete assignments, generate content, or conduct research without explicit authorization or in violation of University guidelines;
- Failing to comply with any direction, instruction, decision, order, or penalty imposed under the regulations outlined in the Academic Calendar in respect to academic misconduct;
- Giving to the University a document that the University requires of the student (e.g., medical certificate or other supporting documentation) that is false.

Consequences for Engaging in Academic Misconduct

Bishop's University acknowledges that the majority of its students will not engage in academic misconduct. However, if an allegation is made that a student has engaged in misconduct, the University may take action under the Academic Code of Conduct and Disciplinary Procedures.

Procedures in Cases of Academic Misconduct

a. The primary responsibility for bringing forward an incident of academic misconduct involving academic work lies with the instructor of the course. A course instructor may delegate this responsibility.

Examples:

- In the case of a marker grading academic work, the marker must bring the suspicion of academic misconduct to the attention of the instructor.
- In the case of an in-class setting, the invigilator must bring the suspicion of academic misconduct to the attention of the instructor.
- In the case of a final exam scheduled by the Registrar's Office, the invigilator must bring the suspicion of academic misconduct to the attention of the instructor and submit a report of the incident to the Registrar. The Registrar shall then provide the full report, along with any confiscated material, to the appropriate Academic Dean.

b. The primary responsibility for bringing forward an incident of academic misconduct suspected in a Master's project, thesis work, or a thesis lies with the student's supervisor.

c. The primary responsibility for bringing forward an incident of academic misconduct suspected in a comprehensive examination, Master's project, or a thesis defense lies with the member(s) of the review committee who detect(s) it.

d. The primary responsibility for bringing forward an incident of suspected research misconduct (as defined in the Policy on Responsible Conduct of Research) lies with the student's supervisor.

e. The primary responsibility for bringing forward an incident of suspected falsification and/or use of falsified documents (e.g., transcripts, letters of reference, medical documentation, etc.) lies with the appropriate University administrator (e.g., Registrar, Associate Registrar, Academic Dean, etc.).

f. The primary responsibility for bringing forward an incident of academic misconduct that does not clearly fall within the preceding clauses rests with the appropriate instructor or University administrator (e.g., Registrar, Academic Dean, etc.). For example, if a student is caught stealing or in possession of a stolen final examination, the responsibility lies with the instructor responsible for the course.

g. When the person with the primary responsibility fails to report suspected academic misconduct within a reasonable time, the department/program chairperson or Academic Dean may do so in their stead.

h. Any person who suspects academic misconduct by a student has occurred may submit a signed statement, including all relevant information, to the Registrar. The Registrar will investigate and, if necessary, bring forward an incident report to the appropriate Academic Dean.

Contacting the Student

The University Representative (the person who brought forward the incident of academic misconduct) shall:

i. Notify the student of the nature of the incident, the evidence against them, and the procedures to be followed.

ii. Provide the student a fair opportunity to respond to the allegations of academic misconduct within two (2) weeks after contacting the student.

iii. If the incident relates to a course in which the student is registered, inform the student and the Registrar that, while under investigation, the student shall not be permitted to withdraw from the concerned course. Should the student be found not guilty of academic misconduct, they will be permitted to withdraw from the course late.

Determining that an Offence of Academic Misconduct Has Occurred

The University Representative shall determine, based on their discussions with the student and a review of all relevant evidence, whether an offence has occurred.

When the University Representative determines that there are no grounds for a charge or there is insufficient evidence to proceed, they shall inform the student in writing (with a copy to the Registrar). This does not preclude a University Representative from bringing an incident forward at a later date, should new evidence become available.

Checking for Previous Academic Misconduct Offences

When the University Representative determines that an offence has occurred, and before deciding on a penalty, they shall check with the Registrar to determine if it is a first offence.

Instructor-imposed Penalties for First Offences

If there is no previous offence on record, and none of the conditions under "**Referral of First Offences**" apply, an instructor can:

i. direct that the work be resubmitted, or the evaluation be retaken;

ii. impose a grade of zero for the work.

The instructor shall notify the student (with a copy to the Registrar), in writing, of the penalty and of the student's right to appeal within 30 days after the instructor first contacts the student with a suspicion of academic misconduct.

Referral of First Offences

The University Representative shall refer an incident of academic misconduct to the Registrar if:

i. they believe a penalty greater than zero for the work in question is warranted;

ii. there are multiple charges against the student;

iii. the student is a graduate student;

iv. the alleged offence does not relate to work in a course (e.g., presentation of falsified information, impersonation, etc.).

When the University Representative refers an incident of academic misconduct to the Registrar, they shall also inform the student.

The Registrar will inform the appropriate Academic Dean(s) and start the process of the Academic Misconduct Investigation (AMI).

Referral of Second or Subsequent Offences

If there is a previous offence of academic misconduct on record, the University Representative shall refer the case to the Registrar and inform the student. The Registrar will then initiate the Academic Misconduct Investigation (AMI).

Without a Hearing

If the student charged with academic misconduct admits guilt, the University Representative may make a recommendation regarding the penalty based on the written submissions.

With a Hearing

In cases that are referred to the Registrar, a hearing will occur in accordance with the procedures set out in Appendix 1 (see myBU/ Registrar's Office). The hearing will normally take place no later than one (1) month after the Registrar receives the report of the offence. At the hearing, it shall be the responsibility of the University Representative to provide evidence to the Registrar and Academic Dean that the student has committed academic misconduct. Decisions with respect to the student's guilt or innocence shall be based on the preponderance of evidence, meaning the evidence shows it is more likely than not that the student committed academic misconduct.

If the hearing is for an appeal by a student against the decision of an instructor that the student committed academic misconduct and/or of the penalty imposed, it shall be the responsibility of the instructor to provide evidence of the student's guilt and of the appropriateness of the penalty.

The Registrar and Academic Dean may take the following actions:

i. Dismiss the case, or

ii. Make a finding of academic misconduct and impose one or more sanctions as described below.

Sanctions

The following sanctions may be imposed upon a student found to have committed academic misconduct. Repeated and/or multiple offences will increase the severity of the penalty. Academic misconduct committed by graduate students will incur more serious consequences than those committed by undergraduate students. Students found guilty of academic misconduct within a course will not be permitted to drop or withdraw from the course(s) in question. Sanctions may be used independently or in combination for any single offence.

Sanctions include:

i. A letter reporting the academic misconduct offence(s), sent to the student and the Academic Dean, with a copy placed in the student's file;

ii. A grade of "0" for the academic work;

iii. A grade of "0" for the course;

iv. A grade of "0" for the course with a notation on the transcript;

v. A ban from using the facilities of the University, including computer labs, for a specified period of time;

vi. A recommendation to the Registrar and Academic Dean to rescind admission to the University;

vii. Suspension;

viii. Expulsion;

ix. A recommendation to the Senate to rescind a student's degree;

x. Other penalties as may be appropriate under the circumstances.

Notification of the Decision
The Registrar shall, within 10 working days of the hearing, inform the student, the instructor, and the student's Dean(s) in writing of the decision/recommendation in each case.

When the AMI recommends the rescinding of a degree, the Registrar will forward the recommendation to the Senate for approval and inform the student of the Senate's decision.

Student's Status: Transcripts and Registration
While under investigation and until the case is resolved, the student will not be issued official transcripts directly. However, upon their request, transcripts will be sent to institutions or potential employers. If the student is found guilty and the sanctions include a notation on the transcript, the recipients will be informed by the Registrar.

While under investigation for, or if found guilty of, academic misconduct in a course(s), a student will not be permitted to drop or withdraw from that course(s).

Student's Right to an Appeal
A decision and/or sanction imposed under this process may be appealed within 21 calendar days after the student has been advised of the decision/sanction, as follows:

i. Decisions of the instructor may be appealed by submitting a request in writing to the Registrar.

ii. Decisions after a hearing may be appealed by the student to the Academic Review Committee (ARC).

Records of the Offence
The Registrar shall maintain a record of each offence of academic misconduct against a student. It will be kept separate from the student's other records, and its purpose is to determine whether there has been a previous offence before a sanction is imposed. This record of offences will not be used for any other purpose.

When the sanction involves a transcript notation, the student may petition the Academic Standing Admissions Policy (ASAP) Committee to have the notation removed. Such a petition may be filed in the last year before the student's graduation. The decision to remove the notation will be based primarily on evidence of exemplary academic conduct by the student since the offence was committed, or since their return to the University; it will not be granted automatically.

If a case is dismissed, all records of it will be removed from the student's file.

Transcript Notations
General notations printed on the student's transcript will appear under the year/term in which the offence occurred, following the courses. The notations include:

- Sanctioned for Academic Misconduct
- Suspended for Academic Misconduct
- Expelled for Academic Misconduct

Academic Reviews and Appeals

Academic Review
A student's academic progress or standing is evaluated in conformity with Departmental, Faculty, School or Senate regulations governing courses, programs, examinations and degrees.

If a student has an issue which pertains to a specific course, the student shall first discuss the issue with the course instructor. This must be done as soon as possible, and no later than one month after the beginning of the next regular semester following the academic decision.

(NB: Students may seek the advice of the University Ombudsperson, at this stage or any later stage, in the review process. The ombudsperson works as a trusted intermediary to review complaints of all members of the university who believe they have suffered an injustice.)

Unless prohibited by a specific committee policy, students may request a review of any academic decision or a re-evaluation of any course component(s) which calls into question their academic integrity and/or is worth at least 25% of the final grade of a course subject to the Academic Review guidelines.

If the issue cannot be directly resolved between the faculty member and the student, the student may take the matter to the Dean of the Faculty in which the course was offered within 30 days of the initial meeting with the faculty member. If the matter does not concern a specific course, the student must appeal directly to the Dean in charge of the Faculty or School in which he or she is enrolled.

If the Dean decides that the issue has no merit the student may either accept that decision or appeal to the Academic Review Committee.

If the Dean determines that the issue has merit, he or she will proceed, within two weeks, to seek a resolution informally through discussion with the student, the faculty member and/or the Chair of the department in question. If the student so chooses, the ombudsperson may be present for any or all discussions. If the issue cannot be thus resolved by the Dean, he or she may impose a solution. In the case of a dispute over a grade, the Dean may authorize the re-evaluation of any course component(s) by an impartial examiner, subject to the *Re-reading of an examination by external evaluators* fee outlined in the School Fees section. The fee is reimbursed if the re-evaluation results in a higher mark.In certain situations, the Dean may recommend that the student appeal to the Academic Review Committee. In the case of a re-evaluation of a course component, the grade assigned by the reviewing examiner shall become the official grade for that component and the final course grade adjusted accordingly.

In this context, any decision of a Dean may be appealed to the ARC by the student, given clear grounds for such an appeal.

For cases in which the informal resolution process and the intervention of the Dean is inconclusive or there exists a need for a more formal review of an academic matter, Senate has established two committees, the Academic Review Committee (ARC) and the Academic Appeals Committee (AAC) to deal with the formal review of all academic matters. The University Senate delegates to these Committees the authority to render decisions on all academic matters as well as the authority to implement additional procedures consistent with those set out below.

The function of the Academic Review Committee is to hear complaints against any academic decision taken in the University by a faculty member, a Departmental Chairperson, a Dean or the Vice-Principal, and to adjudicate all infractions of University academic policy referred to it by any member of the University community. The function of the Academic Appeals Committee is to hear appeals against decisions made by the ARC (see below for the specific grounds for appeal). The decision of the AAC is final and binding on all parties.

The Academic Review Committee

The Academic Review Committee (ARC) shall consist of five voting members: two faculty members, who shall be members of Senate and chosen by the Senate Nominating Committee, two students who shall be members of Senate and chosen by the Senate Nominating Committee, and one academic officer of the University, (Dean or Vice-Principal) who shall be named by the Chair of Senate (the Principal). Three alternate members shall also be selected by the Senate Nominating Committee; two students and one faculty member. The ARC shall elect annually a Chairperson whose name will be communicated to the Secretary of Senate.

Note: For eligibility rules concerning members who may sit on the ARC as well as further procedures regarding the Committee quorum, procedures in committee, documents, onus and standard of proof, please refer to Appendix I, below.

(i) The Committee year extends from May 1 through April 30 of the following calendar year. The Committee shall remain constituted for the entire year.

(ii) Faculty members shall serve a term of two years, renewable once, after which they must step down for at least one full year. Student members shall serve a term of one year, renewable once. Senate shall make provisions (through its Nominating Committee) for timely replacement of members whose terms are expiring.

(iii) The Committee is authorized by Senate to select which alternate members will replace regular members who must leave the Committee before the end of their term or who are unavailable during the summer months.

Powers

The Academic Review Committee shall have the following powers:

(i) review any academic decision taken by a faculty member, a Departmental Chairperson, a Dean or the Vice-Principal.

(ii) review any infraction of University academic policy, including all matters governed by Department, Faculty, School and Senate regulations.

(iii) review any complaint regarding interference with the University's academic operation.

Note 1: The ARC does not have jurisdiction over the following areas: admission to the University, re-admission, probation and academic standing issues (including "must withdraw" decisions) and scholarship decisions. These areas are the purview of the Academic Standing/Admissions Policy (ASAP) Committee.

Note 2: Before the ARC will accept jurisdiction for decisions concerning grades, there is a separate procedure for the review of marks obtained in final exams and in other components of a course. This procedure must be followed first.

Making a Request to the Committee

The Academic Review Committee will consider a request for review only after:

(i) The receipt by the Committee Chairperson of a written and signed notice of request filed within 30 days of the time that the most recent academic decision concerning the matter in dispute has been communicated in writing to the student. Requests for review must include: a complete specification of the wrong to be corrected, the specific grounds for the request for review and the remedy sought. In the case of a request to review a general policy or regulation, the written, signed notice may be made at any time. In all cases, requests for review of any academic decision must be initiated before the marks deadline of the semester following the completion of the course in question.

(ii) Before proceeding with a request for review of any matter, the ARC Chairperson will request a written assurance from the Dean and Ombudsperson that all reasonable efforts have been made to solve the dispute at an earlier level.

(iii) Within seven working days of receipt of the notice of request for review, the Chairperson will acknowledge the same in writing to the complainant(s).

(iv) Within ten working days, the Chairperson shall convene an initial meeting of the ARC and give a five-day notice to all parties of the date of the initial meeting.

Disposition of the Committee Decision

(i) Decisions shall be made by simple vote of the Committee; three positive votes are necessary to carry any decision. The tally of all votes shall be recorded in the minutes.

(ii) During the course of a review, no changes shall be made to any mark or grade in question, nor to any student's current status, nor to his/her eligibility for a given program.

(iii) The Academic Review Committee shall render a decision on a review within 60 calendar days of receipt of the request for review.

(iv) The Chairperson of the Committee will report its decision to the complainant, the defendant, the Chair of Senate (the Principal) and the appropriate Dean within five days of the rendering of the decision.

(v) If the decision is not taken to appeal (see below), the appropriate Dean will be responsible for the implementation of the final decision. At least 30 days will be allowed for the implementation of the decision by the individual University office involved.

Academic Appeals

The Academic Appeals Committee (AAC) shall consist of three members: one faculty member who is not a member of Senate named by Faculty Council, one student who is not a member of Senate named by the SRC, and one Academic Officer of the Senate (Dean or Vice-Principal) named by the Principal. Two alternate members shall also be named, one faculty member and one student. The regulations for the term of office, length of the Committee year, election of the Chairperson, eligibility, extension of term, and replacement of members, shall be the same as those for the ARC (see above).

Where an appeal of the decision of the ARC has been submitted, the Senate shall either:

(i) Receive and accept the report of the ARC.

(ii) Receive the report of the ARC and refer the case to the AAC.

In both cases debate on Senate's decision must be held in camera and any member of Senate who is a party to the case must excuse him- or herself from the discussion. The content of the debate shall be confidential and Senate shall limit itself to discussion of material contained in the report of the ARC and the request for appeal. Members of Senate who are also members of the ARC shall abstain from voting.

Filing an Appeal

(i) An appeal against a decision of the ARC must be filed with the Chairperson of the AAC within 30 days of the decision rendered by the ARC.

(ii) The appeal may be from either complainant or defendant but in either case shall be written and signed and state specifically the grounds for appeal, the remedy sought and include all of the documents (written and oral) used by the ARC to achieve its decision.

(iii) Unless there is compelling need for further clarity, no new documents will be considered by the ACC that were not before the ARC.

(iv) Before proceeding to hear an appeal, the Chairperson of the AAC will, within seven working days of the request for an appeal, acknowledge the request for appeal, notify both parties and within ten working days convene a meeting of the AAC. Five days notice will be given to both parties of the date of the first meeting of the AAC.

Grounds for Appeal

The Academic Appeals Committee has the power to hear an appeal from a decision of the ARC for the following reasons:

(i) Errors of fact in information used by the ARC which could affect the decision rendered,

(ii) New evidence not available to a party at the time the decision of the ARC was made,

(iii) Errors of interpretation of any University academic policy or regulation,

(iv) Serious procedural error,

(v) Action by the ARC beyond its jurisdiction.

Procedures

(i) The regulations with respect to: procedures in Committee, documents, onus and standard of proof set out in Appendix I for the ARC, will apply mutatis mutandis for the Academic Appeals Committee.

(ii) The AAC will hear testimony from the Chairperson of the ARC where significant procedural error is alleged as the grounds for appeal.

(iii) The AAC will have access to all recorded testimony, documents and minutes of the ARC.

Decisions

(i) Decisions shall be by simple vote of the Committee; at least two positive votes are necessary to carry any decision. The tally of all votes shall be recorded in the minutes.

(ii) The AAC may decide to return the case to the ARC for further review. Alternatively, it may uphold the decision of the ARC or fashion any other remedy as it sees fit.

(iii) The AAC shall render a decision on the request for appeal within three months of the request for appeal.

(iv) The Chair of the AAC will report its decision to the complainant, the defendant, to the Chair of Senate (the Principal) and to the appropriate Dean(s) within five working days of the rendering of the decision.

(v) The decision of the AAC will be final and binding on all parties.

Appendix I: Rules and Procedures

1. Eligibility

The eligibility of students, faculty members, Deans and the Vice-Principal who sit on either the ARC or on the AAC is restricted as follows:

(i) Individual members cannot sit on both Committees,

(ii) No individual member of either committee can serve if they are involved in the case as plaintiff, defendant or witness,

(iii) No individual member can serve on either committee who has been found guilty of an academic offence,

(iv) No individual member can serve on either Committee who is in a position of bias or conflict of interest (financial gain, kinship relation, close personal relationship),

(v) All student members who serve on either Committee must be in good academic standing in their program at the time they are elected to the Committee concerned.

2. Quorum

A quorum shall consist of two student members and two faculty members and one academic officer of the University (or the alternate). Every effort shall be made to assume that a consistent quorum of members follows each case to its conclusion. The Committee is authorized to extend the terms of members for this purpose. The Committee shall elect annually a Chairperson whose name will be communicated to the Secretary of Senate. Senate shall make provision for a Committee secretary who will record the minutes of all meetings. The Secretary shall not participate in the discussions and shall not have a vote.

3. Examples of matters that can be reviewed by the ARC:

(i) All matters of academic integrity after a decision by the appropriate Dean has been rendered,

(ii) Program eligibility, program transfer, program requirements,

(iii) Requirements for the degree,

(iv) Credit for studies elsewhere,

(v) Deferred status for exams or course components,

(vi) Requests for supplemental exams,

(vii) A mark or a grade in a course, final standing in a course after the procedures for external re-reading of exams or course components have been completed,

(viii) Grading practices after a decision by the appropriate Dean has been rendered,

(ix) Any infraction of Department, Faculty or Senate regulations,

(x) Any complaint regarding interference with the academic operation of the University.

4. Procedures in Committee

(i) The Committee shall conduct its meetings in camera.

(ii) Both complainant and defendant(s) have the right to be accompanied by a representative of their choice; this representative shall be any full-time member of the University community.

(iii) The University, if it so decides, may appoint a legal advisor to assist the Committee. Such an advisor shall be considered a neutral observer in the proceedings of the Committee and shall not vote.

(iv) Both complainant and defendant have the right to make representation in the manner decided by the Committee.

(v) The parties to the dispute shall be interviewed separately by the Committee in the first instance at which time they may make oral representations and refer to the relevant evidence (see documents below). This procedure does not preclude a face-to-face meeting if all parties agree.

(vi) General minutes shall be taken of the meeting and the testimony of witnesses and of all motions of the Committee. Copies of the minutes will be provided to all parties.

(vii) All oral testimony given by witnesses will be recorded on audio tapes which will be made available to the complainant and the defendant and to which they may respond in writing within five days of receiving a copy of the tape.

(viii) All written and oral testimony, evidence and minutes of the Committee are confidential to the Committee and to the parties involved in the dispute. Deliberations of the Committee are confidential to the Committee.

Each Committee shall establish its own modus operandi, however, the following sequence is a general guideline:

(i) Introduction of the complainant, defendant, members of the Committee,

(ii) Review of documentation,

(iii) Rulings on documentation or further evidence necessary,

(iv) Statement by the complainant, questions from members of the Committee,

(v) Statement by the defendant, questions from members of the Committee,

(vi) Re-calling of the complainant and defendant for clarification of information only by members of the Committee.

5. Documents

(i) Copies of all documents submitted by each party will be made available to members of the Committee, to the complainant and to the defendant one week before the hearing date.

(ii) University records such as transcripts, student files, office correspondence as well as all Departmental, Faculty and Senate regulations are automatically evidence before the Committee.

(iii) All documents provided by either party will become evidence for the Committee unless one party objects on the grounds that such documents are forged or false or made with malicious intent. Such documents may become evidence before the Committee only after the Committee receives written confirmation of their authenticity by the original author. The Committee reserves the right to accept or reject all documents.

(iv) The Committee will request written evidence and testimony from all parties to the dispute as well as from the appropriate Dean and from the Ombudsperson.

(v) The Committee shall reserve the right to invite and receive written and/or oral evidence from any other party, to request and receive any other document it deems may assist in its deliberations and all such evidence shall be made available to the parties in the dispute.

(vi) In the case of new documents brought to the Committee during the hearing, both parties and all members of the Committee will have the right to review such documents before proceeding with the case.

(vii) Following the Committee's final decision in the case, all documents, including the written evidence submitted by the parties to the dispute and the taped oral testimony, will be retrieved by the Chair and, together with the minutes, shall be deposited with the Office of the Vice-Principal Academic and Research and shall be made available to the parties in the dispute.

(viii) The assistant to the Vice-Principal Academic and Research will number all documents, arrange them in chronological order and provide for their safe keeping until such time as a further appeal is sought (see AAC below) or for a period of one year, whichever is applicable.

6. Onus

i) The onus is on the complainant to demonstrate that the ruling or decision in question is inappropriate or unreasonable. The exception shall be in cases of academic dishonesty where the onus is on the faculty member (or the University) to demonstrate that an academic offence has been committed.

ii) In cases regarding the waiving of Departmental, Faculty or Senate regulations, where the grounds for such a request are either medical, compassionate or other extenuating circumstances as decided by the Dean of the Faculty concerned, the onus is on the complainant to demonstrate that following the particular regulation in question was impossible. In such cases, documents attesting to the status of the student must be provided in a timely manner, must be specific and must demonstrate that such grounds do in fact exist.

7. Standard of Proof

Unlike the standard of proof commonly used in criminal cases and usually known as "proof beyond a reasonable doubt", the standard of proof to be used by the Committee will be the "balance of probabilities" or "preponderance of evidence". By this is meant "more likely than not" in the sense that an unbiased observer, having reviewed all the evidence and having heard all sides of the story, should be able to say: "the fair decision in this case is 'X' more likely than not".

In alleged cases of academic dishonesty or in other cases which call into question the very nature and operation of the University, the balance of probabilities, when used as the standard of proof, needs to be at the higher end of the scale and must be based on clear and compelling evidence.

Ombudsperson

The major role of the Ombudsperson is to receive complaints from members of the University community who believe that they have suffered some form of injustice, particularly of an academic nature. After examining the factual basis of these complaints and determining that all normal avenues of recourse and appeal have been exhausted, the Ombudsperson investigates these complaints and facilitates their solution either using existing procedures, both informal and formal, or by recommending changes to the existing procedures. The Ombuds Office operates independently of all other offices in the University and may make recommendations in specific cases or recommendations pertaining to the changing of any rule, policy, regulation or procedure which he/she deems appropriate. The objectives of these recommendations will be either to solve an individual problem or to improve the overall operation of the University. The Ombudsperson must investigate all sides of a particular problem, must maintain a neutral stance throughout the investigation and must strive to achieve solutions which are as fair and just as possible given the circumstances involved. At the end of an inquiry, the Ombudsperson will explain the nature of the chosen solution to those who initiated the complaint or, where the complaint has been found to be not justified, explain to the individual or groups involved the reasons for not continuing the investigation. From time to time, the Ombudsperson may also act as a mediator between individuals or groups of individuals in the University community who have been unable to resolve a conflict, particularly where no procedure exists for the resolution of such matters.

Please see the University Website for further information and the complete text of the terms of reference for the Ombudsperson.

Selection of Courses

Students are responsible for ensuring that their selection of courses conforms with the general requirements of university programs, the general and academic regulations of the University, and the specific requirements of the specialization of their choice. In planning their annual course choices, students are urged to consult with the appropriate Departmental Chair and Dean.

The programs have been designed to permit the most effective study in a discipline or subject by the majority of students. Nevertheless, changes may be appropriate for particular students because of specific objectives, background, etc. Students who wish to alter their program must consult the Chairperson of the department and the Dean concerned, preferably before registration. It should be noted that constraints are imposed on possible changes in programs by the timetable of courses.

A normal course load is 15 credits per semester. Thus, a 120-credit program can normally be completed in four years of fulltime study. Students admitted on the basis of the CEGEP Diplôme d'études collégiales (D.E.C.) are normally granted 30 credits of advanced credits, reducing a 120 credit requirement to 90 credits or three years of fulltime study.

Confidentiality of Student Information

In conformity with Article 65 of the Quebec legislation concerning access to public documents and confidentiality of personal information, Bishop's University informs its students that all personal information collected in the course of admission and registration of a student will be kept confidential, except where specific permission is given to release it.

Students are obliged to provide information which is requested by the administrative offices of the University. The University may only request information which is essential to its operation; refusal to provide this information may lead to denial by the University of services to the student.

In signing the application form, all students agree that the information contained in it, and in their student file, may be made available to those administrators charged with management of their academic and financial affairs while they are at Bishop's University. No information will be released to other persons without express permission of the individual concerned, except in circumstances involving the safety and security of the individual or a breach of the law.

Any student may consult his or her file during regular office hours and may request that any errors found in the file be corrected. If necessary, a formal request for correction may be made in writing to the Registrar.

Discipline
Students are expected to conduct themselves in all places and at all times in a manner appropriate to members of a university. Failure to do so may result in disciplinary action. In accepting admission to the University, a student is agreeing to abide by, and be subject to, its regulations. The Charter of Student Rights and Responsibilities provides a framework for such a commitment. The University reserves the right to suspend or dismiss any student for misconduct or for serious infractions of university regulations. Such action will result in the loss of course work for the semester in which the suspension or dismissal is imposed.

Matters of discipline are adjudicated by the Committee on Student Conduct which is chaired alternately by the Vice-Principal of Student Affairs and the Residence Life Advisor depending on whether the issue is judged to be primarily residential in nature or of a broader import. The committee comprises, in addition, six students representing both on and off campus constituencies. The Committee on Student Conduct is empowered to take note of and to judge matters of student conduct, excluding academic issues, referred to it by any member of the University. All recommendations are forwarded to the presiding Chairperson for consideration and final decision. Exceptions to this are limited to recommendations for suspension or expulsion from the University which are forwarded directly to the Principal. In addition, a Joint Disciplinary Council composed of a balanced set of delegates from each of the Bishop's and Champlain College communities is mandated to deal with situations which involve students of both institutions.

Policy on Harassment
Living in a university environment entails respect for the welfare and dignity of others. Harassment of any kind is intolerable, and we share the responsibility of promoting a climate of education, support and understanding. The University has developed policies and procedures for dealing with sexual and other forms of harassment. The Committee administering this policy includes representatives of all constituents of the University; the policy document is posted on the Bishop's Website and can also be obtained from the Principal's Office.

Students' Responsibilities
Students are required to abide by reasonable instructions given orally or in writing by any official of the University authorized to secure compliance with regulations, rules, practices and procedures. They should carry proper University identification (student card) at all times and be prepared to show it at the request of any individual acting in an official capacity (such as University security officers, police officers or student residence staff).

Students have a responsibility to attend lectures and laboratories and to perform punctually all academic assignments in accordance with the standards prescribed by the departments concerned and announced by the instructors at the beginning of the year. Failure to fulfil these requirements may lead to debarment from examinations. Protracted absence from the University may involve debarment from courses.

Students are required to return promptly after holidays and are requested not to make travel plans which will interfere with registration or examination schedules.

RESPONSIBILITIES OF THE ACADEMIC STAFF TO STUDENTS

1. Definitions

Academic Staff
Academic Staff shall include all individuals holding full or part-time appointments at the rank of Instructor I, Instructor II, senior instructor, lecturer, assistant professor, associate professor, or professor. This term shall also include academic administrators, academic librarians, counsellors, adjunct professors, professional associates, research associates, research assistants, student research assistants, and student teaching assistants, insofar as such persons perform duties within the ambit of the policy.

Academic Unit
Academic Unit is the generic term used to refer to division, school, department, or program administrators (depending on the subject area).

Student
Student shall mean any person who is registered in the University.

2. The Policies

2.1 The Objective:
These policies define the responsibility of academic staff towards students, with the objective of (a) ensuring fair and equitable treatment of students, and (b) promoting harmonious relations between academic staff and students. It also provides general guidelines and specific criteria to the administration of courses.

2.2 Policies Regarding Individual Responsibilities:
In general terms, the responsibilities of the individual academic staff member fall under two headings: (a) general course management, and (b) the interaction of students and staff.

2.2.1 General Course Management
"The first responsibility of academic staff as teachers is the pursuit and dissemination of knowledge and understanding through teaching, research, scholarly activity and creative artistic activity. They should endeavor conscientiously to remain current in their field, to develop their scholarly competence, and to maintain and enhance their effectiveness as teachers.

A. Course Syllabi
Before the Add-Drop deadline of each semester, teaching staff will provide in writing to students, and their respective Academic Dean (and also post to Moodle, if applicable) in each of their courses a course syllabi containing:

1. a list of the required textbooks, readings (or material) to be covered in the course;
2. a general outline of the topics to be covered;
3. a schedule of term assignments and tests;
4. a description of the evaluation procedures to be used.

Where appropriate, this should include:

a. the instructor's policy regarding late submission of assignments;
b. the instructor's policy regarding supplemental examinations;

c. the instructor's policy regarding classroom attendance;

d. reference to the University's policies on academic dishonesty, including plagiarism and cheating, and personation.

e. information regarding accommodations and accessibility services as well as other student services on campus (e.g. help centers, tutoring, counselling etc.)

See Course Syllabi Guidelines for additional suggestions

B. Textbook Ordering

Academic staff responsible for a given section shall specify textbooks and materials in accordance with announced purchasing deadlines of the University Bookstore.

C. Mid-term and Final Examinations

Academic staff members shall be familiar with and adhere to the policies concerning scheduling and grading of examinations, re-reading of examinations and papers, supplemental examinations, deferred marks, aegrotat standing, and submission of grades, as described in the Academic Calendar. Particular attention is drawn to the scheduling of "mid-term" or final examinations, which may not be held during the last two weeks of classes (subject to D. below), nor during the period between the end of classes and the beginning of the examination period.

The final exam may not count for more than 60 percent of the course grade without consent of both the professor and the student.

D. Workload During the Last Two Weeks of Classes

In-class quizzes and exams carried out during the last 14 calendar days of classes (as defined in the Academic Schedule) may not total more than 10% of the final grade, except in the case of laboratory or oral testing, presentations or summative / capstone projects.

E. Cancellation of Classes

Academic staff shall not cancel, miss, terminate or shorten scheduled instruction except for good reason. Whenever a scheduled period of instruction is cancelled, the academic staff member shall:

1. inform the class at the earliest possible time;
2. ensure that a cancellation notice is posted via MyBU
3. consistent with Senate policy regarding course contact hours, make every effort to ensure that appropriate substitution or make-up instruction is provided.

F. Storage of Final Exams

Arrangements must be made for the storage of all final examination papers for a minimum period of one complete semester following the semester in which the course was given.

G. The Reporting of Grades

Academic staff members who provide instruction shall comply with the schedules and formats for reporting student grades, as established by Divisions and the Registrar's Office. They shall also remain accessible until after Faculty grades meetings have been held, in the event that consultation is required. An instructor who learns of an error, which if corrected would change an assigned grade, shall correct it without requiring the student affected to appeal their grade.

H. Posting of Grades

In keeping with the provisions of Bill 65 (Loi sur l'accès aux documents des organismes publiques et sur la protection des renseignements personnels), no grades shall be posted unless all students concerned have indicated their approval for posting.

I. Nothing requiring mandatory student participation (e.g., class, midterms, fieldtrips etc.) with the exception of final evaluations (e.g., exams, performances) shall be scheduled outside of class hours, without the consent of the entire class. (Exception: Where out-of-regular hours participation is outlined in the course syllabus; reasonable alternatives shall be made if the out-of-regular participation involves grading).

J. Consistent with the Collective Agreement, Academic Staff shall comply with the regulations set out by Senate to ensure the administration of course evaluations.

2.2.2 The Interaction of Students and Staff

A. Course Admissions

Academic staff shall not unreasonably deny registration for instruction in those courses for which the permission of the instructor is required. Acceptable grounds for refusal would include cases where the student lacks appropriate qualifications, where an approved policy on limited enrollment is in effect, or where classroom size places a constraint on enrollment.

B. Non-Discrimination

Academic staff shall comply with existing human rights legislation, and refrain from differential treatment of individual students on the basis of their actual or presumed membership in, or association with, any class or group of persons.

C. Remuneration

Academic staff shall not accept money or other goods or services from students for assistance with any course offered by the University. This clause, however, shall not prevent part-time instructors from accepting payment for tutoring in courses/ sections which do not fall within the present scope of their University employment.

D. Office Hours

Academic staff are required to establish and post office hours during which they are available for individual consultation with students.

E. Student Evaluation

Academic staff shall:

1. evaluate student academic performance by means of academic criteria only and are encouraged to evaluate with particular reference to both the presentation of substance (content) and an acceptable standard of process (style and structure).
2. provide feedback in a timely manner.
3. provide (when appropriate) accommodations to students registered with the SAAS Office

F. Academic Freedom
Academic staff shall encourage a free exchange of ideas between themselves and their students in the classroom, and shall not inhibit free discussion; students shall be allowed to take informed exception to the data, views, and/or methods presented.

G. The Confidentiality of Information
Academic staff should keep confidential all information gained in confidence about students, whether concerning their academic progress, personal lives, or political and/or religious views. This does not affect the normal use within the institution of information concerning academic progress for the purpose of making academic decisions in accordance with University and government policies on the release of such information.

H. Academic Indebtedness
Academic staff shall explicitly acknowledge in written or oral presentations any indebtedness to student research or assistance, and therefore not obtain any improper advantage from a student's work.

I. Non-Retaliation
Academic staff shall not retaliate against a student who has filed a complaint, whether or not the complaint was substantiated.

J. Conflict of Interest in Academic Supervision and Evaluation
Academic staff shall decline to participate in an evaluative role with an individual student if the staff member and the student are in a close personal relationship in which there is, or there may be perceived to be, a conflict of interest. Such relationships include (but are not limited to) spousal, parent-child, sibling, and consensual amorous relationships. In the event that a staff member terminates a supervisory or evaluative role with an individual student because of such a relationship, alternative supervisory or evaluative arrangements (a) shall be made, (b) shall be made in confidence, and (c) shall be made without prejudicing the status of the person(s) in question.

K. Appropriate Language and Behaviour
Academic staff shall respect every student's right to dignified treatment. Therefore, academic staff shall at all times use language, and exhibit behaviour consistent with this right. Oppressive and/or violent language will not be tolerated.

L. Who to contact
Academic Staff and students can avail themselves of the Ombudsperson Office's impartial and confidential services. For more information, visit http://www.ubishops.ca/future-current-students/student-campus-life/student-services/university-ombuds-office/

2.3. Policies Regarding Collective Responsibilities

A. Periodic Review of Courses
The academic unit shall periodically review and update all courses to ensure that the material to be presented (a) is current and appropriate, and (b) "conforms to national and international norms." (Report of the Long Range Planning Committee, November 1992)

B. Review of Course Descriptions
Members of the academic unit shall review course descriptions periodically to ensure that the current content of each course is clearly and accurately described.

www.caut.ca/about-us/caut-policy/lists/caut-policy-statements/policy-statement-on-professional-rights-and-responsibilities-

Students' Official Address

In order to ensure timely and efficient communication with students, e-mail is one of the official means of communication between the University and its students.

a) Every student is assigned a "ubishops.ca" email upon application to the University

b) It is the student's responsibility to ensure that time-critical e-mail is accessed, read, and acted upon in a timely fashion.

c) If a student chooses to forward University e-mail to another e-mail mailbox, it is that student's responsibility to ensure that the alternate account is viable.

d) It is the student's responsibility to update their home address on file with the Registrar's Office. Instructions on myBU to update mailing address maybe found in the Registrar's Office section.

REGULATIONS FOR BACHELOR'S DEGREES

General Academic Requirements

Bachelor of Arts, Bachelor of Sciences,

Bachelor of Business Administration:
A degree may be earned by means of one of the following kinds of programs selected from among those offered in this Calendar:

1. Honours in an academic discipline. Honours programs entail a very high degree of concentration in a subject and require a high standard of academic performance. These programs are especially suitable for those who plan to proceed to graduate study. A Major or Minor in a second discipline may be combined with an Honours.
2. A Major in an academic discipline or interdisciplinary subject. Major programs require less concentration in a subject than Honours programs and provide greater scope in the selection of optional subjects. A Major in one discipline may be combined with a Minor in a second discipline or with a second Major where the requirements of both can be satisfied.
3. Major in a group of disciplines encompassed by a Faculty of the University (e.g. Natural Sciences). This type of program is designed to permit maximum flexibility of study within a Faculty while ensuring, at the same time, a useful level of concentration in one or two disciplines. A Divisional Major may be combined with a Minor, or in some cases a Major, in a discipline outside of that Faculty.

4. Minors in two academic disciplines. This type of program involves less in any one subject than the Major or Honours. Degrees consisting of double or triple Minors may be granted as Bachelor of Arts degrees. To graduate with a double or triple Minor, students must normally complete all the requirements for each Minor program as stipulated in the Academic Calendar. However, in cases where there are common course requirements, for a double Minor, a maximum of 6 credits may be double-counted (i.e. applied to both Minors); for a triple Minor a maximum of 9 credits may be double-counted (i.e. applied jointly to the three Minors).

In each case, courses must be completed in addition to those required by the selected Honours, Major or Minor combination in order to fill the minimum credit requirement indicated in a letter of admission or in a letter indicating a credit requirement change necessitated by a program change.

Successful completion of a program is determined by the department/program and the Dean, in accordance with the Academic Calendar regulations in effect either when the student entered a program or in the student's graduating year.

Students with a failing cumulative average (i.e. below 50%) will not be eligible to graduate from the University.

Additional Requirements

1. All undergraduate students who began their studies before Fall 2019 must successfully complete the English Writing Proficiency requirement in order to be eligible to graduate.
2. The credit requirement indicated in a letter of admission, or in a letter indicating a credit requirement change necessitated by a program change, is the minimum requirement. A completed program must include all required courses/labs of the selected Honours/Major/Minor program(s) as described in the relevant Academic Calendar, which may exceed the minimum.
3. A student may not be required to follow more than 12 course credits, excluding lab credits, in any one discipline during the first 30-credit program year. This will permit the choice of a Major or Honours program from at least two fields of study.
4. 50% of degree credits (i.e. a minimum of 60 credits) must be obtained from Bishop's University. A recognized student exchange, completed at an approved university, counts as credits completed at Bishop's University.
5. Following admission to Bishop's University, a student may normally complete no more than two semesters or attempt more than 30 credits, not including laboratory credits, at other universities during the completion of a Bishop's degree. These courses will be recorded as pass or fail on a student's transcript.

General Academic Requirements

Bachelor of Education

1. A B.Ed. degree may be earned by the successful completion of the approved courses and the practica required by the degree program.
2. Following admission to the B.Ed. program, all course requirements for the program must normally be completed at Bishop's.
3. Upon successful completion of the B.Ed., graduates are recommended to the Ministère de l'Éducation et Enseignment supérieur of the province of Quebec for the appropriate "brevet d'enseignement".

Second Bachelor Degrees

Students who hold a degree may apply to Bishop's University to obtain a second undergraduate degree in a different discipline or to convert a degree in a discipline to an Honours degree in the same discipline. In all cases second degree candidates are required to:

- Complete a minimum of 30 additional credits at Bishop's University (courses taken as part of the first degree cannot be used to satisfy this requirement). Completion of courses elsewhere on a letter of permission is normally not permitted.
- Fulfill the requirements of the new Honours/Major/Minor concentration programs; divisional and elective requirements are waived.
- Complete at least one half of the chosen Honours/Major/Minor concentration course requirements at Bishop's University within the second degree.

Students seeking a second bachelor's degree are not eligible for scholarship consideration in the Bishop's University Scholarship program.

Selection of Courses

1. Students should plan their programs each semester so as to include courses which are prerequisites for courses to be taken in subsequent semesters/years. Some courses are given only in alternate years. Certain combinations of courses may be rendered impossible by the arrangement of the timetable.
2. A course for which credit is earned in any semester may be repeated once to improve the grade. No additional credit will be awarded. The initial course registration and grade will remain on the student's academic transcript, with the notation "RNC — repeat no credit" appearing beside it. The grade received in the second registration for the course will be used in the calculation of the student's average (including cumulative average) and credits awarded, regardless of whether it is the higher or lower grade. Repeated courses will not retroactively affect academic standing.
3. A student who has failed a course twice will be allowed to re-register for that course only with the instructor's permission, after a review of the student's program by the department concerned. Appeals to the decision will be processed through the regular appeals procedure. The present double failure rule as it applies to courses offered by the Williams School of Business and the Economics Department remains in force.
4. Students who contemplate entering graduate school upon graduation should consult with the graduate school in order to ensure that they are meeting the prerequisites of the graduate program they propose to enter.

Credit for Studies Completed Elsewhere

Transfer Students:

Bachelor of Arts, Education, Science, Business Administration

1. Students admitted to Bishop's following completion of a minimum of one semester at another university or college may be eligible for advanced credit granted at the discretion of the appropriate Academic Dean. The student must present complete official transcripts and course descriptions for evaluation. Transfer credit is awarded subject to the regulations governing credit for studies completed elsewhere and subject to further review should the student change programs.
2. Articulation agreements exist such that students having completed specific programs may be eligible for advance credit against a four-year Bishop's program, granted at the discretion of the appropriate Academic Dean and in accordance with signed agreements. Please consult the Admissions Office for detailed information. Although exemption may be possible, no credit will be awarded for incomplete programs.
3. College or University transfer students who have completed studies outside North America must obtain an "Attestation des équivalences" for those studies from the Quebec Ministry of Immigration. No evaluation will be made without the Attestation.
4. At least one half of the courses required to satisfy the requirements of the chosen Honours/Major/Minor program(s) must be completed at Bishop's University.
5. Credits completed at Bishop's University. Moreover, approved credits attempted through the Maple League of Universities will be recognized as credits attempted at Bishop's University.
6. Credits earned as part of a Certificate completed at Bishop's University or another university may not be used to satisfy the requirements of a Minor in the same discipline at Bishop's University.
7. Each university retains the right to accept or to refuse freely the registration of a student from another university.

Certificate Programs

A maximum of 9 university credits may be transferred to a Certificate program at Bishop's University.

Bishop's Students:

1. Following admission to Bishop's University, a student may normally complete no more than two semesters or attempt (pass or fail) more than 30 credits, not including laboratory credits, at other universities during the completion of a Bishop's degree. Exception: Students in the Graduate Studies programs may only complete a maximum of 9 credits at another recognized institution.
   a) Students wishing to follow studies in another institution for credit at Bishop's must be enrolled as degree candidates at Bishop's.
   b) Advance permission and advance approval of all aspects of the study must be secured on the appropriate form from the Chairperson of the department in which they are concentrating their studies. The credit transfer request form is available from the Registrar's Office and, once completed, is placed in the student's file.
   c) It is the responsibility of the student to ensure that an official copy of the transcript for the course(s) completed at another university is forwarded directly to the Registrar's Office at Bishop's upon completion of the course(s). Transcripts will automatically be sent for students studying at other Quebec universities who registered through the BCI Website for Quebec inter-university credit transfer.
   d) Courses successfully completed elsewhere may only be applied as credit towards a Bishop's University degree. The grades obtained in such course(s) are not included in the calculation of a student's cumulative average and cannot affect a student's academic standing. (Exception: courses attempted via the Maple League of Universities in a Fall or Winter semester)
   e) Any student who has been required to withdraw from the University may not normally complete courses elsewhere on a letter of permission.
   f) Courses completed elsewhere without prior permission being obtained through the appropriate procedures outlined in this Calendar normally will not be accepted for credit towards a degree at Bishop's University.
   g) Students returning to Bishop's following the completion of studies at another institution on a letter of permission must provide the Admissions Office with:
      i) A written statement of their intention to return to the University prior to the beginning of the semester in which they intend to return.
      ii) An official transcript of the results of these studies.
   h) The academic regulations of the University, including those concerning probation and must withdraw status, apply to all Bishop's students. This includes those studying elsewhere as well as those studying on the Bishop's campus.
2. Under special reciprocal agreements concluded between Bishop's University and all other Quebec universities, students in a degree program at Bishop's wishing to enroll in courses at another Quebec institution (to a maximum of 30 credits), must initiate their request through BCI's website for Quebec inter-university credit transfer. Credits so earned will be recognized towards a degree at Bishop's if the courses/credits are approved by the academic department or Faculty concerned.

Students wishing to profit from this reciprocal agreement must:

a) Ensure that the Bishop's timetable permits the desired external courses to be taken;

b) Before a student's request for credit transfer is submitted, it is necessary that any outstanding balances be paid.

c) Enter the request via the BCI website (https://www.bci-qc.ca/en/) by selecting Autorisation d'études hors établissement. All required information must be entered. The system will process the request automatically, through the designated department advisors and Registrar's Offices at both institutions.

3. Each university retains the right to accept or to refuse freely the registration of a student from another university.

Interrupted Studies

Candidates for an undergraduate degree who have formally withdrawn from the University or who have for any reason allowed twelve months or more to elapse without earning any credits at Bishop's University must apply for readmission to the University by the appropriate deadlines. See the Admission Policies section of this calendar for details.

If readmitted after studies have been interrupted for ten years or more, the assessment of credits to be applied to the student's current program will be assessed by the Admissions Office and approved by the Dean in consultation with the department. The Dean's decision may be appealed to the Academic Standing Committee. While program-specific courses may be deemed to have decayed after a period of ten years, general elective courses will not normally be considered subject to decay of credits.

Applying to Graduate

1. Candidates for degrees and certificates who expect to complete the requirements for a degree in a particular semester (Fall, Winter or Spring) must submit an Application to Graduate which will appear on their MyBU Portal. Normally, there will only be one Convocation ceremony per year in June.

2. Students completing their first undergraduate degree may be awarded the designation With Distinction or With High Distinction. These designations are assigned following Convocation and are recorded on the student's official transcript.

   To be eligible for these designations, students must meet the following criteria:

   - be in the top 20% of their graduating cohort and have a minimum cumulative average of 80% to receive the designation With Distinction;

   or

   - be in the top 5% of their graduating cohort and have a minimum cumulative average of 80% to receive the designation With High Distinction.

   For the purpose of these designations, the eligible graduating cohort consists of all students whose degrees are conferred at Convocation, by degree and by Division. This includes students who graduated in the Spring, Fall, and Winter semesters of the same academic year.

3. Students with a failing cumulative average (i.e., below 50%) will not be eligible to graduate from the University. (See Additional Graduation Requirement in Business Administration)

Requirements for the Bachelor of Arts Degree of the Thomas More Institute

Students of the Thomas More Institute who have a Quebec collegial diploma (D.E.C.), are required to complete successfully 15 university-level courses (90 credits), as specified in the information booklet of the institute. Students 23 years of age or over who do not have a collegial diploma must complete three university threshold courses, in addition to the above requirement, for a total of 18 university-level courses (108 credits).

Details of the program and courses may be obtained from:
Thomas More Institute
3405 Atwater Avenue
Montreal, Quebec, H3H 1Y2
Tel.: 514-935-9585

REGULATIONS FOR CERTIFICATE AND MICRO-CERTIFICATE PROGRAMS

Certificates and Micro-Certificates may be completed on a full-time or a part-time basis.

Admission Requirements

Applicants to Certificate and Micro-Certificate programs must fulfill the same admission requirements and follow the same application procedure as applicants to a Bachelor's degree in the same discipline (See Applying to Bishop's University and Admissions Policies.)

Academic Standing — Probation and Must Withdraw

Students in the Certificate and Micro-Certificate programs must meet the Academic Standing criteria as outlined in the Academic Calendar. Students in the Certificate in Business Administration must also fulfill the requirements for maintaining good standing in Business.

Transfer Between Micro-Certificate, Certificate and Degree Programs

Bishop's University students may make application for transfer from a Certificate to a Degree OR from a Degree to a Certificate program in the same or another discipline. The regulations governing Academic Program Changes will apply.

Transfer of Credit to Certificate Programs

A maximum of 9 university credits may be transferred to a Certificate program at Bishop's University, subject to the regulations governing transfer of credit from other Institutions. (See Credit for Studies Completed Elsewhere.)

Completion of a Certificate Program Following Completion of a Bachelor's Degree

Students who have completed a Bachelor's degree at Bishop's University may be admitted to a Bishop's Micro-Certificate of Certificate program in a different area of study. All credits required for the Micro-Certificate or Certificate must be completed at Bishop's.

GENERAL ACADEMIC REGULATIONS

1. Full-time or part-time status for each student in each semester will be determined by the student's course registration following the processing of all added and/or dropped courses. Withdrawing (W) or Withdrawing with Permission (WP) from course(s) does not alter this status.
2. The normal registration for a full-time student in any semester is 15 course credits; the minimum number is 12 credits, including lab credits. Students following fewer than 12 credits, including lab credits, per semester normally are considered part-time students.

   Exception: A student requiring fewer than 12 credits to graduate in his or her final semester may petition the Registrar in writing to retain full-time status with fewer than 12 credits.
3. The maximum course load for a full-time student is normally 18 credits per semester, not including lab credits. (ESL courses are included in the credit counts.) Subject to the general regulations set forth in the Calendar, students may be permitted to take an additional course (or courses) in excess of the requirements for a given semester with the written permission of the appropriate Dean. Students shall then have two choices:
   a) They may take the additional course as a regular subject for credit; or
   b) They may "audit" the additional course with the permission of the instructor and participate in class discussions and activities, but may not write the examinations or receive credit for the course. Audit courses are subject to the normal fee structure of the University and are charged in the same manner as credit courses.

      Note: In both cases (a) and (b), the student must register for the course in the usual manner and adhere to the applicable deadline dates for adding and dropping courses. The course entry will appear on the student's record if the course is not dropped by the deadline date.
4. A student may not be required to follow more than 12 course credits, excluding lab credits, in any one discipline during their first 30-credit program year. This will enable them to choose a Major or Honours program from at least two fields of study.
5. Students who receive permission to register as special full-time undergraduate or graduate (SFU, SPG or SPT students) may make such a registration for a maximum of two consecutive semesters (see Academic Program Changes). Such students must make a choice of, and be formally admitted to, an alternate degree program by the deadline for registration (normally the Add/Drop deadline) of the third semester. Students who fail to do so will not be permitted to register on a full-time basis in that semester.
6. Full-time students who do not register at the University for one semester or more for any reason (including those students studying elsewhere on a letter of permission) must make a written statement of their intention to return to the University to the Admissions Office prior to the beginning of the semester in which they intend to return.
7. Students in an undergraduate degree program who do not register at the University for 12 months or more must reapply for admission to the University. (See Interrupted Studies or Academic Standing.)
8. A university course taken by a student in order to fulfil the minimum requirements of a collegial program may reduce the specific requirements in a university program by that number of credits. It will not reduce the total number of credits required at the university level for a degree.

Language of Instruction

The language of instruction of the institution is English. Nonetheless, students have the option to submit individual written work in either English or French, except where a knowledge or competency in a language is an object of the course. Students who wish to submit work in French must notify their instructor by the Add/Drop deadline so that, if necessary, special arrangements can be made for the evaluation of their work.

Application of the Extra Degree Credit Courses to a Student's Program:

1. ESL courses or MAT 190 may be recorded on the academic transcript either as "EXT" (extra degree credit) or as credit courses.
2. Extra degree credit for ESL 070 is not included in the calculation of a student's academic or cumulative average.
3. ESL and MAT 190 are included in the credit count to determine a student's full-time or part-time status. They are also included in the maximum 15-credit count for students on academic probation.

COURSE CHANGES/ COURSE WITHDRAWALS

Adding or Dropping Courses

1. The deadline date for dropping and adding one-semester courses, including course section changes (and changes from credit to audit status or vice versa) is normally eight days from the first day of class (see Sessional Dates).
2. Course Adds and Drops are accepted provisionally until it can be verified that the change(s) comply with any restrictions required by the student's academic or financial situation. Students will be informed as quickly as possible if a problem exists.
3. Students will be billed or refunded appropriately following the Add/Drop deadline should fees need to be adjusted.
4. Full-time or part-time status for each student in each semester will be determined by the student's course registration following the processing of all added and/or dropped courses.

Withdrawing from Courses

1. Each semester's deadline to Withdraw from courses can be found in the Sessional Dates section of the Academic Calendar.
2. Fees will not be refunded for "W" or for "WP" courses.
3. A student's full-time or part-time status in a semester will not be altered by "W" or by "WP" courses.

General Information

1. The onus for notifying the Registrar's Office of withdrawal from the University ("WU") and for completing the necessary forms rests solely with the student. Simply ceasing to attend classes or labs, even when the instructor is informed, does not constitute withdrawal and will result in a failing grade in the course as well as possible financial penalties. Students who leave the University without completing a withdrawal form will have each of the applicable courses recorded as a zero and will not be eligible for any refund of fees. Those students holding scholarships must be responsible for meeting their obligation in returning or repaying all funds received for that semester or that year.
2. Registration for courses will take place on-line for both new and returning students during the registration periods listed at *ubishops.ca/future-students/registration-and-student-records/registration-instructions/*.
3. Students will not normally be permitted to add, drop or withdraw from courses after the stated deadlines unless permission to do so is obtained from the appropriate Dean.
4. Students will not be permitted to withdraw from the University (WU) after the Course Withdrawal deadline without permission from the appropriate Dean. The student may petition the Dean for this permission in exceptional cases only.

ACADEMIC PROGRAM CHANGES

Williams School of Business

To be eligible for transfer into a B.B.A. or B.A. Business Major, students must have successfully completed at least 24 credits at Bishop's and have achieved a minimum average of 75% based on all courses attempted. Students may also be required to meet with the Dean of Business for an interview. The number of student transfers is determined according to final enrolment figures and the quota for the School's maximum enrolment.

Any student who twice receives a failing grade in a course offered by the Business Department or in ECO 102, ECO 103, MAT 196 or MAT 197 will not be permitted to repeat the course again nor be eligible to transfer to other Business programs or add a Business minor, where such course is required. (See Double failure Regulations - Business programs). Please note that no credits will be awarded for MAT 190.

Faculties of Humanities, Natural Sciences and Mathematics

Students may normally transfer into a program in the Faculties of Humanities or Natural Sciences and Mathematics, or their departments, with a minimum cumulative average of at least 60% on all courses attempted at Bishop's.

Students with an average below 60% may be considered for registration in some courses in the proposed Faculty (Department) in order to allow them to show their potential for studies in that Faculty (Department). Such students will be classified as special full-time undergraduate (SFU) students.

Faculty of Natural Sciences and Mathematics

Students wishing to transfer into a program offered by the Faculty of Natural Sciences and Mathematics normally require a cumulative average of 65% on all courses attempted at Bishop's. Students whose average is below 65% may still register in courses offered in the Faculty, subject to the normal regulations regarding course registration in the University. Program transfers are not normally permitted in a student's first semester of studies at Bishop's.

Faculty of Social Sciences

Students may normally transfer into a program in the Faculty of Social Sciences or between programs within the Faculty provided they have a minimum cumulative average of 65% on at least 24 course credits completed at Bishop's or provided they have demonstrated an aptitude for the program by achieving an average of 65% in all program courses attempted (minimum of 12 credits). For the purpose of this regulation, the cumulative average and course averages used will be those existing at the time the program change request is made.

School of Education

A student must obtain the formal permission of the School of Education to transfer into any of the four B.Ed. programs (B.Ed. in Teaching and Learning at the Elementary Level; B.Ed. in Teaching and Learning at the Secondary Level (English, Mathematics, Science and Technology, and Social Sciences profiles); B.Ed. in Teaching and Learning of the Creative Arts (Drama, Fine Arts and

Music concentrations); B.Ed. in Teaching English as a Second Language). Students will be admitted to these programs at the discretion of the School of Education. A 75% cumulative average is required for transfer into programs in Education.

General Information

1. Students must normally have completed a minimum of one semester at the University before requesting a transfer.
2. In the event of an academic program change, the student must notify the Registrar's Office by completing and returning the correct form with the appropriate signatures. The Academic Calendar in effect at the time of the program change will determine the program requirements. Application for program change must be made on the appropriate form available at the Registrar's Office and be approved by the appropriate Dean and Departmental Chair.
3. Program changes may necessitate re-evaluation of minimums and total credit requirements. A completed program must include all required courses/labs of the selected Honours/ Major/Minor program(s) as described in the appropriate Academic Calendar and in the letter indicating credit requirement changes.
4. Students who are permitted to register as special full-time undergraduate (SFU, SPG or SPT) students may make such a registration for a maximum of two consecutive semesters.

   Such students must make a choice of, and be admitted to, an alternate degree program. See admissions section for details and deadlines. Students who fail to do so will not be permitted to register on a full-time basis in that semester.
5. The University realizes that there will be students who cannot continue their studies at Bishop's University as a result of their dismissal from one program and/or their ineligibility for transfer into any other program in the University.

EXAMINATIONS

Regular Examinations

1. Final examinations are held in December (for one-semester courses only) and in April. Other examinations may be held as required.
2. Every instructor shall, in consultation with the students concerned, determine the procedures by which the final course grade will be arrived at for each course in his or her charge. These procedures shall be filed in their respective Academic Dean within the first two weeks of the course. The appropriate documents are open for examination by any registered student after being filed in the Dean's Office.
3. Departmental Chairpersons, in consultation with other members of the department and the students involved, may be permitted to reschedule examinations in the courses offered by the department without having to obtain the written consent of all students registered in the courses, providing that 2/3 of the students agree and that the rescheduling would not introduce any further conflicts in the examination schedule.
4. Examinations (other than final examinations) and tests can only be set during the formal working hours of the University, namely Monday through Friday from 8:30 a.m. to 6:00 p.m. Evening classes, however, will be allowed to set examinations during their regular class time. Students shall not be required to miss classes in order to write a test, nor shall students be scheduled to write two tests at once. Should either of these two situations arise, the professors and students involved will take immediate steps to remedy the situation to the satisfaction of the students' Academic Dean. Tests outside of normal working hours, or in the case of evening classes outside of regular class time, will require signatures of all students registered in the course.
5. In-class quizzes and exams carried out during the last 14 calendar days of classes (as defined in the Academic Schedule) may not total more than 10% of the final grade, except in the case of laboratory or oral testing, presentations or summative / capstone projects.
6. Examinations in laboratory courses of 1 credit must take place on or before the last laboratory of the regular semester and will not be scheduled in the final examination period.
7. Students writing final examinations in the examination hall must present their Bishop's ID card to prove identity; otherwise the student may be barred from the examination hall.

Guidelines for Examination Invigilators

Identification: Students are required to identify themselves by displaying their Bishop's student card on their desk throughout the exam and by initialing their name on the class list.

Students may not enter the examination room after the first half-hour of the examination period. Students may not leave the examination room before one-half-hour has passed.

Authority: The invigilator has the authority to dismiss from the examination room any student without proper identification. The invigilator may ask a student to leave an examination if they have reasonable grounds to believe that a student is breaking or has broken or is attempting to break a University examination regulation, e.g. cheating, impersonation, improper use of examination materials or attempting to communicate with or convey information to other students in any way. The invigilator also has the authority to dismiss from the examination any student whose behaviour could cause a disturbance or could constitute a threat to the safety or security of others.

All such instances must be reported to the instructor of the course (if this is not the invigilator) and to the Dean of the Faculty to which the student belongs, using a form designed for this purpose and available from the Registrar's Office.

Instructions: At the start of the exam, the invigilator will refer to the Examination Regulations for Students (printed on the front of the examination books) and require the students to sign that they have understood them.

Presence: The invigilator must ensure that the examination room is not left unattended at any time during the examination. If possible, more than one invigilator should be present. If this is not possible, arrangements should be made for a regular check by a person able to conduct students to the washroom, convey messages, etc.

Illness or Emergency: If a student is unable to continue writing an examination due to severe stress or illness, the invigilator may allow the student to leave the examination room. The invigilator should make a note of the student's name and number and the circumstances and report these to the Dean of the Faculty to which the student belongs.

Disruption: In the event of an emergency evacuation during an examination, the invigilator will instruct students to close their examination books and leave all materials on the desk before leaving the building. If the alarm is of short duration, the examination can be continued; otherwise, students should be advised that the examination will be rescheduled. In the event of a power failure, students will close all materials but remain in the room until it is determined whether or not the examination can be continued. If the examination resumes, the examination period should be extended to compensate for the lost time.

In the event of a major disruption (for example fire, flood or a bomb threat), the examination would be terminated and rescheduled.

Invigilators may wish to carry a cell phone in case of emergency during the examination period.

Rereading of Submitted Work or Examinations

In cases where the rereading of sessional examinations, supplemental examinations or papers is requested, the following procedure will be followed:

1. Only individual course components constituting at least 25% of a final grade in a course can be reread.
2. Written application for the rereading of examinations shall be made to the Dean no later than one month after the beginning of the next regular semester of the University. Before an examination paper is reread by an external examiner, it must have been reread by the course instructor. Refer to the miscellaneous fees section for cost.
3. The appointment of the external examiner shall be approved by the Departmental Chairperson and the Dean. In the case where the Departmental Chairperson is the original examiner, then another departmental member shall be recruited for the appointment of the external examiner. Where the Dean is the original examiner, then the appointment of the external examiner shall be made by the Departmental Chairperson and one other member of the department.
4. The external examiner shall be provided with:
   a) all pertinent course materials, including objectives of the course, outline of topics, distribution of marks, texts, case materials, reading lists, etc.
   b) a copy of the examination paper or essay, without the grade assigned to individual questions, or to the paper as a whole, by the original marker.
5. The grade assigned by the external examiner, whether lower or higher than the original examiner's grade, shall be the grade recorded for that component of the course.

   If, as a result of the rereading of an examination, the student's grade is raised to at least a pass, the fees will be refunded by the University.

Supplemental Examinations

1. The right to sit for a supplemental examination will be granted only at the discretion of the instructor.
2. A course passed after a supplemental examination shall be recorded as 50% and a failing grade will be recorded as F.
3. In order to qualify to write a supplemental examination in any course, a student must obtain a final grade of at least 45% in that course, with the exception of science courses which require a final grade of at least 35%.
4. The supplemental examination shall be given not later than the last day of the semester immediately following the original examination.
5. The supplemental examination shall be arranged through the Registrar's Office, using the appropriate form, in consultation with the instructor.
6. Refer to the miscellaneous fees sections for cost.
7. The weight carried by a supplemental examination shall be that assigned to the final examination in that course as indicated in the course syllabus. ,
8. In all cases, application forms to attempt supplemental examinations must be completed and returned to the Registrar's Office, accompanied by the appropriate fee (see Fees, Miscellaneous) prior to the supplemental examination being written.
9. Supplemental examinations which would change the student's academic status (that is, from "must withdraw" to "on academic probation", or to remove "on academic probation" from the student's record) must be written by the Add/Drop deadline in order to change the status for that semester. Supplemental examinations written following that date will change the status for the following semester.

Deferred Grades/Deferred Examinations

1. A student may be granted the privilege of a deferred final grade for a course, either by writing a deferred examination or by satisfying other written or oral requirements for the determination of the course grade on a deferred basis. The onus is on the student to petition the appropriate Dean for granting of deferred status in any course.
2. Normally, deferred status shall be requested in advance of the scheduled examination or deadline for other course requirements. However, should this not be possible, there will be a ten-day time limit after the date of the scheduled examination or after the due date for the course requirement for notification in writing to the Dean by the student of a request for deferred status.

   Note: Faculty members do not have the responsibility of requesting deferred exams or deadlines on behalf of students, nor do they have the authority to grant such status.
3. With respect to the documents which are to form the grounds for the request for deferred status, there will be a time limit of 30 days after the date of the scheduled examination or the deadline for the course requirement for receipt by the Dean of the official documents. Grounds for deferral may include medical, compassionate or such other grounds as may be approved by the appropriate Dean. Where the request is based

on medical grounds, the documentation submitted from a physician or a hospital must include specific reasons to account for the absence of the student and indicate that the student was incapable of attempting the examination or other work on the date(s) in question. The onus is on the student to supply all of the necessary documentation to the Dean.

4. Deferred final grades shall normally be submitted within 30 days of the original deadline for the submission of grades for the course in question. The onus is on the student to contact the faculty member(s) to arrange for the completing of deferred exams or other course requirements. If no grade is received, a grade of "0" will be assigned to the course or course component in question. Final authority for the granting of deferred status, and any changes to this status, rests with the Dean.

General Regulations

1. Final responsibility for grades assigned to any course work or examination rests with the professor or instructor teaching the course.
2. Application for aegrotat standing: A student unable to attempt a final examination or some other requirement for a course, for a valid medical reason, may petition for credit in that course on the basis of satisfactory completion of the remaining course requirements. Such a petition must be accompanied by a statement from a physician and shall be ruled upon by the appropriate Dean.
3. Late submission of grades will not be accepted unless deferment has been granted on medical or compassionate grounds. Deferment or the correction of errors will be the only reason for change of grades.
4. A grade on a transcript shall not be changed after the last day of the semester immediately following the semester in which the grade was achieved.
5. A department may set a comprehensive examination in its Honours program at the end of the final semester.
6. Cases not covered by the above regulations may be referred by the student to the appropriate Dean.
7. Honours theses are to be evaluated according to a collegial principle. Specifically, a minimum of three members of a department, or two if the department has only two members, shall evaluate the thesis, their evaluations having equal weight.

Grading System for Undergraduate Studies

Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Bachelor of Education, Special Nondegree Status

Passing grade	50%–100%; P (pass)
Failing grade	0%–49%; F (failure)
80%–100%	(equivalent to A)
70%–79%	(equivalent to B)
60%–69%	(equivalent to C)
50%–59%	(equivalent to D)

The notation "Academic Honour Roll" appears on the transcript of a full-time student who maintains an average of 80–100% for the complete academic year (Fall, Winter Semesters). Exception: B.Ed. students are not awarded this designation.

Independent Study Courses

In addition to conventional lecture and seminar courses in which study is directed mainly on a group basis, some departments offer Independent Study courses which employ individual tutorials as a format. These courses provide opportunities for responsible students of proven overall academic ability to pursue topics in which they have a special interest, in an area for which they have demonstrated aptitude, through independent reading or research. Independent Study courses are listed by subject, in numerical order with other courses. Admission is at the discretion of the instructors, Departmental Chairpersons and Deans. The usual course registration form or Add/Drop form is used to register for Independent Study courses and must be submitted to the Registrar's Office by the appropriate deadline dates.

Guidelines on Independent Study Courses

1. Independent Study courses may normally be taken only by Majors and Honours students in the area of their program. Minors students may be permitted to follow such a course only if it is required to complete the Minor program. Exceptions may be made with the permission of the Dean concerned.
2. Independent study implies adequate direct supervision by a faculty member during one of the regular sessions, i.e. Fall, Winter or Summer session. The faculty member should not be on leave of any kind.
3. Independent Study courses will be under the general supervision of departments rather than individual professors, and the departments must agree to proposed programs of study, marking schemes and grades awarded.

ACADEMIC STANDING

Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Bachelor of Education, Special Students

Formal written notification from the Academic Standing Committee or the Registrar is the only valid statement of a student's academic standing. Opinions expressed by or information provided by individuals are not binding unless confirmed in writing by the Committee or the Registrar.

Inquiries related to matters concerning academic standing should be directed to the Registrar.

Maintenance of Good Academic Standing, Probation, and Must Withdraw Status

1. Full-time students who have attempted at least 24 credits must maintain a minimum cumulative average of 55% calculated at the end of each Fall and Winter semester in order to remain in good academic standing.

   (See sections on Williams School of Business and School of Education for additional requirements of these programs.)

Students who do not achieve this standard are subject to the following regulations.

1. Full-time, part-time and SPU students failing to achieve a 50% average will be required to withdraw from the University for 12 months

   Note: A student may be required to withdraw without first being placed on probation if their academic performance requires it.
2. Students with averages between 50% and 54.9% will be placed on academic probation.
   a. Full-time students:
      i. Will be required to raise their cumulative average to 55% by the end of the next two regular semesters in which they are registered. (Spring semesters are not counted.)
      ii. May not be registered in more than 15 credits, not including lab credits, per semester. Both ESL courses and EWP 099 are included in the credit count.
   b. Part-time degree and SPU students:
      i. Will be required to raise their cumulative average to 55% over the next 9 credits attempted.
      ii. May not register in more than 9 credits, not including lab credits, until probation has been removed. Both ESL courses and EWP 099 are included in the credit count.
3. Students on probation who fail to achieve the 55% in the specified time period will be required to withdraw from the University for 12 months.
4. "Academic probation" and/or "must withdraw for academic reasons" will be recorded on the transcript of the students concerned.

Students who have been required to withdraw from the University for academic standing reasons are subject to the following regulations:

1. Students who have been required to withdraw from the University may not register for any course(s) at the University or complete courses elsewhere on a letter of permission for a minimum period of 12 months.
2. Students who have been required to withdraw may apply for re-admission to the University.
   a. Re-admission requests must be submitted according to the published application deadlines (see Applying to Bishop's University)
   b. Students should contact the Admissions Office for information on the re-admission application process.
   c. Students who are accepted back into the University will be re-admitted on academic probation.

Academic Standing Appeals

1. The above regulations are implemented by the Academic Deans and the Academic Standing Committee and administered by the Registrar and Director of Admissions..
2. Decisions of the Academic Deans on academic probation, withdrawal from the University and subsequent readmission are binding.
3. A student may request the Academic Standing Committee to reconsider an unfavourable decision, but such a request does not necessarily constitute a basis for provisional readmission. Only one request for reconsideration of a Dean's decision will be heard by the Committee in each case.
4. Students wishing to request reconsideration should contact the Admissions Office for additional information on the process.
5. Appeal documentation must be submitted to the Committee by the date indicated on their written notice of academic standing.

General Information

1. The specific regulations regarding maintenance of good standing in the programs of the Williams School of Business and the School of Education are in effect in addition to the regulations above and following, where applicable (see Business or Education).
2. The cumulative average is calculated using all courses attempted at Bishop's, including those in which a grade of "0" is received, with the exception of extra degree credit, and extra degree credit ESL courses and courses from which students have withdrawn with permission. The courses are weighted according to their credit value.
3. Courses completed elsewhere are not included in the calculation of Bishop's University's cumulative average (see Credit for Studies Completed Elsewhere).
4. Should a student repeat a course at Bishop's in which a grade has already been received, the grade awarded in the second registration will be used in the calculation of the cumulative average and credits awarded, regardless of whether it is the higher or lower grade. Repeated courses will not affect academic standing, which is based on academic performance in a particular academic year.
5. Students with a failing cumulative average (i.e. below 50%) will not be eligible to graduate from the University (see Additional Graduation Requirement in Business Administration).
6. Students who have been asked to withdraw may not normally register for any course(s) at the University or complete courses elsewhere on a letter of permission.
7. Applications for readmission must be submitted in writing to the Admissions Office. Students who are readmitted will be admitted on probation.

8. A full-time student on academic probation may not be registered in more than 15 credits, not including lab credits, per semester. A part-time student on academic probation may not register in more than 9 credits, not including lab credits, until probation has been removed. ESL courses are included in the credit count.
9. "Academic probation" and "must withdraw for academic reasons" will be recorded on the transcript of the students concerned.
10. Formal written notification from the Academic Standing Committee or the Registar and Director of Admissions the only valid statement of a student's academic standing. Opinions expressed by or information provided by individuals are not binding unless confirmed in writing by the Committee or the Registrar.
11. In cases of alleged procedural errors, incorrect information or discrimination, an appeal may be made to the Student Appeals Committee.
12. Inquiries regarding any of the above should be addressed to the Registrar's Office.

Regulations for Graduate Studies in Education

The Degree of Master of Education or Master of Arts

To qualify for the degree of Master of Education or Master of Arts in Education, a candidate must be a graduate of this or another approved university and must complete 45 credits of graduate-level work in Education.

Courses leading to these programs are offered year round, on the Bishop's campus, possibly at off campus locations, via technology, or online.

General Academic Regulations

1. Applicants may be admitted to one of the following: the Master of Arts in Education or the Master of Education program.
2. M.Ed./M.A. students who receive a grade lower than 70% have failed the course and are not permitted to continue in the program without formal permission of the School of Education's Admissions Committee.
3. Students enrolled in either the M.Ed. or the M.A. who have not registered for any course during a period of more than 24 months are deemed to have withdrawn. They may reapply for admission to the program, subject to the same procedures and conditions as new applicants.
4. Full-time status for graduate level studies is defined to be 9 credits or more.

Transfer Credit

A candidate for the Master of Arts in Education or the Master of Education degree may, with the permission of the Dean of the School of Education, complete up to three appropriate courses (9 graduate-level credits) at another recognized institution. Candidates should obtain prior approval for such courses. Such courses may not be used to meet the requirements of core courses or projects, monographs, or theses.

Regulations for Graduate Studies in Science

The Faculty of Natural Sciences and Mathematics of Bishop's University offers a Master of Science degree (M.Sc.) program in the Departments of Computer Science and Physics. See Graduate Programs on pages 225 to 240 for more information.

Admission

1. Completed applications will be forwarded to the appropriate department for evaluation. Recommendations for admission to a degree program are made by the department to the Dean. Final approval for admission is made by the Dean.
2. Advanced courses of instruction leading to the Master of Science degree are open to graduates of any university of recognized standing who have obtained at least a Bachelor's degree with Honours with a "B" grade or its equivalent. An applicant who has followed a combined program must have obtained at least a "B" average or equivalent in the subject of the Masters degree.
3. Applicants who do not satisfy these requirements may, with the permission of the department concerned and the Dean, be admitted to a qualifying semester(s) or year to bring their standing up to that of an Honours B.Sc. degree.
4. Admission to graduate courses does not in itself imply candidacy for a graduate degree.
5. All information is processed through the Admissions Office.
6. These regulations for admission are minimum requirements. Additional requirements may be specified by departments, with the approval of the Faculty.

General Regulations

1. Apart from any qualifying semesters, the minimum period of registration for the M.Sc. shall be one academic year of full-time study, including research, or its equivalent in part-time study. This requirement must be met regardless of the amount of graduate work previously completed in any other program or at any other university.
2. The maximum time allowed for the fulfillment of the requirements for graduation shall normally be four years in the case of full–time students, excluding any qualifying or inactive semesters. For part-time students the course-work required for qualifying semesters (if any) and the regular credit requirements of the program must be completed at the rate of no fewer than 6 credits per year.
3. Students may choose to leave the program temporarily for one semester, but only with permission of their supervisor; these students shall be considered inactive for that semester. Such a one-semester leave of absence from the program will not normally be allowed more than twice.
4. Students must obtain a minimum of 65% in each required course. Courses may not be repeated more than once.
5. Each degree candidate will be assigned, by the department in which the thesis is to be submitted, to a supervisor who shall be a faculty member of the department and who will be responsible for advising the candidate and directing his/

her research. Co-supervisors may also be assigned with the department's approval.

6. The course of study will be arranged by the supervisor. The subject of the thesis also requires approval by the supervisor.
7. The responsibilities of the students include: informing themselves of program requirements and deadlines, working within these deadlines, communicating regularly with their supervisors; and submitting annual progress reports to their supervisors and the Faculty.
8. Students may receive financial support from the University in the form of research assistantships, undergraduate marking, tutoring and/or laboratory demonstrating duties. Such support requires approval in writing from both the department and the Dean. Duties and remuneration will be clearly stated and in no case shall duties exceed ten hours per week on average.
9. All students in graduate courses or degree programs enjoy the protection of the University's policy and procedures on academic review and appeal (see pp. 21–24 of the University Calendar) and on research ethics (see the Vice-Principal Academic and Research Office for documentation).
10. A passing grade is 65% or better or "P" for pass. A grade less than 65% or "F" is a failure.
11. Full-time status for graduate level studies is defined to be 9 credits or more.

Supervision

1. It is the responsibility of the supervisor to monitor the progress of students throughout the graduate program, to ensure that all conditions of admission and requirements are fulfilled, to provide students with information on their program, and to advise them how to resolve problems which may arise during their program.
2. Thesis supervisors must be tenured or tenure-stream faculty or adjunct faculty. Sessional and contract faculty may co-supervise students with the department's approval. Emeritus Professors may co-supervise. In all cases, the department must ensure continuity of appropriate supervision of their graduate students.
3. Problems that cannot be resolved by discussion between the student and the supervisor shall be referred to the Dean.
4. Information concerning sources of financial support and policies on obtaining same should be sought from the Dean.
5. Students must receive guidance and constructive criticism concerning their progress on a regular basis through the program, including regular meetings and/or e-mail communication with supervisors, attendance at research seminars, and appropriate responses to the student's annual progress report.
6. By April 15 of each year, M.Sc. candidates must submit to their supervisors a progress report covering both courses and research programs. This report must include the candidate's name, program and semester, a list of courses completed and their grades, a list of courses in which the candidate is registered, and a list of courses yet to be taken. A statement concerning the research work must include the title of the thesis (or if this has not yet been decided, a general title of the project), a short outline of the work to its present state, including the amount of work done and the significant findings of the research, plus a statement of the work proposed for the future and a realistic estimate of the time required for its completion.
7. The supervisor will evaluate the annual progress report and grant a grade of "satisfactory" or "unsatisfactory". Copies of this graded report will go to the department concerned and to the Faculty. The department may compel a student to withdraw from the M.Sc. degree program in the event of an "unsatisfactory" grade on an annual progress report. Students have the right to have this decision reviewed, first by the Dean and then by the Academic Review Committee.

Thesis Regulations

1. All M.Sc. students must make a satisfactory oral presentation and defense of their thesis before graduating. Three copies of the thesis of a degree candidate must be submitted, with the approval of the supervisor, to the Faculty at least two months in advance of the marks deadline of the semester in which it is to be defended.
2. The three copies of the thesis delivered to the Faculty must be accompanied by a letter from the supervisor informing the Faculty of the names of the two persons who have consented to act as examiners of the thesis (see Regulation 3). The secretary of the Faculty shall forward one copy of the candidate's thesis to each examiner with an appropriate covering letter.
3. The thesis shall be orally presented and defended before two examiners other than the supervisor, one of whom shall be an external examiner who is a specialist in the candidate's field of interest. The examiners shall be selected by the supervisor and department concerned, subject to the approval of the Dean. A thesis will be accepted only following approval of its defense by both examiners. A thesis may be returned to the candidate for revision on the advice of one or both examiners and subsequently re-defended (once only).
4. After the thesis has been defended and accepted, at least three copies shall be properly bound by the University at the candidate's expense, one for deposit in the Library, one for the retention of the department concerned and one for the supervisor. At the request of the candidate, a fourth copy maybe bound for his/her personal use.
5. Advice concerning the preparation and presentation of theses is to be provided by the supervisor and department concerned.
6. It is the responsibility of a supervisor to uphold and to transmit to students the highest professional standards of research and scholarship in the preparation of theses; to provide guidance in all phases of the student's research; to meet with their students regularly; to provide prompt feedback on submitted work, including drafts of the thesis; and to clarify expectations regarding collaborative work, authorship, publication and conference presentations which may result from the student's research.

Programs and Courses

Scheduling of Courses

The regular hours of the University are Monday to Friday, with classes commencing between 8:30 a.m. and 4:30 p.m. inclusive. Evening courses may begin after 4:30 p.m. Some classes may be offered on Saturdays. A 3-credit course will normally have a minimum of 36 contact hours. Online course delivery or individual and group activity online may be included in these 36 contact hours.

Before any course in the Calendar may be scheduled outside these hours, approval must be obtained from the appropriate Dean.

Course Numbering System

1. A Fall Semester course bears the letter "a". A Winter course bears the letter "b". A one-semester course that may be given in any semester bears the letters "ab". A two-semester course bears no letter and is to be completed during the Fall and Winter Semesters.
2. Undergraduate courses:
   (a) Course numbers starting with "0" are usually those taken in the first year of a four-year program, though they may be taken as additional credits in a three-year program.
   (b) Courses numbered from 100 to 199 are normally first-year courses.
   (c) Courses numbered from 200 to 299 are normally second-year courses.
   (d) Courses numbered from 300 to 399 are normally third-year courses.
   (e) Courses numbered from 400 to 499 are Honours courses or courses in the Bachelor of Education.
3. Graduate courses: courses numbered from 500 to 799.
4. All the courses listed in this Calendar are not necessarily offered every year. Please consult the Timetable for a list of offerings each semester.

Credits and Hours Code

With reference to the credit requirements, it may be noted that (normally) 1 credit is awarded for a one-semester lab course, 2 credits for a two-semester lab or Music ensemble course, 3 credits for a one-semester lecture course, 4 credits for a two-semester practical Music course, 6 credits for a two-semester lecture course, and 6 or more for a thesis.

Information as to the credit value and hours of scheduled class activities for each course is contained in a three number code which follows the title. The first number in the code is the credit value of the course; the second number is the hours per week of lectures, tutorials and seminars; and the third number is the hours per week of laboratory work and other scheduled class activities. For example, the code 3-2-3 indicates 3 credits; two hours per week of lectures, tutorials or seminars; and three hours per week of laboratory work or other scheduled class activities. Additional information on the format of presentation of a course may be contained in the description of the course.

Please note that the credit requirement given for a program is the minimum and does not include lab credits. Students are advised to consult their letter of admission for the credit requirements specific to their program.

Definitions

Audit: With the permission of the instructor, a student may participate in class discussions and activities, but not write the examinations or receive credit for a course. Audit courses must be part of the student's formal registration and are subject to the normal fee structure of the University (i.e. are charged in the same manner as credit courses).

Cognate: A course offered by a department other than that in which a Major has been declared, but which is accepted by the Major department as part of the degree requirements.

Corequisite: A course in which a student must be registered concurrently (at the same time) in order to receive credit in the desired course.

Cumulative average: Average calculated on all courses attempted at Bishop's in which a numerical grade has been received (including "0"s) with the exception of extra degree credit ESL courses. However, should a student repeat a course in which a grade has already been received, the grade awarded in the second registration will be used in the calculation of the cumulative average regardless of whether it is the higher or lower grade. (Repeated courses will not affect academic standing.)

Elective: A course taken in a degree program which is not applicable to the Honours/Major requirements, but which counts towards the total requirements for the degree; an optional course.

Exemption: A student may be exempted from an introductory course at the University when comparable non-university course work has been completed elsewhere. No credit will be granted towards their Bishop's degree for the exemption. The exempted course must be replaced by a Bishop's course of equal credit.

Honours: An Honours program requires a high level of concentration in one area of study, normally about half of the total courses taken for a degree. Students in Honours programs must demonstrate a high level of academic achievement, and a thesis is often required.

Major: A Major in any subject consists of slightly fewer than half of the total courses taken for a degree (normally about 48 credits excluding labs).

Minor: A Minor in any subject consists of about one third of the total courses taken for a degree (normally 24 or 30 credits, excluding labs).

Prerequisite:

a. A course which must be successfully completed prior to registration for credit in the desired course (e.g., MAT210 is a prerequisite for MAT211).

b. A course which is required by a particular department, and which should be completed in the first 30 credits at Bishop's (e.g. PSY101 is a required prerequisite for the Psychology Major). These are listed in the program requirements prior to the course descriptions of each department.

Transfer Credit: A student transferring to Bishop's from another university may be eligible for advance credit, to be granted on admission, for their work completed on presentation of official transcripts and course descriptions for evaluation. Credits awarded are subject to further review should the student change programs.

English Writing Proficiency (EWP)

ALL STUDENTS WHO ENTERED BACHELOR DEGREE PROGRAMS AT BISHOP'S UNIVERSITY PRIOR TO FALL 2020 MUST SATISFY THE ENGLISH WRITING PROFICIENCY REQUIREMENT *(FOR EXEMPTIONS, SEE BELOW)*. FOR DETAILS, SEE *https://www.ubishops.ca/writing-centre/*

English Writing Proficiency (EWP) Requirement

Students who entered Bishop's University prior to Fall 2020 must satisfy the EWP requirement. Students who entered Bishop's University Fall 2020 and onwards do not need to satisfy the EWP requirement.

1. The requirement is satisfied by passing the English Writing Proficiency course EWP115, described below.
2. The EWP Requirement must be satisfied within the first 45 credits of a student's program.
3. RESTRICT STATUS: Students who have more than 45 credits and who have not satisfied the EWP requirement are placed on RESTRICT STATUS.
4. Students on EWP Restrict Status will be restricted to registering in only 12 credits per semester and are required to register in the course EWP 115.

Exemptions from the EWP Requirement

The following students do not have to satisfy the EWP requirement:

1. Students who began their studies in Fall 2020 and onwards
2. Students who have completed an undergraduate or graduate degree at an institution where the language of instruction is English
3. Students in certificate programs (undergraduate and graduate), graduate programs, micro programs, and special interest students (SPV, SPU)

EWP 115 – English Grammar in Context

EWP115 is a writing intensive course for students who need to reach competency in fundamental academic writing skills that are transferable across disciplines. In an active learning setting, students will review grammatical and structural concepts in the context of a variety of writing genres including descriptive and narrative paragraphs, process analyses, compare and contrast texts, and persuasive essays (i.e. argumentation). The recursive nature of writing will be emphasized. Passing EWP 115 will satisfy the EWP graduation requirement for those who entered before September 2020.

UNIVERSITY-WIDE EXPERIENTIAL LEARNING COURSES

The University is committed to providing interested students with opportunities to take part in experiential learning projects. Funds are made available each year through the Bishop's Experiential and Service Term (BEST) competition and through the Experiential Learning Committee. Many departments have courses specifically designed to offer experiential learning, and most have Independent Studies courses that can be structured so as to be experiential. Note that as is always the case with experiential learning, the explicit support and supervision of a Faculty member is necessary for the course to take place.

ELP 300 Experiential Learning Internship/Placement 3-1-10
Linked to the student's academic program, the student will be involved in an experiential learning activity (on his/her own or as part of a team) that will normally involve an internship/placement in an organization for 12-15 weeks approved by the Experiential Learning Committee of Senate and the internship/placement supervisor. Course work for the course will involve the preparation of an activity plan including goals, the work itself and a critical analysis on what was learned and/or accomplished during the internship/placement.

ELL 200 Experiential Learning Lab 1-0-3
Linked to the curriculum of a regular course, the student will be involved in an experiential learning activity (on his/her own or as part of a team) in an organization that will normally involve 30 hours of official activity approved by the professor of the regular course. Such activity will be in addition to the work accomplished in the regular course to which the lab is affiliated. Course work for the lab will involve the preparation of an activity plan including goals, the work itself and a critical analysis on what was learned and/or accomplished during the activity.
Prerequisite: approval of instructor

LED100 Liberal Education 3-3-0
This course introduces first-year students to a range of competencies essential to liberal education. This is accomplished by means of explicitly interdisciplinary study of a single unifying theme (examples: ultimate origins, money, envy, the power of numbers, the 1930s, etc.). The course is team taught by members of the faculty from the Humanities, Natural Sciences and Mathematics, Social Sciences, the Williams School of Business, and the School of Education. Classroom work is divided between lectures and breakout seminar discussion.

SLP 399 Situated Learning and Praxis 3-1-10
Under professor supervision, the intention of this course is to foster learning through collaborative critical thinking, creativity, and entrepreneurship among the students from various disciplines and members of a local community in Malawi. Students are prepared in the winter semester to engage in situated learning in rural Malawi for a period of five to six weeks during the spring session. The result of the experience is meant to encourage students and local community members to creatively expand their own borders of learning and area of studies through a spirit of reciprocal participation and dialogue.

UNI 101 Creating a Foundation for Success in University Career 3-3-0
This course is for first-year students wishing to establish a firm foundation for successful learning during their university and post-university careers. Students will be introduced to the Liberal Education competencies on which their other courses will build. These include oral communication, written communication, quantitative reasoning, critical thinking, problem solving, information literacy, creative and adaptive thinking, social and cultural literacy, social confidence and interpersonal competence, capacity for civic engagement, and knowledge of environmental, economic and social sustainability.
Concretely, students learn a variety of personal, informational, and metacognitive skills that are necessary to succeed, as well as strategies to avoid the pitfalls that can take them off track. Improved resilience, life balance, growth mindset, and self-awareness are some of the benefits students can expect.

UNI 199- University-wide special topics course 3-3-0
This course provides an open code for creating a special 100-level course related to a relevant topic within any discipline offered at Bishop's University.

UNI 299- University-wide special topics course 3-3-0
This course provides an open code for creating a special 200-level course related to a relevant topic within any discipline offered at Bishop's University. Pre-requisite: permission from the Instructor or at least one 100 level course.

UNI 399- University-wide special topics course 3-3-0
This course provides an open code for creating a special 300-level course related to a relevant topic within any discipline offered at Bishop's University. Pre-requisite: permission from the Instructor or at least one 200 level course.

UNI 499- University-wide special topics course 3-3-0
This course provides an open code for creating a special 400-level course related to a relevant topic within any discipline offered at Bishop's University. Pre-requisite: permission from the Instructor or at least one 300 level course.

Williams School of Business

Dean

Margaret BK Shepherd
B.A. (Université Laval), M.A. (Royal Military College of Canada), D.B.A. (Walden University);
Professor

Staff

Jiayi Gu, B.A.
Administrative Assistant to the Dean

Berenice Rodriguez, B.B.A.
M.A. (in progress)
Academic Advisor

Sandrine Hébert, B.A.
Experiential Learning Coordinator

Emilie Gauthier, B.A.
Co-op Advisor

Han Zhang, M.Sc.
Accreditation Coordinator

Faculty

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Associate Professor

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Lecturer

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Assistant Professor

Robert Palmer,
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Francine Turmel,
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Professor

Calin Valsan,
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Professor

Yanan Wang,
B.A. (Renmin), M.Phil. (Lingnan), Ph.D. (McGill);
Associate Professor

Programs Overview

The Williams School of Business at Bishop's University is dedicated to providing a high-quality undergraduate business education within the liberal education tradition of the University. Students may work towards one of two undergraduate degrees: a Bachelor of Business Administration (B.B.A.) or a Bachelor of Arts (B.A.) Business Major. The B.A. Business Major is ideal for those who wish to combine their business studies with a different subject. The B.B.A. offers the most in-depth approach to business studies. B.B.A. students can also choose among seven concentrations and among six minors to develop complementary knowledge and competencies.

B.B.A. Concentrations:

- Accounting
- Business Technology and Analytics
- Entrepreneurship
- Finance
- Human Resources
- Management
- Marketing

Minors:

- Business Administration
  (available only to Non-Business students)
- Business Technology and Analytics
- Entrepreneurship
- Finance
- Human Resources
- International Business
- Marketing

Joint Programs

Joint programs with other programs at Bishop's University include Majors in Arts Administration, Information Technology and Sports Studies.

Certificate in Business Administration

A certificate in Business Administration (30 credits) is also available. We pride ourselves on having an experiential learning focus within the Williams School of Business whereby each course aims at providing real-life assignments that enable students to build practical competencies and enrich their curriculum vitae.

International Awareness

The Williams School of Business also encourages students to develop an international awareness of different business practices and cultures. Students have the opportunity to participate in an exchange program that allows them to study abroad for up to one year at any partner university in over 50 countries worldwide.

An international component is also reflected in most of our courses, in our international student exchange program, workshops, conferences, case competitions and faculty involvement in international research projects. The Williams School of Business is accredited with the Network of International Business Schools (NIBS).

Co-operative Education

The Williams School of Business offers a Co-operative Education Program. It combines a student's academic program with integrated work experiences through work terms and regular academic sessions. The work terms are designed to present the students with the opportunity to blend theory and practice and to gain relevant work experience.

Experiential Learning

The courses and programs described in the following pages are designed to prepare our graduates for full and enriched participation in their chosen profession or graduate school.

Applying to All Business Programs

Enrolment in the Williams School of Business is limited. Students must normally have a minimum R-Score of 24 from CEGEP and 80% from high school to be considered for admission to these programs.

To enter a Business program, CEGEP graduates must have a Quebec collegial diploma (D.E.C.). Upon admission, they will receive 30 advanced credits in electives, leaving 90 credits to complete at Bishop's University. Therefore, it makes it possible to complete any of our Business programs in three years. CEGEP graduates from specific DEC-BAC programs may be eligible for additional advanced credits in our B.B.A. program if they meet the required R-Score average criteria. Please visit our website at ubishops.ca/DEC-BAC-agreements for more information.

High School students entering the B.B.A. or B.A. Business Major programs who do not have one of the following mathematics courses will be required to take an additional mathematics course (MAT 190) outside of their degree requirements before being able to enroll in other business core courses and in MAT 196 (if required by their program): BC/YT: Pre-Calculus 12, AB/NT/NU: Math 30-1, SK: Pre-Calculus 30 or Calculus 30, MB: Pre-Calculus 40, ON: Advanced Functions 4U or Calculus & Vectors 4U, NB: Pre-Calculus or Calculus, NS: Pre-Calculus 12 or Calculus 12, PEI: Math 621B or higher, NL: Math 3200 or Math 3201 or Math 3208.

International students will have their files evaluated on a case-by-case basis for advanced credits and exemptions.

Any students applying to any B.B.A. concentration can complete any required mathematics courses while at Bishop's University. There are no mathematics courses prerequisites to apply to any programs in the Williams School of Business. Students who have completed Mathematics 201-NYC (201-105) and 201-NYA (201-103) in CEGEP or the equivalent will receive an exemption for MAT 196 and MAT 191. Additionally, students having completed the Microeconomics and Macroeconomics courses in CEGEP with grade of at least 75% will be exempted from taking ECO 102 Principles of Economics: Microeconomics and ECO 103 Principles of Economics: Macroeconomics. Exempted courses will have to be replaced with any elective courses (Business or Non-Business), if required by the selected program.

Business Programs

	BA	BBA						
MAJOR/ CONCENTRATIONS	**Business**	**Accounting**	**Business Technology and Analytics**	**Entrepre-neurship**	**Finance**	**Human Resources**	**Management**	**Marketing**
Core	42	42	42	42	42	42	42	42
Required	0	39	21	21	21	21	21	21
Optional	18	3	21[3]	21[3]	21[3]	21[3]	21[3]	21[3]
Electives[1]	60[2]	36	36	36	36	36	36	36
TOTAL	**120**	**120**	**120**	**120**	**120**	**120**	**120**	**120**
MINORS	**Business Admin.[4]**		**Business Technology and Analytics**	**Entrepre-neurship**	**Finance**	**Human Resources**	**International Business**	**Marketing**
Core	15		9	6	12	9	12	6
Required	0		9	12	9	9	9	9
Optional	9		6	6	3	6	3	9
TOTAL	**24[3]**		**24[3]**	**24[3]**	**24[3]**	**24[3]**	**24[3]**	**24[3]**
CERTIFICATE	**Business Admin.**							
Core	18							
Optional	12							
TOTAL[4]	**30**							

[1] Includes Co-op courses (BMG 391, BMG 392 and BMG 393) and Honours.

[2] The electives that are part of the B.A. Business Major are comprised of at least 42 but no more than 60 Non-Business electives, leavin g the possibility of a maximum of 18 Business elective credits.

[3] No more than two cognate courses (6 credits) may be counted as part of the optional courses in each concentration and in the total number of credits for each minor.

[4] The Minor in Business Administration is only available to Non-Business students.

WSB PROGRAMS STRUCTURE

- The B.A. Business Major and B.B.A. programs are both 120 credits and all Minors are 24 credits.
- The B.A. Business Major program is comprised of up to 78 but not less than 60 Business credits and at least 42 but no more than 60 Non-Business electives.
- The B.B.A. program is comprised of: 87 Business credits and 33 electives.

1) B.A. BUSINESS MAJOR (120 credits) MAJBSS

For the business-minded student pursuing a well-diversified liberal education, who wishes to complement a traditional business degree with a major in another discipline.

45 core credits + 0 required credit + 18 optional credits + 57 (at least 42 must be Non-Business) elective credits = 120 credits

Core - 45 credits

BAC 121	**Introduction to Financial Accounting I**
BAC 221	**Introduction to Management Accounting** *(Prerequisite: BAC 121)*
BCS 220	**Management of Information Systems** *(Prerequisite: BMG 100)*
BFN 200	**Introduction to Finance** *(Prerequisites: BAC 121, BMA 140 and ECO 103)*
BHR 221	**Organizational Behaviour** *(Prerequisite: BMG 100)*
BHR 224	**Human Resource Management** *(Prerequisite: BHR 221)*
BMA 140	**Statistical Analysis for Business Decisions I** *(Prerequisite: MAT 190)*
BMG 100	**Understanding Business & Society** *(Corequisite: ILT 100 unless advanced credits received for it)*
BMG 215	**Introduction to International Business** *(Prerequisites: BMG 100 and BMK 211)*
BMG 221	**Business Law & Ethics**
BMG 311	**Business Policy and Strategic Management** *(Prerequisites: All other Required Core courses. BMS 231 may be taken concurrently.) Note: Permission of the Departmental Chair is required for non B.B.A. or non B.A. Major Business students, including exchange students.)*
BMK 211	**Marketing Management**
BMS 231	**Operations Management** *(Prerequisite: BMA 140)*
ECO 102	**Principles of Economics: Microeconomics**
ECO 103	**Principles of Economics: Macroeconomics**
ILT 100	**Information Literacy and Critical Thinking** *(lab) **

** Mandatory 1-credit lab course for all B.A. Business Major and B.B.A. students. This lab course cannot be used as a lecture course credit.*

Optional - 18 credits

ANY BUSINESS COURSE

Required – 0 credit

n/a

2) B.B.A. (120 credits)

Within the B.B.A. program, the Williams School of Business offers concentration streams in a variety of Business disciplines. Students should consult with the Academic Advisor for course selection advice.

a. B.B.A. ACCOUNTING CONCENTRATION

CONACC

For the business-minded student who takes a focused approach, by acquiring advanced skills and competencies in the area of Accounting.

Knowledge of accounting is fundamental to all disciplines in business. The skills acquired in the program prepare students for positions of leadership in organizations spanning all sectors of the economy including, senior management, strategic government positions, consulting, teaching, auditing and finance. At the Williams School of Business, this stream is accredited by the Order of Certified Professional Accountants of Quebec.

45 core credits + 39 required credits + 3 optional credits + 33 elective credits = 120 credits

Core - 45 credits

BAC 121	**Introduction to Financial Accounting I**
BAC 221	**Introduction to Management Accounting** *(Prerequisite: BAC 121)*
BCS 220	**Management of Information Systems** *(Prerequisite: BMG 100)*
BFN 200	**Introduction to Finance** *(Prerequisites: BAC 121, BMA 140, and ECO 103)*
BHR 221	**Organizational Behaviour** *(Prerequisite: BMG 100)*
BHR 224	**Human Resource Management** *(Prerequisite: BHR 221)*
BMA 140	**Statistical Analysis for Business Decisions I** *(Prerequisite: MAT 190)*
BMG 100	**Understanding Business & Society** *(Corequisite: ILT 100 unless advanced credits received for it)*
BMG 215	**Introduction to International Business** *(Prerequisites: BMG 100 and BMK 211)*
BMG 221	**Business Law & Ethics**
BMG 311	**Business Policy and Strategic Management** *(Prerequisites: All other Required Core courses. BMS 231 may be taken concurrently. Note: Permission of the Departmental Chair is required for non B.B.A. or non B.A. Major Business students, including exchange students.)*
BMK 211	**Marketing Management**
BMS 231	**Operations Management** *(Prerequisite: BMA 140)*
ECO 102	**Principles of Economics: Microeconomics**
ECO 103	**Principles of Economics: Macroeconomics**
ILT 100	**Information Literacy and Critical Thinking** *(lab)* *

** Mandatory 1-credit lab course for all B.A. Major Business and B.B.A. students. This lab course cannot be used as a lecture course credit.*

Required - 39 credits

MAT 196	**Finite Mathematics for Business Students** *(Prerequisite: MAT 190 or equivalent or permission of instructor.)*
BAC 122	**Introduction to Financial Accounting II** *(Prerequisite: BAC121)*
BAC 211	**Intermediate Financial Accounting I** *(Prerequisite: BAC 122)*
BAC 212	**Intermediate Financial Accounting II** *(Prerequisite: BAC 211)*
BAC 311	**Advanced Financial Accounting** *(Prerequisite: BAC 212)*
BAC 312	**Intermediate Managerial Accounting** *(Prerequisites: BAC 211 and BAC 221)*
BAC 322	**Management Control** *(Prerequisite: BAC 312)*
BAC 331	**Taxation I** *(Prerequisite: BAC 122)*
BAC 332	**Taxation II** *(Prerequisite: BAC 331)*
BAC 340	**Auditing Systems and Control** *(Prerequisite: BAC 122)*
BAC 341	**Auditing: The Process** *(Prerequisites: BAC 212 and BAC 340)*
BFN 203	**Corporate Finance** *(Prerequisite: BFN 200)*
BMA 141	**Statistical Analysis for Business Decisions II** *(Prerequisite: BMA 140)*

Optional - 3 credits

ANY BUSINESS COURSE

BMG 391	**Co-operative Education Placement I** *(Prerequisite: BMG 191)*
BMG 392	**Co-operative Education Placement II** *(Prerequisite: BMG 391)*
BMG 393	**Co-operative Education Placement III** *(Prerequisite; BMG 392)*
MAT 191	**Calculus I** *(Prerequisite: MAT 196 or equivalent or permission of instructor)*

Please note:

Students who were advanced at least 30 credits are advised to take BAC 121 in their first semester, BAC 122 in their second semester, BAC 211 and BAC 331 commencing their 2nd year.

Students having been advanced additional credits are encouraged to consult with the Academic Advisor as soon as they have accepted their offer of admission.

Students contemplating an accounting designation are advised to consult with the Departmental Chair and the respective associations (territorial, provincial, national or outside Canada) for the specific details of the requirements. Additional courses in a graduate program are required for the CPA designation.

b. B.B.A. BUSINESS TECHNOLOGY AND ANALYTICS CONCENTRATION CONBTA

For the business-minded student who takes a focused approach by acquiring advanced skills and competencies in the area of Business Technology and Analytics.

Organizations increasingly rely on data and sophisticated analytical tools to make effective strategic decisions and thus look not only for technical specialists but for all business professionals with a data-driven mindset that can take an active role in manipulating and analyzing data to improve decision-making. The skills acquired in the program prepare students for positions of leadership in organizations spanning all sectors of the economy.

45 core credits + 21 required credits + 21 optional credits (maximum of 6 cognate credits) + 33 elective credits = 120 credits

Core - 45 credits

BAC 121 **Introduction to Financial Accounting I**

BAC 221 **Introduction to Management Accounting**
(Prerequisite: BAC 121)

BCS 220 **Management of Information Systems**
(Prerequisite: BMG 100)

BFN 200 **Introduction to Finance**
(Prerequisiteas: BAC 121, BMA 140 and ECO 103)

BHR 221 **Organizational Behaviour**
(Prerequisite: BMG 100)

BHR 224 **Human Resource Management**
(Prerequisite: BHR 221)

BMA 140 **Statistical Analysis for Business Decisions I**
(Prerequisite: MAT 190)

BMG 100 **Understanding Business & Society**
(Corequisite: ILT 100 unless advanced credits received for it)

BMG 215 **Introduction to International Business**
(Prerequisites: BMG 100 and BMK 211)

BMG 221 **Business Law & Ethics**

BMG 311 **Business Policy and Strategic Management**
(Prerequisites: All other Required Core courses. BMS 231 may be taken concurrently.
Note: Permission of the Departmental Chair is required for non B.B.A. or non B.A. Major Business students, including exchange students.)

BMK 211 **Marketing Management**

BMS 231 **Operations Management**
(Prerequisites: BMA 140)

ECO 102 **Principles of Economics: Microeconomics**

ECO 103 **Principles of Economics: Macroeconomics**

ILT 100 **Information Literacy and Critical Thinking** *(lab) **

** Mandatory 1-credit lab course for all B.A. Major Business and B.B.A. students. This lab course cannot be used as a lecture course credit.*

Required - 21 credits

MAT 196 **Finite Mathematics for Business Students**
(Prerequisite: MAT 190 or equivalent or permission of instructor.)

BCS 313 **Information Technology Project Management**
(Prerequisite: BCS 220)

BCS 320 **Business Intelligence and Data Analytics**
(Prerequisites: (BMA 140 or ESG 261 or PMA 260 or SOC 211) and BCS 220)

BCS 422 **Integrated Enterprise Systems and Business Processes**
(Prerequisite: BCS 220)

BCS 430 **Business Applications of Artificial Intelligence**
(Prerequisite: BCS 220)

BCS 450 **Business Technology and Analytics Capstone Project**
(Prerequisites: BCS 220 and BCS 320)
Note: This course can only be taken as part of the last 30 credits

BMA 141 **Statistical Analysis for Business Decisions II**
(Prerequisite: BMA 140)

Optional - 21 credits

MAT 191 **Calculus I**
(Prerequisite: MAT 196 or equivalent or permission of instructor)

BCS 212 **E-Business Technology and Management**
(Prerequisite: BMK 211)

BCS 216 **Business Information Technology Strategy**
(Prerequisite: BCS 220)

BCS 340 **Privacy, Ethics, and Communication in Data Science**
(Prerequisite: BCS 220)

BCS 410 **Cyber Security Management**

BCS 420 **Data Mining for Business Analytics**
(Prerequisites: BCS 220 and BCS 320)

BMG 323 **Interpersonal skills**
(Prerequisite: BHR 221)

BMG 324 **Management of Innovation**
(Prerequisite: BHR 221)

BMG 391 **Co-operative Education Placement I**
(Prerequisite: BMG 191)

BMG 392 **Co-operative Education Placement II**
(Prerequisite: BMG 391)

BMG 393 **Co-operative Education Placement III**
(Prerequisite: BMG 392)

BMG 335 **Global Value Chain Analysis**
(Prerequisite: BMG 215)

BMK 440 **Marketing Analytics**

BMS 303 **Forecasting Techniques**
(Prerequisite: BMA 141)

CS 201 **Foundations of Computer Science**

CS 203 **Interactive Web Page Design**

CS 301 **Computer Ethics**

SPO 212 **Applied Sport Analytics**
(Prerequisite: SOC 211 or PSY 213 or BMA 140 or PHY 101)

c. B.B.A. ENTREPRENEURSHIP CONCENTRATION

CONENT

For the business-minded student who takes a focused approach by acquiring advanced skills and competencies in the area of Entrepreneurship.

This concentration is designed to enable the understanding of the entrepreneurial process of starting, growing and harvesting a new venture. By performing both in-depth comprehension of entrepreneurial process and hands-on assignments, students will learn how the entrepreneurial mind thinks, how a product/market vision is developed, how an opportunity is assessed, and how resources are harnessed to take advantage of that opportunity, throughout the entrepreneurial networks and community.

45 core credits + 21 required credits + 21 optional credits (maximum of 6 cognate credits) + 33 elective credits = 120 credits

Core - 45 credits

BAC 121 **Introduction to Financial Accounting I**

BAC 221 **Introduction to Management Accounting**
(Prerequisite: BAC 121)

BCS 220 **Management of Information Systems**
(Prerequisite: BMG 100)

BFN 200 **Introduction to Finance**
(Prerequisites: BAC 121, BMA 140 and ECO 103)

BHR 221 **Organizational Behaviour**
(Prerequisite: BMG 100)

BHR 224 **Human Resource Management**
(Prerequisite: BHR 221)

BMA 140 **Statistical Analysis for Business Decisions I**
(Prerequisite: MAT 190)

BMG 100 **Understanding Business & Society**
(Corequisite: ILT 100 unless advanced credits received for it)

BMG 215 **Introduction to International Business**
(Prerequisites: BMG 100 and BMK 211)

BMG 221 **Business Law & Ethics**

BMG 311 **Business Policy and Strategic Management**
(Prerequisites: All other Required Core courses. BMS 231 may be taken concurrently.
Note: Permission of the Departmental Chair is required for non B.B.A. or non B.A. Major Business students, including exchange students.)

BMK 211 **Marketing Management**

BMS 231 **Operations Management**
(Prerequisites: BMA 140)

ECO 102 **Principles of Economics: Microeconomics**

ECO 103 **Principles of Economics: Macroeconomics**

ILT 100 **Information Literacy and Critical Thinking** *(lab)**

** Mandatory 1-credit lab course for all B.A. Major Business and B.B.A. students. This lab course cannot be used as a lecture course credit.*

Required - 21 credits

BFN 215 **Small Business finance**
(Prerequisite: BFN 200)

BHR 224 **Human Resource Management**
(Prerequisite: BHR 221)

BMG 214 **Introduction to Entrepreneurship: New Venture Creation**

BMK 214 **Consumer Behaviour**
(Prerequisite: BMK 211)

BMK 291 **Entrepreneurship Practicum I**
(Prerequisites: BMG 214, BMK 211 and BMK 214)

BMK 340 **Product Strategy and Innovation**
(Prerequisite: BMK 214)

BMK 392 **Entrepreneurship Practicum II**
(Prerequisite: BMK 291)

Optional - 21 credits

MAT 196 **Finite Mathematics for Business Students**
(Prerequisite: MAT 190 or equivalent or permission of instructor.)

MAT 191 **Calculus I**
(Prerequisite: MAT 196 or equivalent or permission of instructor)

BMA 141 **Statistical Analysis for Business Decisions II**
(Prerequisite: BMA 140)

BAC 122 **Introduction to Financial Accounting II**
(Prerequisite: BAC 121)

BCS 210 **Technology Entrepreneurship**
(Prerequisite: BCS 220)

BCS 212 **E-Business Technology and Management**
(Prerequisite: BMK 211)

BFN 341 **Corporate Governance & Sustainability**
(Prerequisites: (BFN 203 and BFN 210) or BFN 215)

BHR 326 **Personnel Recruitment and Selection**
(Prerequisites: BHR 224 and (BMA 140 or PMA 260))

BHR 328 **Occupational Health, Safety & Wellness**
(Prerequisite: BHR 221)

BMG 322 **Change Management**
(Prerequisite: BHR 221)
Note: It is recommended that students take this course in their last 30 credits.

BMG 323 **Interpersonal Skills**
(Prerequisite: BHR 221)

BMG 324 **Management of Innovation**
(Prerequisite: BHR 221)

BMG 335 **Global Value Chain Analysis**
(Prerequisite: BMG 215)

BMG 355 **International Entrepreneurship**
(Prerequisite: BMG 215)

BMG 391 **Co-operative Education Placement I**
(Prerequisite: BMG 191)

BMG 392 **Co-operative Education Placement II**
(Prerequisite: BMG 391)

BMG 393 **Co-operative Education Placement III**
(Prerequisite: BMG 392)

BMK 321 **Marketing Research**
(Prerequisites: BMK 214 and BMA 141)

BMK 323 **Marketing Communication**
(Prerequisite: BMK 214)

BMK 332 **Omnichannel Marketing: Distribution Channels in The Digital Age**
(Prerequisite: BMK 214)

BMS 303 **Forecasting Techniques**
(Prerequisite: BMA 141)

d. B.B.A. FINANCE CONCENTRATION CONBFI

For the business-minded student who takes a focused approach by acquiring advanced skills and competencies in the area of Finance.

The curriculum is designed to provide students with broad exposure to all dimensions of finance. Students will learn professional skills and acquire technical and analytical competence to pursue challenging careers in corporate finance, portfolio management, and securities research. In addition to a thorough understanding of the principles of financial management, students will be exposed to both theoretical and practical aspects of investment management, capital budgeting, capital formation, and risk hedging. Opportunities to explore current topics and apply practical solutions to current theory are also provided. When following a prescribed sequence of courses, students are qualified to write the first level C.F.A. (Chartered Financial Analyst) exam immediately upon graduation. Students can also compete in their last two years of studies for managerial positions within the SEED Portfolio.

45 core credits + 21 required credits + 21 optional credits (maximum of 6 cognate credits) + 33 elective credits = 120 credits

Core - 45 credits

BAC 121 **Introduction to Financial Accounting I**

BAC 221 **Introduction to Management Accounting**
(Prerequisite: BAC 121)

BCS 220 **Management of Information Systems**
(Prerequisite: BMG 100)

BFN 200 **Introduction to Finance**
(Prerequisites: BAC 121, BMA 140 and ECO 103)

BHR 221 **Organizational Behaviour**
(Prerequisite: BMG 100)

BHR 224 **Human Resource Management**
(Prerequisite: BHR 221)

BMA 140 **Statistical Analysis for Business Decisions I**
(Prerequisite: MAT 190)

BMG 100 **Understanding Business & Society**
(Corequisite: ILT 100 unless advanced credits received for it)

BMG 215 **Introduction to International Business**
(Prerequisites: BMG 100 and BMK 211)

BMG 221 **Business Law & Ethics**

BMG 311 **Business Policy and Strategic Management**
(Prerequisites: All other Required Core courses. BMS 231 may be taken concurrently.
Note: Permission of the Departmental Chair is required for non B.B.A. or non B.A. Major Business students, including exchange students.)

BMK 211 **Marketing Management**

BMS 231 **Operations Management**
(Prerequisites: BMA 140)

ECO 102 **Principles of Economics: Microeconomics**

ECO 103 **Principles of Economics: Macroeconomics**

ILT 100 **Information Literacy and Critical Thinking** *(lab)* *

** Mandatory 1-credit lab course for all B.A. Major Business and B.B.A. students. This lab course cannot be used as a lecture course credit.*

Required - 21 credits

MAT 196 **Finite Mathematics for Business Students**
(Prerequisite: MAT 190 or equivalent or permission of instructor)

MAT 191 **Calculus I**
(Prerequisite: MAT 196 or equivalent or permission of instructor)

BMA 141 **Statistical Analysis for Business Decisions II**
(Prerequisite: BMA 140)

BAC 122 **Introduction to Financial Accounting II**
(Prerequisite: BAC 121)

BFN 203 **Corporate Finance**
(Prerequisite: BFN 200)

BFN 210 **Capital Markets**
(Prerequisite: BFN 200)

BFN 352 **Investment analysis**
(Prerequisites: BFN 203 and BFN 210)

Optional - 21 credits

BFN 301 **Capital Budgeting**
(Prerequisites: BFN 203)

BFN 306 **Behavioural Finance**
(Prerequisites: BFN 203 and BFN 210)

BFN 315 **Derivatives**
(Prerequisite: BFN 203, BFN 210 and MAT 191)

BFN 335 **Topics in Finance I**
(Prerequisites: BFN 203 and BFN 210)

BFN 336 **Topics in Finance II**
(Prerequisites: BFN 203 and BFN 210)

BFN 341 **Corporate Governance & Sustainability**
(Prerequisites: (BFN 203 and BFN 210) or BFN 215)

BFN 353 **Financial Institutions Management**
(Prerequisites: BFN 203 and BFN 210)

BFN 356 **SEED Portfolio (6 credits)**
(Prerequisite: Permission of instructor.)

BFN 361 **International Finance**
(Prerequisite: BFN 200)

BMG 391 **Co-operative Education Placement I**
(Prerequisite: BMG 191)

BMG 392 **Co-operative Education Placement II**
(Prerequisite: BMG 391)

BMG 393 **Co-operative Education Placement III**
(Prerequisite: BMG 392)

BMS 303 **Forecasting Techniques**
(Prerequisite: BMA 141)

EMA 261 **Econometrics I**
(Prerequisites: ECO 102, ECO 03 and BMA 141)

EMA 361 **Econometrics II**
(Prerequisites: EMA 261, ECO 208 and ECO 212)

ECO 322 **Real Estate Economics**
(Prerequisite: ECO 102)

POL 346 **Politics of Global Finance**

e. B.B.A. HUMAN RESOURCES CONCENTRATION

CONHRM

For the business-minded student who takes a focused approach by acquiring advanced skills and competencies in the area of Human Resources.

There is growing recognition that the quality of an organization's human resources plays a strategic role in an ever-changing business environment. With organizations facing the need for continuous change in a competitive environment they must, more than ever, begin to rely on the knowledge, skills and abilities of their workforce to confront such challenges. Through courses such as Compensation Management, Human Resource Management, Industrial Relations, Training and Development, Occupational Health and Safety and Organizational Behaviour, students will learn how to ensure that the Human Resource goals of attracting, developing and maintaining a competitive workforce are accomplished. Students completing this concentration stream may want to discuss with faculty the course options for certification as a Human Resource professional.

45 core credits + 21 required credits + 21 optional credits (maximum of 6 cognate credits) + 33 elective credits = 120 credits

Core - 45 credits

BAC 121 **Introduction to Financial Accounting I**

BAC 221 **Introduction to Management Accounting**
(Prerequisite: BAC 121)

BCS 220 **Management of Information Systems**
(Prerequisite: BMG 100)

BFN 200 **Introduction to Finance**
(Prerequisites: BAC 121, BMA 140 and ECO 103)

BHR 221 **Organizational Behaviour**
(Prerequisite: BMG 100)

BHR 224 **Human Resource Management**
(Prerequisite: BHR 221)

BMA 140 **Statistical Analysis for Business Decisions I**
(Prerequisite: MAT 190)

BMG 100 **Understanding Business & Society**
(Corequisite: ILT 100 unless advanced credits received for it)

BMG 215 **Introduction to International Business**
(Prerequisites: BMG 100 and BMK 211)

BMG 221 **Business Law & Ethics**

BMG 311 **Business Policy and Strategic Management**
(Prerequisites: All other Required Core courses. BMS 231 may be taken concurrently.
Note: Permission of the Departmental Chair is required for non B.B.A. or non B.A. Major Business students, including exchange students.)

BMK 211 **Marketing Management**

BMS 231 **Operations Management**
(Prerequisites: BMA 140)

ECO 102 **Principles of Economics: Microeconomics**

ECO 103 **Principles of Economics: Macroeconomics**

ILT 100 **Information Literacy and Critical Thinking** *(lab)**

** Mandatory 1-credit lab course for all B.A. Major Business and B.B.A. students. This lab course cannot be used as a lecture course credit.*

Required - 21 credits

BHR 224 **Human Resource Management**
(Prerequisite: BHR 221)

BHR 313 **Compensation Management**
(Prerequisite: BHR 224)

BHR 315 **Training and Development**
(Prerequisite: BHR 224)

BHR 316 **Organizational Conflict and Negotiations**
(Prerequisite: BHR 221)

BHR 326 **Personnel Recruitment and Selection**
(Prerequisites: BHR 224 and (BMA 140 or PMA 260))

BHR 328 **Occupational Health, Safety & Wellness**
(Prerequisite: BHR 221)

BHR 333 **Employment Law**
(Prerequisite: BHR 224)

Optional - 21 credits

MAT 196 **Finite Mathematics for Business Students**
(Prerequisite: MAT 190 or equivalent or permission of instructor.)

BMA 141 **Statistical Analysis for Business Decisions II**
(Prerequisite: BMA 140)

BHR 312 **Labour Relations**
(Prerequisite: BHR 224 or POL 214)

BHR 325 **Topics in Human Resource Management**
(Prerequisite: BHR 224)

BHR 334 **Administrating the Collective Agreement**
(Prerequisite: BHR 224 or POL 214)

BMG 322 **Change Management**
(Prerequisite: BHR 221)
Note: It is recommended that students take this course in their last 30 credits.

BMG 323 **Interpersonal Skills**
(Prerequisite: BHR 221)

BMG 325 **Leadership in a Multicultural World**
(Prerequisite: BHR 221)

BMG 391 **Co-operative Education Placement I**
(Prerequisite: BMG 191)

BMG 392 **Co-operative Education Placement II**
(Prerequisite: BMG 391)

BMG 393 **Co-operative Education Placement III**
(Prerequisite: BMG 392)

PSY 101 **Introduction to Psychology I: Basic Processes**

PSY 102 **Introduction to Psychology II : Human Interactions**

PSY 214 **Community Psychology**
(Prerequisites: PSY 101 and PSY 102)

SOC 100 **Sociological Imagination**

SOC 129 **Sex & Gender**

SOC 298 **Social Problems**

f. B.B.A. MANAGEMENT CONCENTRATION

CONBMG

For the business-minded student who takes a balanced approach by acquiring a diversified portfolio of skills and competencies in several areas of business.

Students electing to complete the Management Concentration are interested in inspiring people, leading organizations and creating wealth in socially in sustainable ways. Management is a broad subject area, so students are given flexibility to tailor this Concentration to their interests.

45 core credits + 21 required credits + 21 optional credits (maximum of 6 cognate credits) + 33 elective credits = 120 credits

Core - 45 credits

BAC 121	**Introduction to Financial Accounting I**
BAC 221	**Introduction to Management Accounting** *(Prerequisite: BAC 121)*
BCS 220	**Management of Information Systems** *(Prerequisite: BMG 100)*
BFN 200	**Introduction to Finance** *(Prerequisites: BAC 121, BMA 140 and ECO 103)*
BHR 221	**Organizational Behaviour** *(Prerequisite: BMG 100)*
BHR 224	**Human Resource Management** *(Prerequisite: BHR 221)*
BMA 140	**Statistical Analysis for Business Decisions I** *(Prerequisite: MAT 190)*
BMG 100	**Understanding Business & Society** *(Corequisite: ILT 100 unless advanced credits received for it)*
BMG 215	**Introduction to International Business** *(Prerequisites: BMG 100 and BMK 211)*
BMG 221	**Business Law & Ethics**
BMG 311	**Business Policy and Strategic Management** *(Prerequisites: All other Required Core courses. BMS 231 may be taken concurrently. Note: Permission of the Departmental Chair is required for non B.B.A. or non B.A. Major Business students, including exchange students.)*
BMK 211	**Marketing Management**
BMS 231	**Operations Management** *(Prerequisites: BMA 140)*
ECO 102	**Principles of Economics: Microeconomics**
ECO 103	**Principles of Economics: Macroeconomics**
ILT 100	**Information Literacy and Critical Thinking** *(lab)**

** Mandatory 1-credit lab course for all B.A. Major Business and B.B.A. students. This lab course cannot be used as a lecture course credit.*

Required - 21 credits

BCS216	**Business Information Technology Strategy** *(Prerequisite: BCS220)*
BHR 224	**Human Resource Management** *(Prerequisite: BHR 221)*
BMG 214	**Introduction to Entrepreneurship: New Venture Creation**
BMG 323	**Interpersonal Skills** *(Prerequisite: BHR 221)*
BMG 325	**Leadership in a Multicultural World** *(Prerequisite: BHR 221)*
BMK 214	**Consumer Behaviour** *(Prerequisite: BMK 211)*
BMK 340	**Product Strategy and Innovation** *(Prerequisite: BMK 214)*

Optional - 21 credits

ANY BUSINESS COURSE

BMG 391	**Co-operative Education Placement I** *(Prerequisite: BMG 191)*
BMG 392	**Co-operative Education Placement II** *(Prerequisite: BMG 391)*
BMG 393	**Co-operative Education Placement III** *(Prerequisite: BMG 392)*
MAT 196	**Finite Mathematics for Business Students** *(Prerequisite: MAT 190 or equivalent or permission of instructor.)*
MAT 191	**Calculus I** *(Prerequisite: MAT 196 or equivalent or permission of instructor)*

g. B.B.A. MARKETING CONCENTRATION

CONMKT

For the business-minded student who takes a focused approach by acquiring advanced skills and competencies in the area of Marketing.

The Marketing concentration aims to build the skills that students need for an exciting career in marketing. We combine academic instruction and hands-on experience to build important intellectual and professional tools that ignite students' ingenuity and communication skills. We expose students to cutting-edge marketing techniques, encourage their creativity and develop their critical thinking, analytical, strategic and leadership skills. Our approach to learning and teaching is reflective, experiential, and engaging, led by experienced faculty who demonstrate mastery in their professions, so that students will receive:

- Practical opportunities working with area industry on real projects;
- The skills and opportunity to create a launch-ready business of their own;
- Development of high demand business skills and abilities.

45 core credits + 21 required credits + 21 optional credits (maximum of 6 cognate credits) + 33 elective credits = 120 credits

Core - 45 credits

BAC 121 **Introduction to Financial Accounting I**

BAC 221 **Introduction to Management Accounting**
(Prerequisite: BAC 121)

BCS 220 **Management of Information Systems**
(Prerequisite: BMG 100)

BFN 200 **Introduction to Finance**
(Prerequisites: BAC 121, BMA 140 and ECO 103)

BHR 221 **Organizational Behaviour**
(Prerequisite: BMG 100)

BHR 224 **Human Resource Management**
(Prerequisite: BHR 221)

BMA 140 **Statistical Analysis for Business Decisions I**
(Prerequisite: MAT 190)

BMG 100 **Understanding Business & Society**
(Corequisite: ILT 100 unless advanced credits received for it)

BMG 215 **Introduction to International Business**
(Prerequisites: BMG 100 and BMK 211)

BMG 221 **Business Law & Ethics**

BMG 311 **Business Policy and Strategic Management**
(Prerequisites: All other Required Core courses. BMS 231 may be taken concurrently.
Note: Permission of the Departmental Chair is required for non B.B.A. or non B.A. Major Business students, including exchange students.)

BMK 211 **Marketing Management**

BMS 231 **Operations Management**
(Prerequisites: BMA 140)

ECO 102 **Principles of Economics: Microeconomics**

ECO 103 **Principles of Economics: Macroeconomics**

ILT 100 **Information Literacy and Critical Thinking (lab)***

** Mandatory 1-credit lab course for all B.A. Major Business and B.B.A. students. This lab course cannot be used as a lecture course credit.*

Required - 21 credits

MAT 196 **Finite Mathematics for Business Students**
(Prerequisite: MAT 190 or equivalent or permission of instructor.)

BMA 141 **Statistical Analysis for Business Decisions II**
(Prerequisite: BMA 140)

BMK 214 **Consumer Behaviour**
(Prerequisite: BMK 211)

BMK 321 **Marketing Research**
(Prerequisites: BMK 214 and BMA 141)

BMK 332 **Omnichannel Marketing: Distribution Channels in The Digital Age**
(Prerequisite: BMK 214)

BMK 340 **Product Strategy and Innovation**
(Prerequisite: BMK 214)

BMK 381 **Marketing Policies**
(Prerequisite: BMK 214)

Optional - 21 credits

MAT 191 **Calculus I**
(Prerequisite: MAT 196 or equivalent or permission of instructor)

BCS 320 **Business Intelligence and Data Analytics**
(Prerequisite: BMA 140 or SOC 211 or PSY 213 or PHY 101)

BMG 323 **Interpersonal skills**
(Prerequisite: BHR 221)

BMG 345 **International Marketing**
(Prerequisite: BMG 215)

BMG 391 **Co-operative Education Placement I**
(Prerequisite: BMG 191)

BMG 392 **Co-operative Education Placement II**
(Prerequisite: BMG 391)

BMG 393 **Co-operative Education Placement III**
(Prerequisite: BMG 392)

BMK 291 **Entrepreneurship Practicum I**
(Prerequisites: BMG 214, BMK 211 and BMK 214)

BMK 323 **Marketing Communication**
(Prerequisite: BMK 214)

BMK 344 **Branding and Brand Management**
(Prerequisites: BMK 211 and BMK 214)

BMK 354 **Digital Marketing**
(Prerequisites: BMK 211 and BMK 214)

BMK 350 **Marketing Strategies for Environment Sustainability**
(Prerequisite: BMK 214)

BMK 355 **Happiness Marketing**
(Prerequisite: BMK 214)

BMK 362 **Sports Marketing**
(Prerequisite: BMK 211)

BMK 371 **Industrial Marketing Strategy**
(Prerequisite: BMK 214)

BMK 392 **Entrepreneurship Practicum II**
(Prerequisite: BMK 291)

BMK 440 **Marketing Analytics**
(Prerequisite: BMK 211)

3) MINORS

a. BUSINESS ADMINISTRATION MINOR

MINBSS

For the ***Non-Business student in good University Academic Standing*** only who wishes to add a portfolio of basic business skills and competencies to a major in sciences, social sciences, or humanities

15 core credits + 0 required credit + 9 optional credits = 24 credits

Core - 15 credits		Required - 0 credits	Optional - 9 credits
BAC 121	**Introduction to Financial Accounting I**	**n/a**	**ANY BUSINESS COURSE**
BFN 200	**Introduction to Finance** *(Prerequisites: BAC 121, BMA 140 and ECO 103)*		
BMA 140	**Statistical Analysis for Business Decisions I** *(Prerequisite: MAT 190) or equivalent approved by the Departmental Chair*		
BMG 100	**Understanding Business & Society**		
BMK 211	**Marketing Management**		

b. BUSINESS TECHNOLOGY AND ANALYTICS MINOR

MINBTA

For the ***Business student*** who wishes to complement advanced skills and competencies in one area of business with skills and competencies in the area of Business Technology and Analytics; or the ***Non-Business student in good University Academic Standing*** who wishes to add a portfolio of basic business skills and competencies in Business Technology and Analytics to a major in sciences, social sciences, or humanities.

9 core credits + 9 required credits + 6 optional credits = 24 credits (maximum of 6 cognate credits)

Core - 9 credits

BMG 100 **Understanding Business and Society**

BCS 220 **Management of Information Systems**
(Prerequisite: BMG100)

BMA 140 **Statistical Analysis for Business Decisions I**
(Prerequisite: MAT 190) or equivalent approved by the Departmental Chair

Required - 9 credits

BCS 313 **Information Technology Project Management**
(Prerequisite: BCS220)

BCS 320 **Business Intelligence and Data Analytics**
(Prerequisite: BMA 140 or SOC 211 or PSY 213 or PHY 101)

BCS 422 **Integrated Enterprise Systems and Business Processes**
(Prerequisite: BCS 220)

Optional - 6 credits

MAT 196 **Finite Mathematics for Business Students**
(Prerequisite: MAT 190 or equivalent or permission of instructor.)

MAT 191 **Calculus I**
(Prerequisite: MAT 196 or equivalent or permission of instructor)

BMA 141 **Statistical Analysis for Business Decisions II**
(Prerequisite: BMA 140)

BCS 210 **Technology Entrepreneurship**
(Prerequisite: BCS 220)

BCS 212 **E-Business Technology and Management**
(Prerequisite: BMK 211)

BCS 216 **Business Information Technology Strategy**
(Prerequisite: BCS 220)

BCS 340 **Privacy, Ethics, and Communication in Data Science**
(Prerequisite: BCS 220)

BCS 420 **Data Mining for Business Analytics**
(Prerequisites: BCS 220 and BCS 320)

BCS 430 **Business Applications of Artificial Intelligence**
(Prerequisite: BCS 220)

BCS 450 **Business Technology and Analytics Capstone Project**
(Prerequisites: BCS 220 and BCS 320)
Note: This course can only be taken as part of the last 30 credits

BMG 323 **Interpersonal skills**
(Prerequisite: BHR 221)

BMG 324 **Management of Innovation**
(Prerequisite: BHR 221)

BMG 335 **Global Value Chain Analysis**
(Prerequisite: BMG 215)

BMS 303 **Forecasting Techniques**
(Prerequisite: BMA 141)

CS 301 **Computer Ethics**

SPO 212 **Applied Sport Analytics**
(Prerequisite: SOC 211 or PSY 213 or BMA 140 or PHY 101)

c. ENTREPRENEURSHIP MINOR MINENT

For the ***Business student*** who wishes to complement advanced skills and competencies in one area of business with skills and competencies in the area of Entrepreneurship; or the ***Non-Business student in good University Academic Standing*** who wishes to add a portfolio of basic business skills and competencies in Entrepreneurship to a major in sciences, social sciences, or humanities.

6 core credits + 12 required credits + 6 optional credits = 24 credits (maximum of 6 cognate credits)

Core - 6 credits

BMG 100 **Understanding Business and Society**

BMK 211 **Marketing Management**

Required - 12 credits

BMG 214 **Introduction to Entrepreneurship: New Venture Creation**

BMK 214 **Consumer Behaviour** *(Prerequisite: BMK 211)*

BMK 291 **Entrepreneurship Practicum I** *(Prerequisites: BMG 214, BMK 211 and BMK 214)*

BMK 392 **Entrepreneurship Practicum II** *(Prerequisite: BMK 291)*

Optional - 6 credits

ANY BUSINESS COURSE

MAT 196 **Finite Mathematics for Business Students** *(Prerequisite: MAT 190 or equivalent or permission of instructor)*

MAT 191 **Calculus I** *(Prerequisite: MAT 196 or equivalent or permission of instructor)*

d. FINANCE MINOR

MINBFI

For the ***Business student*** who wishes to complement advanced skills and competencies in one area of business with skills and competencies in the area of Finance; or the ***Non-Business student in good University Academic Standing*** who wishes to add a portfolio of basic business skills and competencies in Finance to a major in sciences, social sciences, or humanities.

12 core credits + 9 required credits + 3 optional credits = 24 credits (maximum of 6 cognate credits)

Core - 12 credits

BAC 121 **Introduction to Financial Accounting I**

BFN 200 **Introduction to Finance**
(Prerequisites: BAC 121, BMA 140 and ECO 103)

BMA 140 **Statistical Analysis for Business Decisions I**
(Prerequisite: MAT 190) or equivalent approved by the Departmental Chair

ECO 103 **Principles of Economics: Macroeconomics**

Required - 9 credits

BAC 122 **Introduction to Financial Accounting II**
(Prerequisite: BAC 121)

BFN 203 **Corporate Finance**
(Prerequisite: BFN 200)

BFN 210 **Capital Markets**
(Prerequisite: BFN 200)

Optional - 3 credits

MAT 196 **Finite Mathematics for Business Students**
(Prerequisite: MAT 190 or equivalent or permission of instructor.)

MAT 191 **Calculus I**
(Prerequisite: MAT 196 or equivalent or permission of instructor)

BMA 141 **Statistical Analysis for Business Decisions II**
(Prerequisite: BMA 140)

BFN 301 **Capital Budgeting**
(Prerequisites: BFN 203)

BFN 306 **Behavioural Finance**
(Prerequisites: BFN 203 and BFN 210)

BFN 315 **Derivatives**
(Prerequisite: BFN 203, BFN 210 and MAT 197)

BFN 335 **Topics in Finance I**
(Prerequisites: BFN 203 and BFN 210)

BFN 336 **Topics in Finance II**
(Prerequisites: BFN 203 and BFN 210)

BFN 341 **Corporate Governance & Sustainability**
(Prerequisites: (BFN 203 and BFN 210) or BFN 215)

BFN 352 **Investment analysis**
(Prerequisites: BFN 203 and BFN 210)

BFN 353 **Financial Institutions Management**
(Prerequisites: BFN 203 and BFN 210)

BFN 356 **SEED Portfolio (6 credits)**
(Prerequisite: Permission of instructor.)

BFN 361 **International Finance**
(Prerequisite: BFN 200)

BMS 303 **Forecasting Techniques**
(Prerequisite: BMA 141)

EMA 261 **Econometrics I**
(Prerequisites: ECO 102, ECO 103 and BMA 141)

EMA 361 **Econometrics II**
(Prerequisites: EMA 261, ECO 208 and ECO 212)

ECO 322 **Real Estate Economics**
(Prerequisite: ECO 102)

POL 346 **Politics of Global Finance**

e. HUMAN RESSOURCES MINOR

MINHRM

For the ***Business student*** who wishes to complement advanced skills and competencies in one area of business with skills and competencies in the area of Human Resources; or the ***Non-Business student in good University Academic Standing*** who wishes to add a portfolio of basic business skills and competencies in Human Resources to a major in sciences, social sciences, or humanities.

9 core credits + 9 required credits + 9 optional credits = 24 credits (maximum of 6 cognate credits)

Core - 9 credits

BHR 221 **Organizational Behaviour**
(Prerequisite: BMG 100)

BMA 140 **Statistical Analysis for Business Decisions I**
(Prerequisite: MAT 190) or equivalent approved by the Departmental Chair

BMG 100 **Understanding Business and Society**

Required - 9 credits

BHR 224 **Human Resource Management**
(Prerequisite: BHR 221)

BHR 315 **Training and Development**
(Prerequisite: BHR 224)

BHR 333 **Employment Law**
(Prerequisite: BHR 224)

Optional - 6 credits

MAT 196 **Finite Mathematics for Business Students**
(Prerequisite: MAT 190 or equivalent or permission of instructor.)

BMA 141 **Statistical Analysis for Business Decisions II**
(Prerequisite: BMA 140)

BHR 312 **Labour Relations**
(Prerequisite: BHR 224 or POL 214)

BHR 313 **Compensation Management**
(Prerequisite: BHR 224)

BHR 316 **Organizational Conflict and Negotiations**
(Prerequisite: BHR 221)

BHR 325 **Topics in HR Management**
(Prerequisite: BHR 224)

BHR 326 **Personnel Recruitment and Selection**
(Prerequisites: BHR 224 and (BMA 140 or PMA 60))

BHR 328 **Occupational Health, Safety & Wellness**
(Prerequisite: BHR 221)

BHR 334 **Administrating the Collective Agreement**
(Prerequisite: BHR 224 or POL 214)

BMG 322 **Change Management**
(Prerequisite: BHR 221)
Note: It is recommended that students take this course in their last 30 credits.

BMG 323 **Interpersonal Skills**
(Prerequisite: BHR 221)

BMG 325 **Leadership in a Multicultural World**
(Prerequisite: BHR 221)

PSY 101 **Introduction to Psychology I: Basic Processes**

PSY 102 **Introduction to Psychology II: Human Interactions**

PSY 214 **Community Psychology**
(Prerequisites: PSY 101 and PSY 102)

SOC 100 **Sociological Imagination**

SOC 129 **Sex & Gender**

SOC 298 **Social Problems**

f. INTERNATIONAL BUSINESS MINOR

MINBIN

For the ***Business student*** who wishes to complement advanced skills and competencies in one area of business with skills and competencies in the area of International Business; or the ***Non-Business student in good University Academic Standing*** who wishes to add a portfolio of basic business skills and competencies in International Business to a major in sciences, social sciences, or humanities.

12 core credits + 9 required credits + 3 optional credits = 24 credits (maximum of 6 cognate credits)

Core - 12 credits

BMA 140 **Statistical Analysis for Business Decisions I**
(Prerequisite: MAT 190) or equivalent approved by the Departmental Chair

BMG 100 **Understanding Business and Society**

BMG 215 **Introduction to International Business**
(Prerequisites: BMG 100 and BMK 211)

BMK 211 **Marketing Management**

Required - 9 credits

BMG 315 **International Management**
(Prerequisite: BMG 215)

BMG 345 **International Marketing and Export Management**
(Prerequisite: BMG 215)

BMG 355 **International Entrepreneurship**
(Prerequisite: BMG 215)

Optional - 3 credits

MAT 196 **Finite Mathematics for Business Students**
(Prerequisite: MAT 190 or equivalent or permission of instructor.)

MAT 191 **Calculus I**
(Prerequisite: MAT 196 or equivalent or permission of instructor)

BMA 141 **Statistical Analysis for Business Decisions II**
(Prerequisite: BMA 140)

BFN 361 **International Finance**
(Prerequisite: BFN 200)

BMG 325 **Leadership in a Multicultural World**
(Prerequisite: BHR 221)

BMG 335 **Global Value Chain Analysis**
(Prerequisite: BMG 215)

BMS 303 **Forecasting Techniques**
(Prerequisite: BMA 141)

ECO 102 **Principles of Economics: Microeconomics**

ECO 103 **Principles of Economics: Macroeconomics**

ECO 217 **International Economics**
(Prerequisites: ECO 102 and ECO 103)

ECO 225 **Economic Development II: Macroeconomics and Policy Issues**
(Prerequisites: ECO 102 and ECO 103)

GER 101 **Introductory German Language I**

CHI 101 **Introduction to Modern Chinese I**

CHI 102 **Introduction to Modern Chinese II**

JSE 101 **Introduction to Japanese Language I**

POL 140 **Introduction to International Relations**

POL 346 **Politics of Global Finance**

SOC 296 **Globalization and Culture**

SPA 101 **Spanish Language I**

g. MARKETING MINOR

MINMKT

For the ***Business student*** who wishes to complement advanced skills and competencies in one area of business with skills and competencies in the area of Marketing; or the ***Non-Business student in good University Academic Standing*** who wishes to add a portfolio of basic business skills and competencies in Marketing to a major in sciences, social sciences, or humanities.

6 core credits + 9 required credits + 9 optional credits = 24 credits (maximum of 6 cognate credits)

Core - 6 credits

BMA 140 **Statistical Analysis for Business Decisions I**
(Prerequisite: MAT 190) or equivalent approved by the Departmental Chair

BMK 211 **Marketing Management**

Required - 9 credits

BMK 214 **Consumer Behaviour**
(Prerequisite: BMK 211)

BMK 332 **Omnichannel Marketing: Distribution Channels in The Digital Age**
(Prerequisite: BMK 214)

BMK 381 **Marketing Policies**
(Prerequisite: BMK 214)

Optional - 9 credits

MAT 196 **Finite Mathematics for Business Students**
(Prerequisite: MAT 190 or equivalent or permission of instructor.)

MAT 191 **Calculus I**
(Prerequisite: MAT 196 or equivalent or permission of instructor)

BMA 141 **Statistical Analysis for Business Decisions II**
(Prerequisite: BMA 140)

BCS 320 **Business Intelligence and Data Analytics**
(Prerequisite: BMA 140 or SOC 211 or PSY 213 or PHY 101)

BMG 323 **Interpersonal skills**
(Prerequisite: BHR 221)

BMG 345 **International Marketing**
(Prerequisite: BMG 215)

BMK 291 **Entrepreneurship Practicum I**
(Prerequisites: BMG 214, BMK 211 and BMK 214)

BMK 321 **Marketing Research**
(Prerequisites: BMK 214 and BMA 141)

BMK 323 **Marketing Communication**
(Prerequisite: BMK 214)

BMK 354 **Digital Marketing**
(Prerequisites: BMK 211 and BMK 214)

BMK 340 **Product Strategy and Innovation**
(Prerequisite: BMK 214)

BMK 350 **Marketing Strategies for Environment Sustainability**
(Prerequisite: BMK 214)

BMK 355 **Happiness Marketing**
(Prerequisite: BMK 214)

BMK 362 **Sports Marketing**
(Prerequisite: BMK 211)

BMK 371 **Industrial Marketing Strategy**
(Prerequisite: BMK 214)

BMK 392 **Entrepreneurship Practicum II**
(Prerequisite: BMK 291)

4) Co-operative Education Program PROCOP

(Application required)

The Co-operative Education Program combines a student's academic program with integrated paid work experiences through work terms and regular academic sessions. The work terms are designed to present the students with the opportunity to blend theory and practice and to gain relevant work experience.

Each co-operative work term is a minimum of 420 hours (generally between 12 and 16 weeks in length) and the student will be registered in a 3-credit Co-operative Placement course (BMG 391, BMG 392 and BMG 393). All work terms must be completed before the student`s final academic semester. While every effort will be made to help find a suitable placement for students in the program, no guarantee of placement can be made since the employment process is competitive and subject to market conditions.

Co-operative Education Program Courses

3 or 4 courses

BMG 191	**Fundamentals of Workplace Preparation and Professional Development**	**(1 credit)***
BMG 391	**Co-operative Education Placement I**	**(3 credits)**
BMG 392	**Co-operative Education Placement II**	**(3 credits)**
BMG 393	**Co-operative Education Placement III**	**3 credits)****

**This course must be successfully completed before doing the first work placement and is not included in the calculation of the cumulative average, nor the total credits required for graduation.*

*** Students who were advanced at least 30 credits can complete 2 or 3 work placements to graduate with the Co-operative Education Program Designation. Students who were advanced less than 30 credits are required to complete a third work placement to graduate with the Co-operative Education Program Designation.*

All courses will be considered electives and will count towards the 120-credit program, except for BMG 191.

Admission to the Co-operative Education Program

Students must submit an on-line application or contact the Co-op Office to be considered in the program. Full-time students in the Honours B.B.A., B.B.A. or B.A. Business Major programs who have successfully completed BMG 191 and who have a minimum cumulative average of 70% upon application are eligible for admission to the Co-operative Education Program. Students receiving advanced credits will be evaluated on a case-by-case basis. Students who are in their first year of studies will be given admission priority. All other students will be evaluated on a case-by-case basis.

A student is then required to maintain a minimum cumulative average of 70% and its full-time status in order to be eligible to remain in the Co-operative Education Program and to participate in any of the program's activities. Please consult the Co-operative Education section on the Bishop's University website for important dates, deadlines and updates at www.ubishops.ca/coop.

Work Term Registration

Once a student has signed the Co-operative Education Agreement, the student may not drop the course associated with work placement, except for exceptional circumstances. A student who decides to do so will not be able to stay in the Co-operative Education Program.

Evaluation

Each Co-operative Education course is graded on a pass/fail basis and this grade is not included in the student's cumulative average. The evaluation is the responsibility of the Department Chair. Successful completion of the work term is based upon the receipt of satisfactory job performance reports from the employer and a satisfactory final reflective work term report and self-evaluation submitted by the student.

The job performance report will be completed by the employer, using guidelines supplied by the Williams School of Business. It is the student's responsibility to ensure that the employer sends the completed evaluation to the Co-op Advisor supervising the placement. Employer evaluations are confidential and are not reported on the student's transcript.

The work term report covers the comprehensive analysis of competencies acquired during the work placement. An outline of relevant competencies will be provided to students.

Normal academic regulations apply to the conduct and evaluation of the courses, as well as respect of deadlines for submission of all documents.

5) Honours B.B.A.

(120 credits) BBH + Concentration

The Honours program offers students the opportunity to complete a thesis project under the guidance and supervision of one or more faculty members from the WSB.

Students will select a topic in collaboration with a professor in their concentration area and will enroll in two courses over two terms to complete the project (BMG 352 in fall and winter for a total of 6 credits). Honours credits count as Business optional courses and can also be applied toward the 120-credit B.B.A. program, depending on the student's individual academic pathway. In addition to the project, students must fulfill all the requirements of their regular B.B.A. degree program.

The Honours program is particularly well-suited for students intending to pursue graduate studies.

To qualify for an Honours B.B.A. degree, candidates must:

1. Have a cumulative average of 75% in their current program;
2. Apply for entrance into the Honours program in the term prior to their last 30 credits of their current program;
3. Complete BMG352 (Honours Project, 6 credits) with a minimum grade of 75%;
4. Obtain a cumulative average of 75% upon graduation

Students interested in pursuing the Honours program should consult with the Academic Advisor or the Departmental Chair.

6) Certificate in Business Administration

(30 credits) CONBUS

This certificate may be completed on a full-time or a part-time basis.

Description and Objectives:

The Certificate in Business Administration provides an academic background in Business Administration to students who are pursuing or wishing to pursue a career in management in the private or public sectors. The Certificate program presents a broad survey of underlying disciplines and an introduction to the functional areas in Business Administration, both theoretical and practical.

Admission Requirements: *(See Regulations governing Certificate programs).*
The Certificate in Business Administration requires the completion of the following courses:

BAC 121 **Introduction to Financial Accounting I**

BMG 100 **Understanding Business and Society**

BMA 140
Statistical Analysis for Business Decisions I
(requires MAT 190)

BFN 200 **Introduction to Finance**
(requires BAC 121, BMA 140 and ECO 103)

BMK 211 **Marketing Management**

ECO 103 **Principles of Economics: Macroeconomics**

Plus 12 credits of Business electives

7) Joint Programs

1. **B.A. Major in Arts Administration** – see the Faculty of Humanities section of the calendar for program requirements.

   The 75-credit interdisciplinary program combines the study of business, the creative arts, public culture and arts administration to provide students with the skills and knowledge needed to participate in the business and organizational areas of the cultural sector..

2. **B.A. Major in Information Technology** – see the Computer Science section of the calendar for program requirements.

   This program provides the necessary skills and knowledge to work/design/participate within organizations that manage large amounts of data and provide services to a large number of users.

3. **B.A. Major in Sports Studies** — see the Sports Studies section of the calendar for program requirements.

   This program exposes students to the social, biological, political, business and economic aspects of sport in society.

Regulations Applying to All Business Programs

1. Exemptions
Students who have been granted exemptions for any course must replace them with any elective courses (Business or Non-Business), if required by their program.

Students are advised to consult with the Academic Advisor or Department Chair prior to course selection.

2. Double counting policy
A maximum of 9 credits (3 courses) can be double counted towards multiple WSB Honours, Concentrations, Majors and Minors programs, including joint programs. Should there be more than 3 courses that overlap between programs, these courses will need to be replaced with other courses offered in the same program. In the case of a Major/Concentration and a Minor where there are more than 3 courses that overlap, the additional courses (4^{th}, 5^{th}, etc.) will need to be replaced with other courses offered in the Minor program.

3. Double Failure Rule
Rules pertaining to the double failure of a course are published in the Undergraduate Academic Regulations, under the article "Double Failure Rule."

4. Transfers
Rules pertaining to transfer into or between Williams School of Business programs are published in the Undergraduate Academic Regulations, under the article "Change of Degrees or Degree Components."

5. WSB Academic Standing
Notwithstanding the University regulations on Academic Standing, the Williams School of Business has its own regulations on maintenance of good standing. Students with a cumulative average of 60% or more are in good standing in the B.B.A. and B.A. Business Major.

After 24 credits attempted, students with a cumulative average less than 50% must withdraw from their program. Those with a cumulative average between 50% and 59% will be permitted to remain in the Williams School of Business for one semester in which they must improve their cumulative average to at least 60%. Students who do not achieve good standing will not be eligible to continue in the B.B.A. or B.A. Major Business programs at Bishop's University, nor will they be eligible to later transfer back into these programs.

Students who fail to maintain the WSB Academic Standing in Business will be required to make a choice of an alternate degree program by the end of two consecutive semesters following their dismissal from the Business program. Should they fail to do so, or fail to be accepted into an alternate program, they will not be permitted to register as a full-time student in the next semester.

Students in the Certificate in Business Administration must meet the Academic Standing criteria for part-time students as outlined in the Academic Calendar and must also fulfill the requirements for maintaining the WSB Academic Standing.

6. Graduation "With Distinction" or "With High Distinction"
Rules pertaining to graduating with distinction are published in the Undergraduate Academic Regulations, under the article "Graduating with Distinction."

7. Additional Graduation Requirement (B.B.A. and B.A. Business Major)

A student must have a minimum cumulative average of 60% in all courses taken in order to graduate with a B.B.A./B.A. Major Business or Certificate in Business. Calculation of this average will employ the same methodology as in the "WSB Academic Standing" section.

8. International Student Exchanges

Students need a minimum cumulative average of 70% to qualify to apply to go on exchange and must maintain a minimum cumulative average of 70% in the semester prior to leaving on exchange to remain eligible to go on exchange. Students are invited to consult with the WSB Academic Advisor and obtain the Departmental Chair Approval prior to registering for any course outside of the Williams School of Business. Students should also consult with the International Exchange Office for more important academic information concerning exchanges and course equivalencies approval.

Business Courses

BAC 121 Introduction to Financial Accounting I 3-3-0
The study of accounting and its role in the analysis and communication of financial events. The information provided by accounting, particularly through the financial statements, and issues associated with existing accounting processes will be explored.

BAC 122 Introduction to Financial Accounting II 3-3-0
An examination of the measuring, recording and reporting of financial information with reference to specific items in the financial statements.
Prerequisite: BAC 121

BAC 211 Intermediate Financial Accounting I 3-3-0
Further development of accounting principles. Particular emphasis is placed on an in-depth evaluation of financial statement presentations in Canada.
Prerequisite: BAC 122

BAC 212 Intermediate Financial Accounting II 3-3-0
An in-depth consideration of specific accounting topics (e.g. accounting for income taxes, partnership accounting, current value accounting). Current practices and the relevant CICA recommendations will be reviewed in terms of theoretical concepts and principles.
Prerequisite: BAC 211

BAC 221 Introduction to Management Accounting 3-3-0
This course is an introduction to the tools of accounting information for management decision making. Topics include comparison of financial and managerial accountants, job order costing, process costing, cost behaviour, cost-volume relationships, activity based costing, budgeting, standard costs and reporting for control.
Prerequisite: BAC 121

BAC 311 Advanced Financial Accounting 3-3-0
A study of accounting theory and application related to the following topics — business combinations, long-term intercorporate investments, branch accounting, non-profit accounting, and foreign exchange. Emphasis is on accounting principles currently accepted in Canada.
Prerequisite: BAC 212

BAC 312 Intermediate Managerial Accounting 3-3-0
This is the second course in managerial accounting which covers new topics such as balanced scorecards, limitations of reporting for control, non-financial measurements and outsourcing. Furthermore, application of the various techniques learned in BAC221 will be applied.
Prerequisites: BAC 211 and BAC 221

BAC 322 Management Control 3-3-0
Written and oral analysis of management control problems. Topics include decision models, performance evaluation and decentralization. This course also applies theories from other accounting courses into practice via case analysis.
Prerequisite: BAC 312

BAC 331 Taxation I 3-3-0
Introduction to income tax law in Canada with primary emphasis on the determination of the tax liability of individuals in receipt of various sources of income. Topics include Residence, Tax Status, Capital Cost Allowances, Capital Gains, Property Income and Tax Credits. Issues such as the equity fairness and complexity of the tax system, tax evasion and tax planning are considered.
Prerequisite: BAC 122

BAC 332 Taxation II 3-3-0
This course builds upon the principles and concepts of Canadian Income Tax introduced in BAC 331. In particular, it examines the application of income tax law as it applies to Corporations. Attention is given to effective income tax planning for shareholder — manager remuneration, estates and for capital gains deferrals.
Prerequisite: BAC 331

BAC 340 Auditing: Systems and Control 3-3-0
All organizations require reliable and secure information systems in order to successfully conduct their day-to-day operations. For many businesses, sophisticated accounting information systems are in place and internal control is crucial in the process of producing reliable financial information. In the context of the information age, this course examines corporate responsibility as well as the function of computerized systems. Topics such as accounting systems development, implementation of controls, fraud detection and E-commerce security will be explored.
Prerequisite: BAC 122

BAC 341 Auditing: The Process 3-3-0
The concept of internal control and fundamentals of auditing. Topics include: legal and moral responsibilities of the auditor; controls required in principal accounting systems; selection of appropriate audit techniques; and preparation of audit reports.
Prerequisite: BAC 212 and BAC 340

BCS 210 Technology Entrepreneurship 3-3-0
This course is designed for students interested in learning about the fundamental issues related to starting and managing technology-based new ventures. The course encourages students to consider how technology-based solutions can solve economic and socially oriented problems. Students will particularly learn how disruptive technology displaces existing markets. Topics include: Startup business models, business plans, funding, and risk assessment and management.
Prerequisite: BCS 220

BCS 212 E-Business Technology and Management 3-3-0
This course helps students build the knowledge and skills needed to face today's electronic business challenges, opportunities, and issues. Electronic Business Technologies focuses on the integration of information technologies with business processes and strategies within a dynamic legal and business environment. At the base of Electronic Business is the fact that the application of Internet and information technology to business processes leads to remarkable new ways of conceiving and organizing businesses. This in turn leads to a myriad of innovative modes of management, new organizational structures and information architectures as well as new laws and legal and corporate strategies. Topics include: business process reengineering, pure and partial electronic commerce, online retail, online consumer behaviour, online marketing and advertisement, online business models and revenue models, B2B supply chain reengineering, online payment and security, and ecommerce systems implementations.
Prerequisite: BMK 211

BCS 216 Business Information Technology Strategy 3-3-0
Organizations must understand and operate effectively within their technology-business value chains in order to maximize profitability. Developing and executing an effective Information Technology strategy that enables business strategy is critical for creating business value and gaining competitive advantage. This Course presents a framework and methodology for assessing, developing and implementing an effective IT strategy that is aligned with business needs. Topics include: IT-business alignment, IT strategy, IT planning, IT value and benefits, IT Governance, IT success measurement, data and information management, managing IT Outsourcing, and the role of the CIO.
Prerequisite: BCS 220

BCS 220 Management of Information Systems 3-3-0
This course covers the management perspective of Information Systems. An IS Department or IS unit manages data and information which are among the most valuable organizational resources in today's modern businesses. The MIS includes the setting of a direction for information resources, the management of technology resources and the management of the information systems function. A variety of different types of IS will be covered. The list includes Enterprise Resource Planning Systems, Knowledge Management Systems, and Electronic Systems.
Prerequisite: BMG 100

BCS 313 Information Technology Project Management 3-3-0
Modern organizations are critically dependent on information technology. It is difficult to find any organizational unit, process, or task that does not rely on some sort of information system. This course covers information systems development from the business perspective. The course educates students in fundamentals of systems analysis and design. The analysis part aims at understanding organizational processes and their informational aspects in order to define possibilities of improving process efficiency and effectiveness. The design part of is focused on creating solutions for the improvement of processes and supporting Information systems.
Prerequisite: BCS 220

BCS 320 Business Intelligence and Data Analytics 3-3-0
Organizations increasingly rely on data and sophisticated analytical tools to make effective and strategic decisions. This course focuses on enabling students to learn skills to access, prepare, analyze and visualize data to support decision-making and business problem-solving. Students will learn how to implement a variety of data analytic techniques using modern business intelligence tools. At the end of the course, students will be able to identify and structure complex business problems that can be addressed through data analysis, data mining, data visualization, and text mining.
Prerequisites: (BMA 140 or ESG 261 or PMA 260 or SOC 211) and BCS220

BCS 340 - Privacy, Ethics, and Communication in Data Science 3-3-0
This course engages with three main challenges in the modern practice of data science: data privacy, ethics, and communication. The course is designed to build students' ethical skills for collecting, storing, sharing and analyzing data derived from various subjects. This course provides historical background to understand the tenets of informed consent, discrimination, and privacy. Using case study, students will explore current applications of algorithmic transparency and unintended automation of discrimination via data that contains biases rooted in race, gender, class, and other characteristics. Finally, students will learn how to communicate data analytics outputs using storytelling and storyboarding.
Prerequisite: BCS 220

BCS 410 Cybersecurity Management 3-3-0
Cybersecurity breaches are growing at an unprecedented rate. Many organizations have gone bankrupt due to severe IT security failures. Today, billions of interconnected devices produce and share data which increases the vulnerability of IT assets. The heavy organizational reliance on data and IT largely explains the critical aspect and the vitality of cybersecurity. Organizations must protect their information resources against security threats both internally and externally. The overall intent of this course is to enable students to have an in-depth understanding of the different types of cyberattacks, the business systems that are most at risk, and the importance of an organization-wide approach to cybersecurity. In addition, students learn how organizations mitigate their risk exposure using a range of managerial, legal, technological, process and social controls.
Prerequisite: BCS 220

BCS 420 Data Mining for Business Analytics 3-3-0
This course will teach practical analytics methods and use various tool to provide hands on experience on data mining techniques. The focus of the course is on the application of the tools and techniques rather than learning the theory and math behind the models. This course builds upon concepts seen in BCS320 and covers these tools and techniques in much more depth. Students will be exposed to real world datasets and examples to get hands-experience with making business decisions using predictive and prescriptive analytics.
Prerequisites: BCS 220 and BCS 320

BCS 422 Integrated Enterprise Systems and Business Processes 3-3-0
Enterprise Resource Planning (ERP) systems are excessively important applications for organizations since they manage the exchange of information between the main business units of companies and support the integration of business processes that connect these same units. The aim of this course is to introduce students to ERP systems, more precisely, their use and configuration. The course will allow students to use SAP system by simulating real business contexts and entering data into the SAP system. The course will also develop skills in solving problems related to the use and configuration of ERP, as well as to become familiar with the main issues related to the use and implementation of ERP in companies.
Prerequisite: BCS 220
Note: Students having completed BUS 302 in Winter 2021 are not allowed to take BCS 422 for credits

BCS 424 Supply Chain Analytics 3-3-0
Supply chains are complex systems involving multiple businesses and organizations with different goals and objectives. Many different analytical methods and techniques are used by researchers and practitioners alike to better design and manage their supply chains. This course introduces the primary methods and tools that you will encounter in your study and practice of supply chains. We focus on the application of these methods, not necessarily the theoretical underpinnings.
We will begin with an overview of introductory probability, decision analysis, and regression to ensure that students understand how uncertainty can be modeled. Next, we will introduce optimization modeling from heuristics to linear, non-linear, and mixed integer linear programming. This is a hands-on course. Students will use spreadsheets extensively to apply these techniques and approaches in case studies drawn from actual supply chains
(Prerequisites: BMA 141 and BMS 231)

BCS 430 Business Applications of Artificial Intelligence 3-3-0
Artificial Intelligence (AI) is quickly becoming ubiquitous. The availability of big data and tremendous computing power have expedited the adoption of machine learning applications to build intelligent systems that can learn from data. This course will expose students to the history of AI and show how intelligent machines will dominate across all sectors. Students will also be exposed to different AI business applications and learn how to leverage these applications to enhance decision-making, customers experience and organization's profitability. The course will be very practical and leverage real world problems from an applied perspective. Through practical case studies, students will learn what strategic questions to ask and how to formulate proposals when evaluating opportunities to embed machine learning processes and artificial intelligence technology into a corporate strategy. Students will work on a project to help them apply the concepts they have learned to a specific industry and/or company.
Prerequisite: BCS 220

BCS 450 Business Technology and Analytics Capstone Project 3-3-0
Draw on all of the skills learned throughout the BTA courses this course will allow students to apply conceptual and technical knowledge in analyzing, planning, and designing an information system or work on a data analytics project. In teams, students will work on a group project that will culminate with a presentation of this final project. Restricted to eligible students in their final semester in the BTA major.
Prerequisites: BCS 220 and BCS 320
Note: This course can only be taken as part of the last 30 credits

BFN 100 Basic Finance 3-3-0
Income, inflation, interest rates, foreign exchange rates, prices of commodities, recessions, etc. are factors affecting businesses performance. Understanding the economic environment as well as the drivers of the different sectors of the Canadian economy and how these are impacting financial statements of businesses is the main focus of this course.
Prerequisites: BAC 121, ECO 103 and MAT 196
Note: Students having completed BFN 200 are not allowed to take BFN 100 for credits

BFN 200 Introduction to Finance 3-3-0
This course introduces the study of finance in the context of modern business decision-making. The central focus of the course is the valuation of real and financial assets and the tools used for that purpose. Students will become familiar with such concepts as time value, discount rate, and net present value. These concepts will be presented with the help of real-life examples and cases that will illustrate the many ways in which finance can solve business problems.
Prerequisite: BAC 121, BMA 140 and ECO 103
Note: Students having completed BFN 200 are not allowed to take BFN 100 for credits.

BFN 203 Corporate Finance 3-3-0
This course represents an introduction to corporate finance. It focuses on the determinants of financial policy at the microeconomic level. The students will become familiar with the issues and challenges faced by a financial manager. Emphasis will be placed on financial planning and corporate growth, capital structure, and dividend policy decisions.
Prerequisite: BFN 200

BFN 210 Capital Markets 3-3-0
This course is focused on the concept of risk, one the most fundamental concepts in finance. The course examines the North American capital market, global capital markets, and fundamental quantitative models. Topics covered include, but are not limited to, the basics of portfolio theory, asset pricing theory, efficient market theory, the study of specific asset classes (stocks, bonds, and derivatives), and the yield curve.
Prerequisite: BFN 200

BFN 215 Small Business Finance 3-3-0
Small business owners or entrepreneurs need to know how to (a) read basic financial statements; (b) understand product costing, initial profit-and-loss development and break-even analysis; (c) manage cash flow; and (d) understand various revenue models. This course will use Excel spreadsheets to develop practical financial projections that are immediately relevant to business operations.
Prerequisite: BFN 100 or BFN 200

BFN 301 Capital Budgeting 3-3-0
This course describes how managers are making long-term investment decisions involving capital assets, such as plant, equipment, machinery, research and development, etc. The main topics include, but are not limited to net present value, internal rate of return, cost of capital, adjusted present value, real options, mergers and acquisitions, and many others. Special emphasis is placed on tackling complex case studies that require an integrative approach to understanding various corporate finance issues.
Prerequisites: BFN 203

BFN 306 Behavioural Finance 3-3-0
This course brings together knowledge from the area of modern finance and cognitive sciences into one unified framework. Students will learn about cognitive biases and how individuals make financial decisions, the role of emotions and heuristics in dealing with complex critical systems, and how individual behaviour aggregates into corporate financial strategies and broad stock market movements.
Prerequisites: BFN 203 and BFN 210

BFN 315 Financial Derivatives 3-3-0
Futures and options markets have become increasingly important in the world of finance and investments. It is essential that all professionals understand how these markets work, and how derivatives are valued. This course will study the derivatives markets, assess their characteristics, and describe how they are used by hedgers, speculators and arbitrageurs.
Prerequisites: BFN 203, BFN 210 and MAT 197

BFN 335 Topics in Finance I 3-3-0
This is an advanced course in Finance covering special topics including, but not limited to, case studies in corporate finance and investments, complexity and networks, trading strategies, derivatives and hedging, foreign exchange risk management, international capital budgeting, risk management in financial institutions, and any other topic that might reflect current research interest of faculty members. This course should be of particular interest to those students expecting to pursue a career in the investment industry and/or graduate studies in Finance.
Prerequisites: BFN 203 and BFN 210

BFN 336 Topics in Finance II 3-3-0
This course is expanding on some themes already covered in other Finance courses, or adding new subjects including, but not limited to corporate finance and investments, complexity and networks, trading strategies, derivatives and hedging, foreign exchange risk management, international capital budgeting, risk management in financial institutions, and any other topic that might reflect current research interest of faculty members. The course will be delivered through regular class lectures, individual case studies, or group projects.
Prerequisites: BFN 203 and BFN 210

BFN 341 Corporate Governance and Sustainability 3-3-0
Corporate Governance offers insights into the relationship between economic efficiency and economic organization. The main issues addressed in this course include the comparative analysis of free markets and hierarchies, the nature and allocation of financial claims, the organization and functioning of various corporations around the world, and the connection between ethics and economic performance.
Prerequisites: (BFN 203 and BFN 210) or BFN 215

BFN 352 Investment Analysis 3-3-0
Introduction to the various security instruments and intermediaries and the structure and functioning of the markets within which they are cast. Conventional techniques for evaluating securities, including technical analysis.
Prerequisites: BFN 203 and BFN 210

BFN 353 Financial Institutions Management 3-3-0
This course provides students with an integrating framework for examining various types of financial institutions and the means of managing their operations. Topics include uniqueness of financial institutions; application of portfolio and corporate finance theories to the management of assets, liabilities, capital structure and off-balance sheet operations; interest rate and liquidity risk exposure; loan portfolio management, loan pricing and credit rationing; capital adequacy and regulatory environment. The strategic repercussions for such institutions, given the rapidly changing financial and regulatory environments, are also reviewed through the analysis of cases illustrating current issues.
Prerequisites: BFN 203 and BFN 210

BFN 356 SEED Portfolio 6-3-0
The SEED course has been designed with the objective of providing finance students with the means to practically apply their knowledge. The course gives students the opportunity to act as investment managers, in order to gain a more comprehensive understanding of portfolio management. This will be accomplished by having students invest in recognized North American equities, after prudent research and consulting with an external advisory board.
Students will apply to the program upon entering their penultimate year. After an application process which includes resumes and interviews, students will be selected as Research Assistants. Research Assistants have to complete two company analyses, which they will present to their External Board. As well, they have to answer any requests their Portfolio Managers may have. Upon completion of a year as Research Assistants, students will move into the position of Portfolio Managers, conditional upon the approval of the Faculty Advisor. Portfolio Managers are in charge of setting up the strategy for the portfolio. They are responsible for all buy/sell/hold decisions. Emphasis will be on the importance of analysis and presentation, in order to reach consensus among Portfolio Managers, and on the use of appropriate decision making tools.
Prerequisite: Permission of instructor.

BFN 361 International Finance 3-3-0
This course provides a broad overview of the major aspects of finance in an international setting. The focus will be on measuring and coping with foreign exchange risk from the managerial perspective of multinational corporations. The main topics of this course include the examination of spot, forward and futures markets, the use of derivative contracts, international financial markets, international financing, capital budgeting, direct foreign investment and international mergers and acquisitions.
Prerequisite: BFN 200

BHR 221 Organizational Behaviour 3-3-0
This course is designed as an introduction to the study of individual and group behaviour in organizations. The purpose is to enable students to understand human behaviour and its determinants in the organizational setting and, therefore, to deal with it effectively. Throughout the course emphasis will be placed on students' conceptualization of the theoretical aspects of organizational behaviour, as well as the practical application of these theories through case analyses.
Prerequisite: BMG 100
Note: Students who complete BHR 221 cannot receive credit for PSY 309. For prerequisite purposes PSY 309 is equivalent to BHR 221.

BHR 224 Human Resource Management 3-3-0
Management of people is a recognized competitive corporate advantage. This course is designed to introduce the current theory, research and practice of human resource management. Specialized topics central to human resource management are introduced. Learning is facilitated through lecture, student presentations, and class discussions.
Prerequisite: BHR 221

BHR 312 Labour Relations 3-3-0
Through an integration of theory and practice, the objective of this course is for students to be able to understand and manage Canadian labour relations. Using a broad interdisciplinary context, this course surveys the major aspects of the union-management relationship with a focus on the following: the establishment of union bargaining rights; the negotiation process; the administration of the collective agreement; and, the role of strikes and lockouts. Other topics include the changing nature of employment and the impact of globalization; minimum conditions of work; and the uniqueness of the public sector. When appropriate, reference will be made to other NAFTA and EU jurisdictions.
Prerequisite: BHR 224 or POL 214

BHR 313 Compensation Management 3-3-0
This course provides students with an understanding of the strategic role of organizational compensation management in today's competitive environment. Students will explore the theory, concepts and methods used to design compensation systems which will contribute to individual and organizational goal achievement. Current and controversial topics in the field of Compensation Management will also be discussed.
Prerequisite: BHR 224

BHR 315 Training and Development 3-3-0
The course introduces students to the practice of training and developing employees. Both practical and theoretical aspects are explored. The entire process of training is explained, from the determination of training needs, setting training objectives, designing the training programs, selecting the appropriate training and development techniques, to the evaluation of training results. Both traditional and contemporary training methods are reviewed within this framework.
Prerequisite: BHR 224

BHR 316 Organizational Conflict and Negotiation 3-3-0
This course introduces students to the structure and processes of conflict and negotiations faced by organizations. Both formal and informal conflict and negotiation practices at the interpersonal, intra group and inter group levels are examined from theoretical and practical perspectives. Particular emphasis is placed on understanding and dealing with conflict from a "conflict management" viewpoint wherein conflict is viewed as having the potential for positive and negative individual/organizational consequences. A significant portion of the course is devoted to the development of conflict management and negotiation skills.
Prerequisite: BHR 221

BHR 325 Topics in Human Resource Management 3-3-0
The course will present selected topics of current interest at an advanced undergraduate level. Topics covered may vary from year to year. Subject matter may reflect current research interests of faculty members. This course should be of particular interest to those expecting to pursue graduate studies in Human Resource Management and related fields.
Prerequisite: BHR 224

BHR 326 Personnel Recruitment and Selection 3-3-0
This course introduces students to the theory and practices of personnel recruitment and selection. In addition to critically reviewing the various recruitment and selection strategies used by organizations, students will be exposed to the technical and theoretical underpinnings of the field (e.g., Validity; Reliability; Criteria Measures). The course will cover selection and recruitment issues as they relate to the Canadian legal framework.
Prerequisites: BHR 224 and (BMA 140 or PMA 260)

BHR 328 Occupational Health, Safety, and Wellness 3-3-0
This course is designed to provide students with an introduction to the management of health and safety in the workplace. The course first examines the legislative context, and the hard and soft cost implications of effective health and safety programs. In this context, best practices in terms of occupational hygiene, safety, ergonomics, and workplace wellness are explored. Related topics such as accident investigation, workplace safety and insurance, and occupational disability management are also discussed.
Prerequisite: BHR 221

BHR 333 Employment Law 3-3-0
This course is designed to provide students with an understanding of the key statutes, case law, and adjudicative processes in employment law. Whereas students will be introduced to the theory of public law and administrative tribunals, emphasis will be placed on the practical implications of the legal rights and obligations of the workplace parties. An emphasis is placed on the contract of employment and the duty to accommodate. Other topics include the law of the following: human rights; employment standards; occupational health and safety; workplace accident insurance; pay equity; and, employment equity.
Prerequisite: BHR 224

BHR 334 Administering the Collective Agreement 3-3-0
The collective agreement constitutes the negotiated terms and conditions of employment between management and the union. Through an integration of theory and practice, students gain an understanding of the major substantive and procedural issues in administering a collective agreement. An emphasis is placed on dispute resolution from the initial stages of a grievance through to labour arbitration.
Prerequisite: BHR 224 or POL 214

BMA 140 Statistical Analysis for Business Decisions I 3-3-0
This course provides an overview of fundamental statistical and mathematical concepts needed to perform statistical data analysis to support business decision-making such as probability, random variables, descriptive statistics, and common probability distributions.
Prerequisite: MAT 190
This course is not open to students with credit for EMA 140.

BMA 141 Statistical Analysis for Business Decisions II 3-3-0
This course provides an overview of advanced statistical and mathematical concepts needed to perform statistical data analysis to support business decision-making and projections such as sampling methods and sampling distributions; statistical inference; estimation and hypothesis testing; simple linear regression and correlation; multiple linear regression; chi-square tests for independence and goodness-of-fit; introduction to analysis of variance.
Prerequisites: BMA 140
This course is not open to students with credit for EMA 141.

BMA 210 Introduction to Actuarial Science 3-3-0
This course introduces students to some key areas of actuarial science, exploring the design of social security plans, pension plans and group insurance. Some fundamental actuarial techniques are also described (but without going into the more complex mathematical aspects): reserve calculation and premium rate calculation. An overview of actuarial practice areas and employers completes the content of this course.

BMG 100 Understanding Business and Society 3-3-0
With the onset of Globalization, the rapidly improving economic conditions have led to many inequities and issues rising to the forefront. Income inequality, environmental protection and regulations, cultural extinction are just some of the many issues that are impacting all stakeholders. As businesses, governments and workers attempt to balance growth and increases in productivity to improve standards of living with social and economic costs, understanding multiple viewpoints will be critical to ensuring the future of this planet. In this class, you will be drawn into these debates and explore the underlying perspectives related to theories of society and human nature and in their value presuppositions.
Corequisite for Business students only: The 1-credit lab ILT 100 is to be taken concurrently with BMG 100 unless advanced credits have been received for it.

BMG 191 Fundamentals of Workplace Preparation and Professional Development 1-0-1
This course introduces students to notions of professional development in order to successfully transition into the workplace. Topics include job search and networking techniques, personal branding and self-awareness, cover letter and resume preparation, interviewing skills as well as workplace etiquette and professionalism in the workplace. This course is mandatory for all co-operative education students, but does not count towards overall degree credit count.
Note: Not included in the calculation of the cumulative average. This course is only open to students in Business and CS who are in COOP.

BMG 214 Introduction to Entrepreneurship: New Venture Creation 3-3-0
An introduction to thinking entrepreneurially, thinking how to pursue your goals and opportunities by "creating something new from little". The course is designed to help students pursue their goals through entrepreneurship. Topics include opportunity identification, financing your goal, and venture generation.

BMG 215 Introduction to International Business 3-3-0
This introductory course is designed to expose the student to the international business environment and its current patterns. The major theories of international business transactions are examined including the critical institutions that influence and facilitate international trade. These dynamic factors as well as the pressures of globalization are reviewed in the context of overall corporate policy. The course also briefly develops the important international issues within the framework of the various functional disciplines of management.
Prerequisites: BMG 100 and BMK 211

BMG 221 Business Law and Ethics 3-3-0
This course introduces students to the subject of law and to some major legal and ethical concerns for business professionals. This includes contract law, laws of the corporation, employment law, and product liability. Case studies will address broad ethical issues such as conflicts of interest, governance, and confidentiality

BMG 311 Business Policy and Strategic Management 3-3-0
The objective of this course is to introduce students who have completed their B.B.A. core courses to the business policy and strategic management areas. This course attempts, through the uses of cases, readings and lectures, to provide an awareness of overall organizational goals, strategies and environmental relationships. Where possible, the course utilizes knowledge gained in other areas of the B.B.A. Division.
Prerequisites: All other Required Core courses. BMS 231 may be taken concurrently.
Note: Permission of the Departmental Chair is required for non B.B.A. or non B.A. Major Business students, including exchange students.

BMG 315 International Management 3-3-0
The course is designed to further develop the students' understanding of the international business environment. The course reviews the global competitive forces affecting the internationalization process including the decision to expand abroad and the various modes for foreign market entry i.e. licensing, joint ventures and international alliances. Other topics include various aspects of international control, organizational structure and foreign subsidiary issues. The course is developed around the case study method.
Prerequisite: BMG 215

BMG 322 Change Management 3-3-0
This course explores the process of change within organizations and the management of that process. Topics include the forces that create and inhibit change, decisions about what needs to be changed, and the techniques to implement and sustain change. The role of the change agent will also be examined.
Prerequisite: BHR 221
Note: It is recommended that students take this course in their last 30 credits.

BMG 323 Interpersonal Skills 3-3-0
Studies consistently show that good "interpersonal skills are critical to managerial success." Although individuals differ in their basic characteristics, personalities, and competencies, better interpersonal skills can be learned. This course uses both conceptual and experiential approaches to focus on key interpersonal skills of communication, conflict management, and leadership, within a team setting.
Prerequisite: BHR 221

BMG 324 Management of Innovation 3-3-0
The course is designed to introduce students to the innovation process, the management of the innovation process within the organization, and the role and treatment of innovation in the Canadian context.
Prerequisite: BHR 221

BMG 325 Leadership in a Multicultural World 3-3-0
Whether at home or abroad, the business world is becoming increasingly multicultural. Leaders must foster excellence in their diverse workforce by displaying cultural skills. This course begins by taking an in-depth look at main leadership theories while reflecting upon their relevance for a variety of sub-cultures as well as within different international contexts. Ultimately, we introduce some of the current literature on the transferable skills required for successful global leaders. Accordingly, we seek to develop students' cultural intelligence and prepare them for multicultural leadership applications.
Prerequisite: BHR 221

BMG 330 Case Competition 3-3-0
Through the use of case studies and discussion in class and in small groups, students will learn to better understand the forces shaping the current business environment and the processes of formulating, and efficiently implementing, a powerful presentation to a panel. Critical analysis of current business practices, integrative decision-making and presentation skills will be developed. Strategy formulation and implementation will be investigated in the context of complex business case competitions.
Prerequisite: Permission of Departmental Chair

This course is reserved for Business and Economic students.

BMG 335 Global Value Chain Analysis 3-3-0
The main aim of this course is to develop students' skills and capabilities for analyzing industries across countries. With this course students will learn: (a) How to apply the global value chain analytical framework to analyze the structure and dynamics of different actors in global industries, (b) How to examine the complex network of relationships between firms and institutions that span a wide range of countries, (c) How value chains are controlled and coordinated by different governance structures, (d) How to determine global competitive positions of firms in a given industry and geographic location especially in the emerging markets of Asia, Latin America and Africa. (e) How the participation of emerging markets drives the dynamics of global value chains, (f) How global value chains can be used to create social value (g) The different methods and strategies used by countries, regions and other economic stakeholders to maintain or improve their positions in the global economy.
Prerequisite: BMG 215

BMG 345 International Marketing and Export Management 3-3-0
The aim of this course is to provide students with the necessary tools and resources that will enable them to manage the process of exporting and marketing products across countries. The course will examine the broad issues related to exporting and marketing products, countries and services as well as technical concepts and processes that are specific to exporting. At the end of this course students will be able to: (a) Know the necessary steps required to successfully export products and services (b) Appreciate the opportunities, challenges and risks related to exporting (c) Develop an international export and marketing business plan, (e) Identify the escalating costs related to exporting (f) Differentiate the different pricing methods and their implications to profitability and competitiveness in foreign markets, (g) Understand the necessary documentation and institutions involved in the exporting process, (h) To follow emerging digital technologies and exploit them for international competitive advantage.
Prerequisite: BMG 215

BMG 351 Independent Studies 3-3-0
Proposals for independent studies should be submitted to the faculty member who is to supervise the project. All such studies must be approved by the Faculty.

BMG 352 Honours Project 6-3-0
The Honours project will be taken by all students accepted by the Department into the BBA Honours program. The student will select a topic in consultation with a professor in the concentration area. The completed project will be reviewed by three professors, two of which must be in the area, and be subject to an oral defense.
Prerequisite: acceptance in the Honours program

BMG 355 International Entrepreneurship 3-3-0
International entrepreneurship is an interdisciplinary field that is based upon theoretical foundations of international business and entrepreneurship. The rapid scale and intensity of globalization and the advancement of digital technologies has created opportunities for entrepreneurs to create new ventures that take advantage of these new technologies to exploit opportunities that emerge across the world. The aim of this course is to provide students with the necessary tools and frameworks for developing new ventures that take advantage of emerging global opportunities for both, for profit entrepreneurs, as well as, non-profit social entrepreneurs.
Prerequisite: BMG 215

BMG 391 Co-operative Education Placement I 3-0-0
Students will integrate theory and practice through the analysis of an issue, opportunity or problem in some way related to the student's work placement.
Prerequisite: BMG 191

BMG 392 Co-operative Education Placement II 3-0-0
Students will integrate theory and practice through the analysis of an issue, opportunity or problem in some way related to the student's work placement
Prerequisite: BMG 391

BMG 393 Co-operative Education Placement III 3-0-0
Students will integrate theory and practice through the analysis of an issue, opportunity or problem in some way related to the student's work placement.
Prerequisite: BMG 392

BMK 211 Marketing Management 3-3-0
Introduction to the nature of marketing in our competitive business environment. The main emphasis of the course revolves around a close examination of the "marketing mix" (product, price, place and promotion) in a managerial setting, and interpretation of market forces and opportunities.

BMK 214 Consumer Behaviour 3-3-0
To understand how consumers and organizations interact and the processes that take place as part of this exchange. The main emphasis of this class is on how consumers and organizations drive change and the impact of these changes on both a micro and macro level. In addition, a secondary focus examines the process by which consumers and organizations consume/deliver products and services in order to understand the evolution of this process from both a managerial and global perspective.
Prerequisite: BMK 211

BMK 291 Entrepreneurship Practicum I 3-1-2
The main goal of Entrepreneurship Practicum I is to guide teams through the process of how to develop a product/market vision. Student teams will work through exercises aimed at developing a joint core competence description for the team, linking this joint core competence to emerging market opportunities using market research, experiencing a mentoring relationship and developing a product concept based on their product/market vision. This course is to be taken in the same calendar year as BMK392, which will be offered in the winter term.
Prerequisites: BMG 214, BMK 211 and BMK 214

BMK 321 Marketing Research 3-3-0
The course equips students with the key concepts and methods of marketing research, and allows students to understand how to apply those tools to solve real-life business problems. The emphasis in the course is on interpretation of results of marketing research and the use of such information to facilitate strategic marketing decision making.
Prerequisites: BMK 214 and BMA 141

BMK 322 Personal Selling and Sales Management 3-3-0
Selling is a skill. While good interpersonal abilities and friendly personality can help, selling is much more than just being a good people person, and this course will teach students how to develop these skills. This course will explore Personal Selling, in both B2B and B2C context. The goal of the course is to provide students with the basic sales and communication knowledge and abilities to achieve professional life competencies. Communication is the basis of life in society and must be done with respect for the other person
Prerequisites: BMK 211

BMK 323 Marketing Communications 3-3-0
This course will examine the theory and techniques applicable to all the major marketing communication functions: advertising, direct marketing, sales promotions, public relations, and personal selling. It will provide a knowledge base that will allow students to research and evaluate a company's marketing and promotional situation and use this information in developing effective communication strategies and programs.
Prerequisite: BMK 214

BMK 332 Omnichannel Marketing: Distribution Channels in The Digital Age 3-3-0
Technological advances and the proliferation of eCommerce are transforming distribution channels and the way consumers buy products. Today's consumers, whether retail or business consumers, are omnichannel consumers: they want to shop across online, mobile, social, and physical distribution channels however they wish. They expect a seamlessly integrated multichannel experience that allows them to shop on their own terms, starting their customer journeys anywhere in the distribution channel system and finishing them anywhere. This means that distribution channels need to be transformed. This transformation requires a holistic reimagination and re-creation of the distribution channel system to transform it into an omnichannel ecosystem. In this advanced course, students study the fundamentals of omnichannel marketing and learn how companies design, implement, and manage an omnichannel marketing ecosystem to optimize the performance of their distribution channels.
Prerequisite: BMK 214

BMK 340 Product Strategy and Innovation 3-3-0
This course focuses on the nature of the decisions and actions taken by firms concerning innovation with respect to their products and services. Topics covered will include innovation and R&D management, managing knowledge and networks, and the new product development process. The course will expose students to the contemporary challenges encountered by innovative firms in developing and launching new products and services, and the strategies which are used by those firms in building and defending brand equity throughout the product life cycle.
Prerequisite: BMK 214

BMK 344 Branding and Brand Management 3-3-0
Branding has become one of the most important aspects of marketing strategy. A strong understanding of branding is essential for the success of a small or large business. This course covers the building blocks and principles of branding and brand management. How can a brand stay relevant? What is brand strategy? How are meaningful brands created? Why do some brands have greater longevity and loyalty? How to build and manage brand equity? This course will provide opportunities to understand the building blocks of a strong brand and apply strategies and management techniques.
Prerequisite: BMK 211 and BMK 214

BMK 350 Marketing Strategies for Environment Sustainability 3-3-0
This course aims to provide a forum for students to consider innovative approaches to advancing environmental sustainability through the marketing function of organizations. The course is designed to help students build effective strategies for gaining competitive advantage through environmentally sustainable practices which need to be built into the core areas of strategic marketing: product and process development, design of the supply chain, communications and pricing. In addition, the course will help students understand the publics which need to be involved and the macro factors which need to be considered in order for such strategies to be effective.
Prerequisite: BMK 214

BMK 354 Digital Marketing 3-3-0
The Digital Marketing course will provide students with the necessary knowledge to plan, execute, monitor and adjust an innovative online marketing campaign. The course will touch upon social media, reputation management, email marketing, online advertising, SEM, SEO, web analytics and web design.
Prerequisites: BMK211 and BMK214

BMK 355 Happiness Marketing 3-3-0
The course discusses practical applications of positive psychology in marketing. Backed up by evidence-based scientific research findings, it aims to help students understand how to be a happier person, a happier consumer, and a better marketer who is able to enhance consumers' well-being. The course introduces cutting-edge marketing tools which help create win-win situations for both consumers and companies alike.
Prerequisite: BMK 214

BMK 362 Sport Marketing 3-3-0
This course will illuminate the theoretical underpinnings and practical applications of marketing strategies to collegiate and professional sport, special events, international sport, broadcasting, facility management, and the sporting goods industry. The course is designed to allow students an opportunity to apply key marketing concepts and strategies within various settings in order to garner a better understanding of both participant and spectator markets.
Prerequisite: BMK 211

BMK 371 Industrial Marketing Strategy 3-3-0
This course is designed to help students understand the complexities and unique challenges faced by marketing managers and top management in their efforts to harmonize the organization's objectives, capabilities, and resources with marketplace needs and opportunities, in the specific case of industrial or business-to-business marketing. Particular emphasis is placed on high technology and dynamic environments which drive specific industries that play key roles in today's society including, but not limited to, biopharmaceuticals, nanotechnology, integrated networks and energy.
Prerequisite: BMK 214

BMK 381 Marketing Policies 3-3-0
This course integrates the marketing elements in an overall business approach and is designed as a capstone course for graduating students in the marketing and entrepreneurship stream. It focuses on helping students become a strategic marketer, so that they can create, gain support for and execute marketing plans that will build strong and enduring businesses. Special consideration will be given to the playing of a realistic marketing simulation game.
Prerequisite: BMK 214

BMK 392 Entrepreneurship Practicum II 3-1-2
The team from Entrepreneurship Practicum I builds a business plan to take the concept developed in BMK 291 to the next stage. The exercises will include niche market detailing, idea blueprinting, prototype/concept development, concept testing with lead users in the market place, web site development, brand creation and final market tests. The final business plan will be vetted with potential funding organizations/investors. Students are expected to enroll in both BMK 291 and BMK 392 in the same calendar year.
Prerequisite: BMK 291

BMK 440 Marketing Analytics 3-3-0
This course introduces students to a broad view of product, consumer, marketing mix, and digital analytics. In order to make great marketing decisions, companies typically analyze timely and in-depth data about consumers, competitors, and the environment. During the course, students are encouraged to think like marketers by asking questions about their data, setting their own directions for analysis and thinking about how a company could implement the results.
Prerequisite: BMK 211

BMS 231 Operations Management 3-3-0
This course views the management of operations as the design, management and control of business processes. The course introduces the decisions and trade-offs associated with production of goods and services. Topics include: strategy in operations and supply chain, process design and selection for manufacturing and services, capacity planning, six-sigma quality, lean manufacturing, inventory management, aggregate sales and operations planning, MRP/JIT, and scheduling operations.
Prerequisites: BMA 140

BMS 303 Forecasting Techniques 3-3-0
This course introduces various forecasting techniques used in the business world. Computers are used to apply and interpret the forecasting information.
Prerequisite: BMA 141

ILT 100 Information Literacy and Critical Thinking (lab) 1-0-1
This one credit lab course is required for all Business Students. The objective of this laboratory course is to introduce students to the skills necessary to effectively complete their research assignments in Business. The course includes the correct use of library resources, including the online catalogue, periodical indexes, and other relevant databases. Other areas of study include the identification of key terms for effective searching, productive use of the internet, and the critical evaluation of retrieved resources. Academic integrity, plagiarism and the correct citation of print and online sources are also taught. The course is practical, and students are given the opportunity for hands-on experience in the library's electronic classroom. This lab course cannot be used as a lecture course credit.
Prerequisite: Permission of Departmental Chair

Courses Offered on a Sporadic Basis

BMS 325 Operations Research 3-3-0
This course introduces more concepts and applications of quantitative management techniques not covered in BMS 231. Topics to be covered are: linear programming: the simplex method; simplex-based sensitivity analysis and duality; integer programming; introduction to dynamic programming; queuing models; and Markov processes. Computer programs are available for students to experiment with specific techniques.
Prerequisite: BMS 231

BMG 330 Case Competition 3-3-0
Through the use of case studies and discussion in class and in small groups, students will learn to better understand the forces shaping the current business environment and the processes of formulating, and efficiently implementing, a powerful presentation to a panel. Critical analysis of current business practices, integrative decision-making and presentation skills will be developed. Strategy formulation and implementation will be investigated in the context of complex business case competitions.
Prerequisite: Permission of Departmental Chair

BMS 332 Supply-Chain Management 3-3-0
The main purpose of the course is to learn how models can be effectively constructed and applied to supply-chain planning problems. Specific topics include: Motivation for using models to analyze supply chain problems with particular attention to developments in Information Technology, Linear and mixed Integer programming models, applications of modelling systems to strategic, tactical, and operational supply chain problems. The perspective is the resource-view of the firm, a new paradigm for strategic planning.
Prerequisite: BMS 231

BUS 200 Business Experiential Learning Project (for-profit) 3-1-10
Students will provide business services to "for-profit" organizations based on the needs that are mutually determined by both the students and the organization. The student or student team will be involved in creating a needs analysis, providing strategic recommendations as well as a critical reflection of the learning that occurred. The course will normally take place over a regular semester or the summer. The course must be supervised and evaluated by a business professor and an organizational representative. Each BUS200 course is unique; therefore, the description of the mandate and its objective must be approved by the Business Faculty for each experience.
Prerequisite: Permission of instructor

BUS 201 Business Service Learning Project (not-for-profit) 3-1-10
Students will provide business services to "not-for-profit" organizations based on the needs that are mutually determined by both the students and the organization. The student or student team will be involved in creating a needs analysis, providing strategic recommendations as well as a critical reflection of the learning that occurred. The course will normally take place over a regular semester or the summer. The course must be supervised and evaluated by a business professor and an organizational representative. Each BUS 201 course is unique; therefore, the description of the mandate and its objective must be approved by the Business Faculty for each experience.
Prerequisite: Permission of instructor

BUS 202 International Business Experience 3-0-10
The International Business Experience course is an ideal experience for students who want their first study abroad experience or those who are unable to study abroad for a semester. This course is designed to provide students with a truly real-world experience in international business, where they will gain an understanding of the local culture and learn the challenges and opportunities of doing business in that country, firsthand. Students will participate in business visits and discussions with the country's business leaders, while sharing in a different and unforgettable cultural experience.
Prerequisite: Permission of instructor.
Note: Countries will be determined in collaboration with professors who are interested in engaging in this type of course as well as availability of resources and contacts in that given country.

BUS 301 Topics in Business I 3-3-0
The course will present selected topics of current interest at an advanced undergraduate level. Topics covered may vary from year to year. Subject matter may reflect current research interests of faculty members or innovative industry topics.
Prerequisite: Permission of Departmental Chair

BUS 302 Topics in Business II 3-3-0
The course will present selected topics of current interest at an advanced undergraduate level. Topics covered may vary from year to year. Subject matter may reflect current research interests of faculty members or innovative industry topics.
Prerequisite: Permission of Departmental Chair

BUS 303 Topics in Business III 3-3-0
The course will present selected topics of current interest at an advanced undergraduate level. Topics covered may vary from year to year. Subject matter may reflect current research interests of faculty members or innovative industry topics.
Prerequisite: Permission of Departmental Chair

BUS 304 Topics in Business IV 3-3-0
The course will present selected topics of current interest at an advanced undergraduate level. Topics covered may vary from year to year. Subject matter may reflect current research interests of faculty members or innovative industry topics.

The School of Education

Dean

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Faculty

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B.A., M.A., Ph.D. (University of Nebraska-Lincoln); Associate Professor

Program Overview

The School of Education offers four programs leading to teacher certification. It also offers minors. As a teaching and learning institution, the School of Education works in collaboration with the greater educational community, and is dedicated to developing reflective and exemplary educators. Our graduates are prepared to assume leadership roles in education as a result of theory and practice oriented courses founded on the principles of equity, responsibility, and respect for individual dignity.

Undergraduate Studies

Students complete an undergraduate program (four years for Quebec students or five years for students from outside Quebec) which includes four options:

- B.Ed. in Teaching and Learning at the Elementary Level
- B.Ed. in Teaching and Learning at the Secondary Level (English, Mathematics, Science and Technology, and Social Sciences profiles)
- B.Ed. in Teaching and Learning of the Creative Arts (Drama, Fine Arts and Music concentrations)
- B.Ed. in Teaching English as a Second Language

Students in all B.Ed. programs are required to pass the English Exam for Teacher Certification (EETC) before entry into the final 30 EDU credits of the program (including the final practicum). Students are strongly encouraged to register and attempt the EETC beginning in Year 1 of their program. Information about the cost and the procedures for this test are available from the School of Education.

Successful completion of one of these programs results in a recommendation to the *Ministère de l'Éducation, et de l'Enseignement supérieur* (MEES) for teacher certification in the Province of Quebec. Prior to certification, students will be subject to a judicial background check performed by the *Ministère de l'Éducation, et de l'Enseignement supérieur* (MEES).

Students who have completed an initial degree in a discipline other than Education either at Bishop's or another university requesting entry into any program may require at least three to four years to complete the course of studies, depending on their academic record.

Costs

In addition to the costs listed in the Fees section of this Calendar, students are responsible for all travel and accommodation costs related to the required student teaching practica in the Bachelor of Education degree.

General Regulations

1. Academic Standing for B.Ed. programs in Education:

Notwithstanding the University regulations on Academic Standing, the School of Education has its own regulations on Maintenance of Good Standing.

Students in the Bachelor of Education programs must maintain a cumulative average of 70% or more to remain in good standing. Once students have completed two academic semesters, their averages will be calculated on all courses attempted. Failures will be included in the calculation of this average. If a failed course is repeated, or if a passed course is repeated to achieve a higher mark, the second attempt in either case will be used in the cumulative average.

After 24 credits attempted, students with cumulative averages less than 50% must withdraw from the program; those with cumulative averages between 50% and 69% will be permitted to remain in the Education program for one semester on probation in which they must improve their cumulative average to 70%. Students who do not achieve that standard will not be eligible to continue in the Education programs at Bishop's University. Students have the right to appeal this decision to the Review Committee of the School of Education.

Students who fail to maintain good standing in the School of Education will be required to withdraw from the Education program. They must make a choice of an alternate degree program at

the university by the end of two consecutive semesters following their withdrawal. Should they fail to do so or to be accepted into an alternate program, they will not be permitted to register as full-time students in the next semester.

A student who fails to maintain a cumulative average of 70% in the semester prior to the final practicum will be compelled to withdraw from the Bachelor of Education program and will not be permitted to register for the final practicum.

2. Brevet d'enseignement (Teaching Certificate)

Students who have successfully completed all academic and practicum requirements of their program will be eligible to apply for the Quebec Brevet d'enseignement (Teaching Certificate).

The *Ministère de l'Éducation, et de l'Enseignement supérieur* (MEES) requires a Declaration concerning a student's judicial record prior to certification.

3. Practica (Student Teaching)

Students must successfully complete the requirements of all practicum components in order to complete the B.Ed. with a recommendation to the *Ministère de l'Éducation, et de l'Enseignement supérieur* (MEES) for the "brevet d'enseignement". The practicum components are evaluated as follows:

a. Practicum I: Orientation to Professional Practice (EDU 128 / EDU 129): numerical grade

b. Practicum II: Initiation to Working With and For Students (EDU 228 / EDU 229): (P) pass or (F) fail.

c. Practicum III: Professional Practice (EDU 328 / EDU 329): (P) pass or (F) fail.

d. Practicum IV: Internship (EDU 428 / EDU 429): (P) pass or (F) fail. (Access to the fourth year practicum is dependent on successful completion of the English Exam for Teacher Certification.)

Students completing the Introduction to Professional Practice (EDU 128 / EDU 129), Reflective Practicum (EDU 228 / EDU 229), and Professional Practice (EDU 328 / EDU 329) practicum and receiving a failing numerical grade or grade of F, may only be permitted to continue in their School of Education program with the School's approval. In the case of a failure in the Internship (EDU 428 / EDU 429), the student must withdraw from the Bachelor of Education program.

Students removed from any practicum course before its completion as a result of an unsatisfactory report submitted by an associate teacher, school principal or university supervisor risk being withdrawn from the program. Final decisions regarding removal from the program rest with the School of Education. Cases of this kind will be referred to the School's Review Committee for a decision regarding continuation in the program.

Placements are made in schools throughout the province according to criteria established by the School of Education. Student teachers may have additional travel and accommodation costs during a practicum.

Further information and regulations concerning Practice Teaching are contained in the Practice Teaching Handbook.

4. Transfer Credits

Students may obtain advanced credits for courses which meet the teaching subject requirements and for courses which have appropriate content and meet program requirements.

5. Graduation "With Distinction" or "With High Distinction"

Rules pertaining to graduating with distinction are published in the Undergraduate Academic Regulations, under the article "Graduating with Distinction."

6. Review Committee

Students encountering difficulty in practicum placements or in academic courses may be required to meet with the Review Committee of the School of Education for recommendations or decisions regarding their situation.

B.Ed. in Teaching and Learning at the Elementary Level CONELE

Foundational Courses (42 credits + 2 Labs)

EDU 102 Philosophy of Education
EDU 107 Child Development and Elementary Teaching
EDU 122 Using Technology to Support Learning
EDU 138 Foundations of the Teaching Profession (Elementary)
EDU 203 Educational Psychology
EDU 205 Education, Colonialism and Decolonization
EDU 230 Kindergarten Education I: Holistic Learning and Early Intervention
EDU 231 Kindergarten Education II: Theory and Pedagogy
EDU 238 Teaching and Learning at the Elementary Level: Practice and Reflection
EDU 305 Social Justice and Anti-Discrimination Education
EDU 315 Applying the Psychology of Learning and Motivation to the Design of Learning Environments
EDU 348 Professional Seminars Lab (1 credit)
EDU 401 Quebec Education Policy and Law
EDU 407 Individual Differences
ILT 101 Information Literacy Critical Thinking Lab (1 credit)

One of:

EDU 204 Indigenous Education
EDU 211 Introduction to Young Adult Literature and Texts "Beyond the Canon"
EDU 214 Gender and Sexuality in Education
EDU 218 History of Education
EDU 219 Getting dirty: Hands-on, experiential teaching and learning for elementary and secondary students
EDU 220 Linguistic Diversity
EDU 221 Methods in Plurilingual and Pluricultural Teaching and Learning
EDU 222 Teaching and Learning Online
EDU 240 Readings to Support Education Thinking
EDU 285 The Reading Process
EDU 303 Sociology of Education

Methods Courses (33 credits)

EDU 309 Effective Teaching Methods at the Elementary Level
EDU 314 Methods in Teaching Culture and Citizenship in Québec
EDU 319 Student Centered Evaluation at the Elementary Level

EDU 321 Methods of Teaching Language Arts I
EDU 331 Methods in Teaching Language Arts II
EDU 334 Methods in the Teaching of Mathematics
EDU 335 Methods in the Teaching of Creative Arts – Elementary
EDU 419 Interdisciplinary Teaching and Integration of Learning at the Elementary Level (6 credits)
EDU 433 Methods in the Teaching of Elementary Social Sciences
EDU 434 Methods for Scientific Inquiry and Problem Solving

Practica (24 credits)
EDU 128 Practicum I: Orientation to Professional Practice (Elementary)
EDU 228 Practicum II: Initiation to Working With and For Students (Elementary)
EDU 328 Practicum III: Professional Practice (Elementary) (6 credits)
EDU 428 Practicum IV: Internship (Elementary) (12 credits)

Disciplinary Courses (21 credits)
One of:
ENG 102 Approaches to Media Studies
ENG 104 Approaches to Short Fiction
ENG 111 Canadian Short Story
ENG 123 Introduction to Indigenous Literatures in Canada
ENG 206 Creative Writing: The Graphic Novel
ENG 210 Children's Literature
EDU 211 Introduction to Young Adult Literature and Texts "Beyond the Canon"

One of:
MAT 100 Excursions in Modern Mathematics
MAT 101 Further Excursions in Modern Mathematics

One of:
BIO 194 Introduction to Biological Sciences
CHM 181 The Chemistry of Everyday Life
CHM 185 The Science of Cooking
EDU 326 Engineering for Science and Technology Teachers
EXS 127 Introduction to Exercise Physiology
PHY 111 Physics of Everyday Life
PHY 113 Introduction to Astronomy

One of:
ESG 126 Introduction to Human Geography
ESG 127 Living in the Environment
One of:
HIS 108 A Global History of Indigenous Peoples
HIS 109 New World: The Americas to 1850

One of:
DRA 101 Introduction to Technical Theatre
DRA 110 Introduction to Theatre after 1800
DRA 135 Acting for Non-Actors
FIS 106 Beginning Drawing
FIS 107 Beginning Sculpture
FIS 118 Beginning Painting
FIS 128 Beginning Photography
MTH 100 Intro. to Dance and Movement
MUS 100 Music Basics for Non-Musicians (1-credit course)

One of:
CLA 112 Greek Mythology: Gods, Heroes, and Monsters
CLA 280 Roman Religion
LIB 216 The Divine and Ultimate Concern
PHI 100 On the Way to the Good Life
RSC 100 Middle Eastern Matrix: Religions of the West
RSC 101 Asian Origins: Religions of the East

Compulsory Language Requirement
EDU 100 English Exam for Teacher Certification (EETC) (P/F, students who do not pass will not be permitted to register in the fourth practicum)

B.Ed. in Teaching and Learning at the Secondary Level

The Secondary teacher education program at Bishop's University leads to a Bachelor of Education in Teaching and Learning. This degree is required in order to be eligible for a teaching license. Students choose from one of the following profiles in a teaching subject area: English, Mathematics, Science and Technology, or Social Sciences.

Overview of Total Program Credits
In order to earn a Bachelor of Education in Teaching and Learning at the Secondary Level, students must complete a 150-credit program. Students entering with a DEC from a Quebec CEGEP will normally be awarded 30 advanced credits. Mature students and students transferring from another university may be awarded certain advanced credits. Students entering without a completed DEC from a Quebec CEGEP and without any advanced credits are required to earn a total of 30 elective credits in addition to the 120 credits plus labs listed below.

B.Ed. in Teaching and Learning at the Secondary Level: English CONEEG

Foundational Courses (30 credits + 2 Labs)
Required Courses:
EDU 102 Philosophy of Education
EDU 122 Using Technology to Support Learning
EDU 203 Educational Psychology
EDU 205 Education, Colonialism and De-Colonization
EDU 239 Teaching and Learning at the Secondary Level: Practice and Reflection
EDU 305 Social Justice and Anti-Discrimination Education
EDU 315 Applying the Psychology of Learning and Motivation to the Design of Learning Environments
EDU 349 Professional Seminars Lab (1 credit)
EDU 401 Quebec Education Policy and Law
EDU 407 Individual Differences
ILT 101 Information Literacy Critical Thinking Lab (1 credit)

One of:
EDU 204 Indigenous Education
EDU 211 Introduction to Young Adult Literature and Texts "Beyond the Canon"
EDU 214 Gender and Sexuality in Education
EDU 218 History of Education
EDU 219 Getting dirty: Hands-on, experiential teaching and learning for elementary and secondary student
EDU 220 Linguistic Diversity

EDU 221 Methods in Plurilingual and Pluricultural Teaching and Learning
EDU 222 Teaching and Learning Online
EDU 240 Readings to Support Education Thinking
EDU 285 The Reading Process
EDU 303 Sociology of Education

Methods Courses (18 credits)
EDU 339 Effective Teaching and Evaluation Methods I
EDU 341 Methods Teaching English Language Arts at the Secondary Level I
EDU 410 Effective Teaching and Evaluation Methods II
EDU 411 Methods Teaching English Language Arts at the Secondary Level II
EDU 420 Interdisciplinary Teaching and Integration of Learning at the Secondary Level (6 credits)

Practica (24 credits)
EDU 129 Practicum I: Orientation to Professional Practice (Secondary)
EDU 229 Practicum II: Initiation to Working With and For Students (Secondary)
EDU 329 Practicum III: Professional Practice (Secondary) (6 credits)
EDU 429 Practicum IV: Internship (Secondary) (12 credits)

Disciplinary Courses (48 credits)

Required Courses:
ENG 100 Introduction to English Studies
ENG 102 Approaches to Media Studies
ENG 112 English Literary Tradition: The Middle Ages and the Renaissance
ENG 113 English Literary Tradition: The Eighteenth Century to the Present

Two of:
ENG 110 English Writers of Quebec
ENG 111 Canadian Short Story
ENG 252 English-Canadian Literature to the First World War
ENG 253 English-Canadian Literature from the First World War to the Present
ENG 275 The Contemporary Canadian Novel
ENG 352 Canadian Literature and Theories of Globalization

One of:
ENG 123 Introduction to Indigenous Literatures in Canada
ENG 358 Approaches to Indigenous Literary Cultures in Canada
ENG 375 Colonial Narratives

One of:
ENG 223 Elizabethan Shakespeare (1590-1603)
ENG 224 Jacobean Shakespeare (1603-1614)
ENG 225 The Stratford "Shakesperience"
DRA 222 Introduction to Shakespeare

One of:
ENG 200 Creative Writing: Poetry
ENG 201 Creative Writing: Prose
ENG 203 Creative Writing: Experiments in Prose
ENG 204 Creative Writing: Experiments in Poetry
ENG 206 Creative Writing: The Graphic Novel
ENG 382 Screenwriting
ELA 201 Advanced Composition

One of:
ENG 210 History of Children's Literature
EDU 211 Introduction to Young Adult Literature and Texts "Beyond the Canon"

One of:
ENG 228 Introduction to Post-colonial Literature
ENG 232 Ecocriticism
ENG 234 Contemporary Literary Theory
ENG 236 Popular Culture
ENG 239 Feminist Literary Theory
ENG 291 Film Theory
ENG 353 Marked Men: American Literature, Feminist Theory, and Masculinity Studies

Plus 15 credits in English, of which nine (9) credits must be at the 200 level or above

Compulsory Language Requirement
EDU 100 English Exam for Teacher Certification (P/F, students who do not pass will not be permitted to register in the fourth practicum)

B.Ed. in Teaching and Learning at the Secondary Level: Mathematics CONEMT

Foundational Courses (30 credits + 2 Labs)

Required Courses:
EDU 102 Philosophy of Education
EDU 122 Using Technology to Support Learning
EDU 203 Educational Psychology
EDU 205 Education, Colonialism and De-Colonization
EDU 239 Teaching and Learning at the Secondary Level: Practice and Reflection
EDU 305 Social Justice and Anti-Discrimination Education
EDU 315 Applying the Psychology of Learning and Motivation to the Design of Learning Environments
EDU 349 Professional Seminars Lab (1 credit)
EDU 401 Quebec Education Policy and Law
EDU 407 Individual Differences
ILT 101 Information Literacy Critical Thinking Lab (1 credit)

One of:
EDU 204 Indigenous Education
EDU 211 Introduction to Young Adult Literature and Texts "Beyond the Canon"
EDU 214 Gender and Sexuality in Education
EDU 218 History of Education
EDU 219 Getting dirty: Hands-on, experiential teaching and learning for elementary and secondary student
EDU 220 Linguistic Diversity
EDU 221 Methods in Plurilingual and Pluricultural Teaching and Learning
EDU 222 Teaching and Learning Online

EDU 240 Readings to Support Education Thinking
EDU 285 The Reading Process
EDU 303 Sociology of Education

Methods Courses (18 credits)
EDU 339 Effective Teaching and Evaluation Methods I
EDU 346 Methods in Teaching Mathematics, Science and Technology I
EDU 410 Effective Teaching and Evaluation Methods II
EDU 416 Methods in Teaching Mathematics, Science and Technology II
EDU 420 Interdisciplinary Teaching and Integration of Learning at the Secondary Level (6 credits)

Practica (24 credits)
EDU 129 Practicum I: Orientation to Professional Practice (Secondary)
EDU 229 Practicum II: Initiation to Working With and For Students (Secondary)
EDU 329 Practicum III: Professional Practice (Secondary) (6 credits)
EDU 429 Practicum IV: Internship (Secondary) (12 credits)

Disciplinary Courses (48 credits + 6 prerequisite credits)
Students entering this profile must first complete or have credited the following prerequisites:
MAT 191 Calculus I
MAT 192 Calculus II

Required Courses:
MAT 108 Matrix Algebra
MAT 110 Excursions in Modern Mathematics
PHY 101 Statistical Methods in Experimental Sciences
MAT 200 Introduction to Discrete Mathematics
MAT 206 Advanced Calculus I
MAT 207 Advanced Calculus II
MAT 209 Linear Algebra

Plus 12 credits in Mathematics at the 300 level

Plus 15 credits in Mathematics, of which three (3) credits must be at the 200 level or above

Compulsory Language Requirement
EDU 100 English Exam for Teacher Certification
(P/F, students who do not pass will not be permitted to register in the fourth practicum)

B.Ed. in Teaching and Learning at the Secondary Level: Science and Technology CONSCT

Foundational Courses (30 credits + 2 Labs)

Required Courses:
EDU 102 Philosophy of Education
EDU 122 Using Technology to Support Learning
EDU 203 Educational Psychology
EDU 205 Education, Colonialism and De-Colonization
EDU 239 Teaching and Learning at the Secondary Level: Practice and Reflection
EDU 305 Social Justice and Anti-Discrimination Education
EDU 315 Applying the Psychology of Learning and Motivation to the Design of Learning Environments
EDU 349 Professional Seminars Lab (1 credit)
EDU 401 Quebec Education Policy and Law
EDU 407 Individual Differences
ILT 101 Information Literacy Critical Thinking Lab (1 credit)

One of:
EDU 204 Indigenous Education
EDU 211 Introduction to Young Adult Literature and Texts "Beyond the Canon"
EDU 214 Gender and Sexuality in Education
EDU 218 History of Education
EDU 219 Getting dirty: Hands-on, experiential teaching and learning for elementary and secondary student
EDU 220 Linguistic Diversity
EDU 221 Methods in Plurilingual and Pluricultural Teaching and Learning
EDU 222 Teaching and Learning Online
EDU 240 Readings to Support Education Thinking
EDU 285 The Reading Process
EDU 303 Sociology of Education

Methods Courses (18 credits)
EDU 339 Effective Teaching and Evaluation Methods I
EDU 346 Methods in Teaching Mathematics, Science and Technology at the Secondary Level I
EDU 410 Effective Teaching and Evaluation Methods II
EDU 416 Methods in Teaching Mathematics, Science and Technology at the Secondary Level II
EDU 420 Interdisciplinary Teaching and Integration of Learning at the Secondary Level (6 credits)

Practica (24 credits)
EDU 129 Practicum I: Orientation to Professional Practice (Secondary)
EDU 229 Practicum II: Initiation to Working With and For Students (Secondary)
EDU 329 Practicum III: Professional Practice (Secondary) (6 credits)
EDU 429 Practicum IV: Internship (Secondary) (12 credits)

Disciplinary Courses (48 credits + labs + 21 prerequisite credits)
Students entering this profile must first complete or have credited the following prerequisites:
BIO 196 Introductory Biology I: Introduction to Cellular and Molecular Biology (with lab BIL 196)
CHM 191 General Chemistry I (with lab CHL 191)
CHM 192 General Chemistry II (with lab CHL 192)
MAT 191 Calculus I
MAT 192 Calculus II
PHY 191 Introductory Physics I – Mechanics (with lab PHL 191)
PHY 192 Introductory Physics II – Electricity and Magnetism (with lab PHL 192)

Required Courses:
BIO 201 Cellular and Molecular Biology
BIO 205 Animal Diversity (with lab BIL 205)
BIO 233 Human Anatomy
CHM 121 Inorganic Chemistry I
CHM 141 Analytical Chemistry (with lab CHL 141)
EDU 326 Engineering for Science and Technology Teachers
ESG 127 Living in the Environment

PHY 101 Statistical Methods in Experimental Sciences
PHY 206 Waves, Optics and Modern Physics (with lab PHL 206)
PHY 207 Thermal and Fluid Physics
PHY 214 Astronomy & Astrophysics

One of:
ESG 265 The Atmosphere and Weather
ESG 367 Climate Change

Four of:
BCH 210 General Biochemistry
BIO 206 Plant Diversity (with lab BIL 206)
BIO 207 Introduction to Evolution and Ecology
BIO 208 Genetics (with lab BIL 208)
BIO 320 Programmed Cell Death
BIO 327 Advanced Ecology
BIO 329 Invertebrate Biology (with lab BIL 329)
BIO 331 Freshwater Biology
BIO 336 Animal Physiology I
BIO 341 Population genetics and evolution
BIO 349 Medical and Forensic Entomology
BIO 354 Insect Biodiversity
BIO 358 Animal Behaviour
BIO 359 Human Genetics
CHM 111 Organic Chemistry I: Introductory (with lab CHL 111)
CHM 211 Organic Chemistry II: Introductory (with lab CHL 211)
CHM 225 Inorganic Chemistry II (with lab CHL 225)
CS 201 Foundations of Computer Science (with lab CSL 201)
ESG 226 Physical Oceanography
ESG 227 Biogeochemical and Environmental Oceanography
ESG 250 Geomorphology
ESG 251 Biogeography
ESG 269 The Earth's Crust
MAT 108 Matrix Algebra
MAT 200 Introduction to Discrete Mathematics
MAT 202 Modern Geometry: Euclidean to Fractal
MAT 206 Advanced Calculus I
MAT 209 Linear Algebra
PHY 208 Introduction to Mechanics
PHY 273 Observational Astronomy I

Compulsory Language Requirement
EDU 100 English Exam for Teacher Certification
(P/F, students who do not pass will not be permitted to register in the fourth practicum)

B.Ed. in Teaching and Learning at the Secondary Level - Social Sciences Profile CONESS

Foundational Courses (30 credits + 2 Labs)

Required Courses:
EDU 102 Philosophy of Education
EDU 122 Using Technology to Support Learning
EDU 203 Educational Psychology
EDU 205 Education, Colonialism and De-Colonization
EDU 239 Teaching and Learning at the Secondary Level: Practice and Reflection
EDU 305 Social Justice and Anti-Discrimination Education
EDU 315 Applying the Psychology of Learning and Motivation to the Design of Learning Environments
EDU 349 Professional Seminars Lab (1 credit)
EDU 401 Quebec Education Policy and Law
EDU 407 Individual Differences
ILT 101 Information Literacy Critical Thinking Lab (1 credit)

One of:
EDU 204 Indigenous Education
EDU 211 Introduction to Young Adult Literature and Texts "Beyond the Canon"
EDU 214 Gender and Sexuality in Education
EDU 218 History of Education
EDU 219 Getting dirty: Hands-on, experiential teaching and learning for elementary and secondary student
EDU 220 Linguistic Diversity
EDU 221 Methods in Plurilingual and Pluricultural Teaching and Learning
EDU 222 Teaching and Learning Online
EDU 240 Readings to Support Education Thinking
EDU 285 The Reading Process
EDU 303 Sociology of Education

Methods Courses (18 credits)
EDU 339 Effective Teaching and Evaluation Methods I
EDU 344 Methods in Teaching Social Sciences at the Secondary Level I
EDU 410 Effective Teaching and Evaluation Methods II
EDU 414 Methods in Teaching Social Sciences at the Secondary Level II
EDU 420 Interdisciplinary Teaching and Integration of Learning at the Secondary Level (6 credits)

Practica (24 credits)
EDU 129 Practicum I: Orientation to Professional Practice (Secondary)
EDU 229 Practicum II: Initiation to Working With and For Students (Secondary)
EDU 329 Practicum III: Professional Practice (Secondary) (6 credits)
EDU 429 Practicum IV: Internship (Secondary) (12 credits)

Disciplinary Courses (48 credits)

Required Courses:
ECO 103 Principles of Economics: Macroeconomics
ESG 126 Introduction to Human Geography
ESG 127 Living in the Environment

Three of:
AGR 100 Introduction to Sustainable Agriculture and Food Systems
AGR 204 Urban Agriculture
ESG 224 Human Impact on the Environment
ESG 226 Physical Oceanography
ESG 227 Biogeochemical and Environmental Oceanography
ESG 249 Resource Management
ESG 250 Geomorphology
ESG 251 Biomorphology
ESG 264 Outdoor Recreation
ESG 265 The Atmosphere and Weather
ESG 266 Environmental Policy
ESG 267 Global Environmental Change: A Physical Perspective

ESG 269 The Earth's Crust

Two of:
HIS 105 Introduction to Global Studies: A Century of Conflict and Resolution
HIS 108 A Global History of Indigenous Peoples
HIS 109 New World: The Americas to 1850

Three of:
HIS 207 Canada 1867-1945
HIS 211 Canada Since 1945
HIS 221 Pre-Confederation Canada
HIS 240 History and Heritage
HIS 241 Canada and the World in the 20th Century
HIS 265 Quebec: Political Change and Industrialization 1840-1930
HIS 267 History of Sport in Canada
HIS 269 First Nations/Settler Relations in Canada
HIS 288 Women in 19th and 20th Century Canada

One course in Global History at the 200 level

One course in European or United States History at the 200 level

One course in the History of Asia, Latin America, Middle East, or North Africa at the 200 level

Two of:
POL 101 Introduction to Comparative Politics
POL 112 Introduction to Canadian Politics
POL 118 Constitutional Law and Canadian Government
LIB 212 In Search of Justice
PHI 104 The Hopes and Conflicts of Social and Political Life

Compulsory Language Requirement
EDU 100 English Exam for Teacher Certification
(P/F, students who do not pass will not be permitted to register in the fourth practicum)

B.Ed. in Teaching and Learning of the Creative Arts

Foundational Courses (33 credits + 2 Labs)

Required Courses:
EDU 102 Philosophy of Education
EDU 122 Using Technology to Support Learning
EDU 203 Educational Psychology
EDU 205 Education, Colonialism and De-Colonization
EDU 230 Kindergarten Education I: Holistic Learning and Early Intervention
EDU 305 Social Justice and Anti-Discrimination Education
EDU 315 Applying the Psychology of Learning and Motivation to the Design of Learning Environments
EDU 349 Professional Seminars Lab (1 credit)
EDU 401 Quebec Education Policy and Law
EDU 407 Individual Differences
ILT 101 Information Literacy Critical Thinking Lab (1 credit)

One of:
EDU 238 Teaching and Learning at the Elementary Level: Practice and Reflection
EDU 239 Teaching and Learning at the Secondary Level: Practice and Reflection

One of:
EDU 204 Indigenous Education
EDU 211 Introduction to Young Adult Literature and Texts "Beyond the Canon"
EDU 214 Gender and Sexuality in Education
EDU 218 History of Education
EDU 219 Getting dirty: Hands-on, experiential teaching and learning for elementary and secondary student
EDU 220 Linguistic Diversity
EDU 221 Methods in Plurilingual and Pluricultural Teaching and Learning
EDU 222 Teaching and Learning Online
EDU 240 Readings to Support Education Thinking
EDU 285 The Reading Process
EDU 303 Sociology of Education

Methods Courses (21 credits)
EDU 319 Student Centered Evaluation at the Elementary Level
EDU 335 Methods in the Teaching of Creative Arts (Elementary)
EDU 339 Effective Teaching and Evaluation Methods I
EDU 410 Effective Teaching and Evaluation Methods II
EDU 415 Methods in Teaching Creative Arts (Secondary)

One of:
EDU 419 Interdisciplinary Teaching and Integration of Learning at the Elementary Level (6 credits)
EDU 420 Interdisciplinary Teaching and Integration of Learning at the Secondary Level (6 credits)

Practica (24 credits)
EDU 129 Practicum I: Orientation to Professional Practice (Secondary)
EDU 228 Practicum II: Initiation to Working With and For Students (Elementary) **OR**
EDU 229 Practicum II: Initiation to Working With and For Students (Secondary)
EDU 328 Practicum III: Professional Practice (Elementary) (6 credits) or EDU 329 Practicum III: Professional Practice (Secondary) (6 credits)
EDU 428 Practicum IV: Internship (Elementary) (12 credits) **OR**
EDU 429 Practicum IV: Internship (Secondary) (12 credits)

Disciplinary Courses listed by concentration
(42 credits)

Option 1: Drama CONEED

Required Courses:
DRA 101 Introduction to Technical Theatre
DRA 102 Introduction to Theatre: Theatre and Dramatic Literature Before 1800
DRA 110 Introduction to Theatre Part II: Theatre and Dramatic Literature After 1800
DRA 131 Acting I
DRA 201 Theatre in Canada I
DRA 222 Introduction to Shakespeare

Four of:
DRA 132 Acting II
DRA 233 Acting III
DRA 234 Acting IV
DRA 246 Introduction to Directing
DRA 250 Intermediate Technical Theatre Stagecraft
DRA 251 Lighting Design
DRA 331 Production I: Performance
DRA 332 Production II: Performance
DRA 341 Production I: Technical Production
DRA 342 Production II: Technical Production
MTH 110 Intro. To Acting with Song 1
MTH 210 Acting with Song II: Production
MTH 211 Acting with Song III: The Golden Age
MTH 212 Acting with Song IV: Modern
MTH 100 Intro. to Dance and Movement I
MTH 300 Musical Production I
MTH 301 Musical Production II

Four of:
DRA 211 Ritual and Theatre
DRA 212 Theatre and the State
WOM 230/DRA 230 Women in Performance
DRA 311, DRA 312, DRA 313 Production Dramaturgy: Theatre Research in Action I, II, III
DRA 315 Medieval Drama
DRA 322 Topics in Shakespeare
DRA 391, 392, 393 Theatre Praxis: Contemporary Theatre Creation I, II, III

Option 2: Fine Arts CONEEF

Required Courses:
FIH 100 The Art of Viewing: Introduction to Art History
FIH 102 Survey of Western Art II: Renaissance to Neoclassicism
FIH 220 Twentieth Century Art to the Sixties
FIH 221 Art from the 1960s to the end of the Twentieth Century
FIN 301 Being an Artist: Ontological encounters in Aesthetics and Art Education

Nine courses from at least three of the groups below:

Group 1
FIS 160 Drawing I
FIS 260 Drawing II
FIS 360 Drawing III
FIS 460 Drawing IV

Group 2
FIS 181 Painting I
FIS 281 Painting II
FIS 382 Painting III
FIS 383 Painting IV

Group 3
FIS 170 Sculpture I
FIS 271 Sculpture II
FIS 372 Sculpture III
FIS 373 Sculpture IV

Group 4
FIS 140 Foundation Studio
FIS 180 Colour: Theory and Practice
FIS 182 Photography I
FIS 190 Printmaking: Intaglio
FIS 275 Fibre Art I
FIS 285 Landscape Drawing and Painting I
FIS 291 Printmaking: Relief
FIS 296 Photography II
FIS 302 Photography III
FIS 384 Photography IV
FIS 385 Printmaking: Contemporary Practice

Option 3: Music CONEEM

Required Courses:
MUS 130 Materials of Music I
MUS 135 Materials of Music II
MUS 120 Musicianship I (2 credits)
MUS 125 Musicianship II (2 credits)
MUS 220 Musicianship III (2 credits)
MUS 230 Materials of Music III

One of:
MUS 140 The ABC's of Classical Music
MUS 251 Western Art Music to 1750
MUS 252 Western Art Music 1750-1900
MUS 253 Western Art Music 1900 – Today
MUS 295 Special Topics in Music History/Literature

Two of:
MUS 101 Rock 101
MUS 102 Rock/Pop Music 1975 to Present
MUS 103 Classic Jazz
MUS 104 Modern Jazz
MUS 115 Film Music I
MUS 116 Film Music II
PSY 292 Psychology of Music and the Fine Arts

One of:
MUS 291 Song and Instrumental Writing
MUS 395 Special Topics in Music Theory

12 credits from and including the following:
MUS 172 Principal Instrument I (2 credits)
MUS 173 Principal Instrument II (2 credits)
MUS 272 Principal Instrument III (2 credits)
MUS 273 Principal Instrument IV (2 credits)
Plus 4 credits of Individual Practical Study

3 credits from the following:
MUS 111 Keyboard Proficiency (1 credit)
MUS 160 The Professional Musician (2 credits)
MUS 310 Independent Study I: Music History
MUS 312 Independent Study I: Theory
MUS 375 Instrument Techniques (2 credits)
MUS 378 Introduction in Recording Technology

Compulsory Language Requirement
EDU 100 English Exam for Teacher Certification
(P/F, students who do not pass will not be permitted to register in the fourth practicum)

B.Ed. in Teaching English as a Second Language
CONTSL

Foundational Courses (30 credits + 2 Labs)

Required Courses:
EDU 102 Philosophy of Education
EDU 122 Using Technology to Support Learning
EDU 203 Educational Psychology
EDU 205 Education, Colonialism and De-Colonization
EDU 230 Kindergarten Education I: Holistic Learning and Early Intervention
EDU 305 Social Justice and Anti-Discrimination Education
EDU 315 Applying the Psychology of Learning and Motivation to the Design of Learning Environments
EDU 349 Professional Seminars Lab (1 credit)
EDU 401 Quebec Education Policy and Law
EDU 407 Individual Differences
ILT 101 Information Literacy Critical Thinking Lab (1 credit)

One of:
EDU 238 Teaching and Learning at the Elementary Level: Practice and Reflection
EDU 239 Teaching and Learning at the Secondary Level: Practice and Reflection

One of:
EDU 204 Indigenous Education
EDU 211 Introduction to Young Adult Literature and Texts "Beyond the Canon"
EDU 214 Gender and Sexuality in Education
EDU 218 History of Education
EDU 219 Getting dirty: Hands-on, experiential teaching and learning for elementary and secondary students
EDU 220 Linguistic Diversity
EDU 221 Methods in Plurilingual and Pluricultural Teaching and Learning
EDU 222 Teaching and Learning Online
EDU 240 Readings to Support Education Thinking
EDU 285 The Reading Process
EDU 303 Sociology of Education

Methods Courses (21 credits)
EDU 308 Methods in Teaching English Grammar
EDU 319 Student Centered Evaluation at the Elementary Level
EDU 339 Effective Teaching and Evaluation Methods I
EDU 410 Effective Teaching and Evaluation Methods II
EDU 418 Methods in Teaching Second Languages

One of:
EDU 419 Interdisciplinary Teaching and Integration of Learning at the Elementary Level (6 credits)
EDU 420 Interdisciplinary Teaching and Integration of Learning at the Secondary Level (6 credits)

Practica (24 credits)
EDU 129 Practicum I: Orientation to Professional Practice (Secondary)
EDU 228 Practicum II: Initiation to Working With and For Students (Elementary) **OR**
EDU 229 Practicum II: Initiation to Working With and For Students (Secondary)
EDU 328 Practicum III: Professional Practice (Elementary) (6 credits) **OR**
EDU 329 Practicum III: Professional Practice (Secondary) (6 credits)
EDU 428 Practicum IV: Internship (Elementary) (12 credits) or
EDU 429 Practicum IV: Internship (Secondary) (12 credits)

Disciplinary Courses (42 credits)

Required Courses:
EDU 105 Introduction to Linguistics for Language Teaching
EDU 206 Perspectives on SLA
EDU 207 Teaching Young Second Language Learners
EDU 209 Oral Communication
EDU 210 Critical Pedagogical Orientation to Second Language Teaching
EDU 224 Media, Play, and Creativity in Language Teaching
EDU 307 Literature and Language Teaching
ENG 116 Effective Writing
ENG 210 Children's Literature

Two of:
ENG 104 Approaches to Short Fiction
ENG 108 The American Short Story
ENG 110 English Writers of Quebec
ENG 111 Canadian Short Story
ENG 113 English Literary Tradition
ENG 118 Literature of the Environment
ENG 123 Intro. to Indigenous Literatures in Canada
ENG 124 Introduction to the Graphic Novel

One of:
ENG 200 Creative Writing: Poetry
ENG 201 Creative Writing: Prose
ENG 203 Creative Writing: Experiments in Prose
ENG 204 Creative Writing: Experiments in Poetry

One of:
ENG 212 Crime Stories: The Great Detectives
ENG 223 Elizabethan Shakespeare
ENG 225 The Stratford "Shakesperience"
ENG 228 Introduction to Post-Colonial Literature
ENG 238 Confessions, Memoirs and Life Writing
ENG 234 Contemporary Literary Theory
ENG 239 Feminist Literary Theory
ENG 241 War and Literature
ENG 250 The Modern British Novel: Experiments in Fictional Form
ENG 251 Keep Calm and Carry On: The British Dystopian Novel
ENG 252 English-Canadian Literature to the First World War
ENG 253 English-Canadian Literature from the First World War to the Present
ENG 254 Tooth and Claw: Animal Nature in Victorian Culture

ENG 255 Legal Bodies: Crime & Culture in Victorian England
ENG 256 The Early Twentieth-Century American Novel
ENG 257 Contemporary American Novel
ENG 275 Contemporary Canadian Novel

One of:
ENG 102 Approaches to Media Studies
ENG 236 Popular Culture
ENG 278 Science Fiction in Literature and Film
ENG 280 Film History after 1939
ENG 282 Film Adaptation
ENG 283 The Documentary Film
ENG 287 Image and Communication: Visual Culture and Critique
ENG 293 Four Filmmakers
ENG 294 Film Comedy
ENG 295 Jane Austen and Film
ENG 297 From Aliens to Zombies

Compulsory Language Requirement
EDU 100 English Exam for Teacher Certification
(P/F, students who do not pass will not be permitted to register in the fourth practicum)

Teaching English as a Second Language Minor (24 credits) MINTSL

This Minor provides an opportunity for students to study how second languages are learned and taught, with an introduction to linguistics, second language acquisition research, and second language pedagogy. The Teaching English as a Second Language Minor requires the completion of 24 credits. This Minor does not lead to teaching certification. This Minor must be combined with a full or part time degree program.

Required courses:
EDU 105 – Introduction to Linguistics for Language Teaching
EDU 206 – Perspectives on Second Language Acquisition
EDU 207 – Teaching the Second Language Learner
EDU 210 – Critical Pedagogical Orientation to Second Language Teaching

Plus 12 credits from the following list:
EDU 209 – Oral Communication
EDU 220 – Linguistic Diversity
EDU 307 – Literature and Language Teaching
EDU 224 – Media, Play, and Creativity in Language Teaching
EDU 308 – Teaching English Grammar
EDU 325 – Selected Topics in Teaching ESL

Teaching French as a Second Language Minor/ Mineure en enseignement du français, langue seconde (24 credits) MINTFS

This Minor, a collaboration between the School of Education and Études françaises et québécoises, provides an opportunity for students to observe and study how second languages are learned and taught, with an introduction to linguistics, second language acquisition research, second language pedagogy and French grammar, including the nouvelle grammaire and the nouvelle orthographe. The Teaching French as a Second Language Minor requires the completion of 24 credits. To graduate with this minor students must complete 12 credits of the B2-C1-C2 level in French *(Cadre européen commun de référence pour les langues)*. A maximum of 2 FRE courses can be taken.

Cette mineure, offerte en collaboration entre la School of Education et le Département d'études françaises et québécoises, permet aux étudiant.es d'observer et d'analyser comment les langues secondes sont apprises et enseignées. Les étudiant.es y reçoivent une formation de base en linguistique, en recherche sur l'acquisition d'une langue seconde, en pédagogie de la langue seconde et en grammaire française, ce qui inclut la nouvelle grammaire et la nouvelle orthographe. Pour obtenir cette mineure de 24 crédits, l'étudiant.e doit notamment avoir complété un total de 12 crédits en français de niveau B2-C1-C2 *(Cadre européen commun de référence pour les langues)*. Un nombre maximal de deux cours FRE peuvent être suivis.

3 required credits in Education:
EDU 206 Perspectives on Second Language Acquisition

9 credits in Education from the courses below:
EDU 105 Introduction to Linguistics for Language Teaching (MLA 101)
EDU 207 Teaching Young Second Language Learner
EDU 209 Oral communication
EDU 210 Critical Pedagogical Orientation to Second Language Teaching
EDU 220 Linguistic Diversity
EDU 307 Literature and Language Teaching

12 credits in French (maximum of 6 FRE credits)
FRE 140 Grammatical Review (French V)
FRE 141 Grammatical Review (French VI)
FRE 155 Culture and Society. Conversational French II
FRE 156 French Written Communication II
FRA 227 Le génie de la langue: Stylistique comparée du français et de l'anglais
FRA 309 Assistanat en enseignement du français langue seconde
FRA 310 Tutorat au Centre d'aide en français
FRA 166 Textes en contexte : initiation à la littérature québécois
FRA 209 Littérature jeunesse
FRA 230 Tout est dans la logique : analyse grammaticale et phrase complexe
FRA 247 Rédaction et communication
Any other Niveau 4 – Level 4 FRA courses

Note that FRE 140, FRE 141, FRA 227, FRA 309 and FRA 310 are highly recommended.

Departmental prerequisites apply. This Minor does not lead to teaching certification. This Minor must be combined with a full or part time degree program. / Les prérequis départementaux s'appliquent. Cette mineure ne mène pas à la certification d'enseignement. Cette mineure doit être combinée avec un programme d'études à temps plein ou partiel.

Teaching German as an Additional Language Minor (24 credits) MINTGL

This Minor, a collaboration between the School of Education and German, provides an opportunity for students to observe and study how second languages are learned and taught, with an introduction to linguistics, second language acquisition research, and second language pedagogy. In order to obtain this Minor, the student must complete 24 credits plus a 1 credit experiential learning lab associated with an advanced German language class.

3 required credits in Education:
EDU 206 Perspectives on Second Language Acquisition

9 credits in Education from the courses below:
EDU 105 Introduction to Linguistics for Language Teaching (MLA 101)
EDU 207 Teaching Young Second Language Learner
EDU 209 Oral communication
EDU 210 Critical Pedagogical Orientation to Second Language Teaching
EDU 220 Linguistic Diversity
EDU 307 Literature and Language Teaching

12 credits from the courses below plus one lab credit in German:
GER 301 Advanced German Language: Reading and Translating German I
GER 302 Advanced German Language: Reading and Translating German II
GER 303 Advanced German Language: Language and Cultural I
GER 304 Advanced German Language: Language and Cultural II
GER 305 Advanced German Language: Language, Literature and Film I
GER 306 Advanced German Language: Language, Literature and Film II
ELL 200 Experiential Learning lab (required)

Students interested in completing this Minor should contact the School of Education at soe@ubishops.ca for more information.

Teaching Spanish as an Additional Language Minor (24 credits) MINTSA

This Minor, a collaboration between the School of Education and Spanish, provides an opportunity for students to observe and study how second languages are learned and taught, with an introduction to linguistics, second language acquisition research, and second language pedagogy. In order to obtain this Minor, the student must complete 24 credits plus a 1 credit experiential learning lab associated with an advanced Spanish language class.

3 required credits in Education:
EDU 206 Perspectives on Second Language Acquisition

9 credits in Education from the courses below:
EDU 105 Introduction to Linguistics for Language Teaching (MLA 101)
EDU 207 Teaching Young Second Language Learner
EDU 209 Oral communication
EDU 210 Critical Pedagogical Orientation to Second Language Teaching
EDU 220 Linguistic Diversity
EDU 307 Literature and Language Teaching

12 credits plus one lab credit in Spanish:
SPA 301 Advanced Spanish: Topics and Texts I (required)
SPA 302 Advanced Spanish: Topics and Texts II (required)
ELL 200 Experiential Learning lab (required)

Any other 6 credits at the 300-level or above

Students interested in completing this Minor should contact the School of Education at soe@ubishops.ca for more information.

List of Courses

EDU 102 Philosophy of Education 3-3-0
The course will focus upon philosophical ideas as they are applied to educational problems. Students will undertake a critical inquiry into several philosophical schools of thought with the view of developing a personal philosophy of education. Each school of thought will be examined in the light of its essential elements and basic principles as well as how each has influenced educational theory and practice. Questions of ethics are central to the course.

EDU 105 Introduction to Linguistics for Language Teaching 3-3-0
This course provides the theoretical background in linguistics for teachers of second languages. Topics covered include the major themes in linguistics (phonetics, phonology, morphology, syntax and semantics) that inform the teaching and learning of languages.
Anti-requisites: MLA 101

EDU 107 Child Development and Elementary Teaching 3-3-0
This course is designed to provide elementary pre-service teachers with an introduction to theories about how children develop, learn and grow up. This course will review current theory about child development and cover various domains of development (social, emotional, cognitive, physical) from infancy to middle childhood. The implications of children's development in relation to elementary teaching and learning are a central focus of this course.
Anti-requisites: PSY 235

EDU 122 Using Technology to Support Learning 3-3-0
This course will focus on using technology to support teaching and learning processes. By studying the foundations of educational technology, pre-service teachers will develop an understanding of the role of technologies can play to improve education. They will explore the role of the educator in technology-facilitated learning environments. They will build skills in designing technology-based learning environments to support meaningful learning.

EDU 138 Foundations of the Teaching Profession (Elementary) 3-3-0
In this course students will explore and make use of current research on the teaching, learning and evaluation processes. Students will also learn how to apply education policy and curriculum program documents in their planning and teaching. Students will continue the identification process with the teaching profession begun in their first field placement.

EDU 203 Educational Psychology 3-3-0
This course introduces pre-service teachers specializing in elementary and secondary education to the area of Educational Psychology. Educational Psychology prepares the teacher to understand principles of learning/cognition, human development, and motivation and the application of these theories to classroom learning, problem-solving, critical thinking and teaching, design of curricula, learners with special needs, classroom management, and assessment and evaluation.
Prerequisites: EDU 138 and EDU 128 or EDU 129 are prerequisites or corequisites if student is also enrolled in EDU 227, EDU 228 or EDU 229

EDU 204 Indigenous Education 3-3-0
This course provides opportunities for education candidates to engage with Indigenous foundations of education and to develop a more complex understanding of the philosophical, social, economic and political considerations that bear on the educational conditions and contexts of Indigenous peoples in Canada. It is structured around engagements with Indigenous peoples, histories, and knowledges, and involves university and field-based experiences. Students will examine exemplary cases and approaches to curriculum planning, extra-curricular programming, pedagogy, and relationship-building with First Nations, Inuit, and Metis families and communities. The course will be graded on a pass/fail basis, which will be recorded on the student's transcript: as P – pass or F – fail.
Prerequisite: EDU 205 or permission of the instructor.

EDU 205 Education, Colonialism and De-Colonization 3-3-0
In this course, we examine the implication of education in ongoing histories of colonialism in Canada. A particular focus will be on the history of residential schools, their continuing legacy as well as what it might look like for educators to take ownership of this history and build conditions for reconciliation between settler Canadians and First Nations, Inuit and Metis. This will involve studying Aboriginal perspectives, goals and approaches to teaching and learning. We will engage with examples of pedagogies aimed at de-colonization for Indigenous and non-Indigenous peoples in Canada. The course aims for students to develop an intersectional analysis and approach to pedagogy.

EDU 206 Perspectives on Second Language Acquisition 3-3-0
Through this course, students will examine the implications of theories of language acquisition for the teaching and learning of second languages at the elementary, secondary and adult levels. The relevance of past and current research in both first and second language acquisition will be a major topic of discussion.
Prerequisite or co-requisite: EDU 128 or EDU 129 or permission of the professor.

EDU 207 Teaching Young Second Language Learners 3-3-0
With a focus on young learners and their needs, this course will introduce students to a learner-centered approach to the teaching of a second language. Topics covered include early literacy development and instruction, elementary curriculum, social and cognitive dimensions of learning as well as issues related to bilingualism. Students will explore the roles of a second language teacher in a variety of teaching situations and classroom environments specific to young learners. Should be taken in the first year of study.

EDU 209 Oral Communication 3-3-0
This course will address issues related to the development of listening and speaking skills in second language learners, including those related to pronunciation. In addition, it will focus on varieties of oral communication in different contexts and for different levels and ages of learners.
Prerequisite or Co-Requisite: EDU 105 or MLA 101

EDU 210 Critical Pedagogical Orientation to Second Language Teaching 3-3-0
The purpose of this course is to inquire into the socio-political dimension of ESL and other second language teaching and learning. We will examine and challenge the traditional notions of literacy and literacy practices pertaining to second language education. Together we will explore some critical approaches to teaching second languages as well as different classroom strategies and practices that bear a transformative pedagogical orientation. This course should not be taken in the first year of your program.

EDU 211 Introduction to Young Adult Literature and Texts "Beyond the Canon" 3-3-0
This course is intended for future elementary teachers who wish to better investigate how to evaluate, select and share young adult literature "beyond the canon" through a critical intercultural perspective. In the course, students will examine different genres of literature such as poetry, short stories, plays and novels. Furthermore, students will reconsider the traditional meaning of "text" and examine contemporary texts such as film, television, music lyrics and videos and how and if they play a role in classrooms.

EDU 214 Gender and Sexuality in Education 3-3-0
This course will introduce pre-service teachers to Quebec's Learning Content in Sexuality Education program, the Government Action Plan against Homophobia and Transphobia, and Bill C-16. It will prepare pre-service teachers with the knowledge, skills, and methods to support their learners' in understanding themselves, their bodies, and their identities. This course will offer pre-service teachers a thorough introduction to the theoretical and applied aspects of gender and sexuality in education. Pre-service teachers will develop a comprehensive understanding of gender and sexuality and debunk the conflation between sex, gender, and sexual orientation. In this course, pre-service teachers will explore such topics as gender identity and gender expression, sexual identity, gender norms and stereotypes in education, gender and sexual diversity in schools, sexual health, and school-related gender-based violence. Through this course, pre-service teachers will learn how to develop curriculum resources and instructional strategies for gender and sexuality education.

EDU 218 History of Education 3-3-0
This course will examine education and schooling through a historical perspective. Students will analyze the social, economic, and political trends and themes that have both challenged educational policymakers and impacted the development of modern education systems. Students will engage in historical thinking as a way to contextualize education today.

EDU 219 Getting Dirty: Hands-on, Experiential Teaching and Learning 3-3-0
This course focuses on community service learning and experiences in/with the natural world (e.g. gardening, field trips, teaching and learning outside etc.) as a means of cultivating relationships with place and land for both teachers and students. There will be a significant hands-on component to the course in order to break down the fear of getting dirty, making mistakes, and other perceived risks of moving beyond the confines of a classroom or school space. Students should expect to go outside regularly and engage with knowledge holders from beyond the School of Education. The course will work towards development of systems thinking where teachers and learners see themselves as a part of a relational world rather than in control of an objectified existence. Leveraging cultural resources as defined in the Quebec Education Program, and building partnerships with community groups beyond schools will be explored.

EDU 220 Linguistic Diversity 3-3-0
This course focuses on the teaching of students with diverse language abilities. It examines theoretical perspectives on first and second language acquisition and the relevance of these perspectives to educational practices. Discussion will include examination of the relationship between linguistic diversity and identity construction, the importance of first language maintenance and additive bilingualism. Students will discuss strategies for supporting and integrating linguistically diverse students into content area classes.

EDU 221 Methods in Plurilingual and Pluricultural Teaching and Learning 3-3-0

This methods course explores plurilingual approaches to teaching and learning that valorize students' multiple linguistic, cultural, and modal resources and experiences in learning. Particularly, it aims to equip participants with the knowledge, skills, and stance to support and advocate for linguistically and culturally minoritized students' social integration as well as literacy and language learning across the curriculum. Participants will learn about curricular design, material development, and teaching and learning practices that foster transversal language and literacy development and critical intercultural awareness to promote effective knowledge construction and communicative performance.

EDU 222 Teaching and Learning Online 3-3-0

This course will focus on how to integrate teaching and learning online (asynchronously), including using student portfolios, creating websites, and supporting online dialogue to promote students' critical thinking skills. It will also discuss 'emergency' remote teaching and learning.

EDU 224 Media, Play, and Creativity in Language Teaching 3-3-0

This course introduces the future language teacher to the creative potential of playful, media literate, and dramatic language teaching. The course develops future teachers' own creative potential, inviting them to explore how to create lessons centered around role playing, improvisation & theatre games, games of all sorts, creative arts, and authentic texts drawn from current media. Participants will critically examine the benefits and issues involved in using various media for language learning, and will plan, pilot, and share their ideas for creative activities and lessons.

EDU 230 Kindergarten Education I: Holistic Learning and Early Intervention 3-3-0

Young learners' health and well-being are important for their success at school and beyond. This course offers students an introduction to the philosophical underpinnings of holistic learning and what it means to teach the whole child in kindergarten for 4 and 5 year olds. In line with the Preschool Cycle Program's emphasis on nurturing young children's global development, the topics to be explored in this course include diversity and inclusion in early childhood, the importance of social and emotional learning, holistic approaches to early education, well-being and trauma-informed care, building partnerships with families and communities, and interprofessional collaboration.

EDU 231 Kindergarten Education II: Theory and Pedagogy 3-3-0

Kindergarten marks a significant period in young learners' lives. This course introduces students to the theoretical and applied aspects of kindergarten education for 4 and 5 year olds. With particular attention given to the Preschool Cycle Program, students will examine the theories that inform early learning curricula, develop appropriate and stimulating learning environments for young learners, explore play-based education, and examine social-justice- oriented pedagogy in the context of early education. In this course, students will be expected to reflect critically on teaching and learning with young children.

Prerequisite: EDU 138 and EDU 230

EDU 238 Teaching and Learning at the Elementary Level: Practice and Reflection 3-3-0

In this course students will learn to apply current research on the Elementary teaching, learning and evaluation processes to designs for learning. Students will learn about Quebec curriculum-related documents; they will deepen their understanding of the application of education policy and curriculum program documents to their planning process. Students will document the development of their professional identity.

Prerequisite: EDU 138

EDU 239 Teaching and Learning at the Secondary Level: Practice and Reflection 3-3-0

In this course students will learn to apply current research on the Secondary teaching, learning and evaluation processes to designs for learning. Students will learn about Quebec curriculum-related documents; they will deepen their understanding of the application of education policy and curriculum program documents to their planning process. Students will document the development of their professional identity. It is a co-requisite for the second year practicum course taken by all Secondary candidates in their second year.

EDU 240 Readings to Promote Educational Thinking 3-3-0

This readings course is intended to encourage student teachers to consider educational issues in profound and critical ways. Drawing from a wide selection of historical and current literature on education, students will produce an academic paper (or alternative assignment) which may be reviewed by their peers for publication in a School of Education collection of student work. The course will be organized around seminar sessions that highlight specific readings as well as group and individual discussions with the professor(s).

EDU 285 The Reading Process 3-3-0

The lifelong acquisition of reading skills is complex. Teachers need to understand the integrated language system: oral language (listening and speaking), reading and writing. Designed for teachers, the aim of this course is to learn about the psychological processes involved when we read. Theoretical approaches to language acquisition will be examined. Teaching strategies using multi-modal approaches supporting the development of reading skills will be introduced for various age and educational levels. Issues such as bilingualism, English language learning and cultural differences will be addressed. Reading disabilities affect many learners and impact all subject areas; consequently, knowing how language is acquired will enable teachers to understand the nature of reading disabilities and to learn strategies to meet the needs of all students in an integrated classroom setting.

EDU 303 / SOC 299 Sociology of Education 3-3-0

The purpose of this course is to examine education in Canada from a critical sociological perspective. Education is a major institution in most societies and is a vital part of our social existence. The sociology of education, a subfield of sociology, focuses on the institution of education and the structures, processes and interaction patterns within it. We will look at the educational system as a whole, integrated and dynamic entity. To do so, reference will be made to a variety of sociological studies, but the main perspective is critical.

EDU 305 Social Justice and Anti-Discrimination Education 3-3-0

This course is designed to engage teacher candidates in a critical examination of key concepts and issues in the field of education that help us approach questions of social inequality, identity, difference, pluralism and social justice from a critical historical, philosophical and sociological perspective. Drawing from a range of theoretical and practical as well as multimedia resources, we will try to develop a critical awareness as reflective practitioners in relation to the social forces that influence the teaching-learning process in diverse societies and a globalizing world.

Prerequisite: EDU 238 or EDU 239 or permission of instructor

EDU 307 Literature and Language Teaching 3-3-0

This course will explore the use of literature as a basis for the teaching of ESL. Theories regarding the connection between literature and language learning will be introduced, and students will be involved in the construction of classroom learning situations based on poetry, short stories and novels.

Pre- or co-requisites: 100-level English course or ENG 210 or EDU 211

EDU 308 Teaching English Grammar 3-3-0

This course is intended to achieve two aims: to provide students with an overview of grammatical issues for learners of English as a second language, and to address the strategies and methods that ESL teachers might adopt to integrate the teaching of grammar into their classrooms. Practice in the effective design of instruction and materials for the teaching of grammar will be a significant component of the course.

EDU 309 Effective Teaching Methods at the Elementary Level 3-3-0

In this course students will deepen their understanding of Elementary level teaching, learning and evaluation processes and practices fundamental to the development of elementary students' competencies. They will explore and construct a conceptual understanding of learning and assessment strategies and how these strategies can be built into daily practice. Drawing on Quebec curriculum guides and policies and current related research, they will develop complex learning and evaluation situations (LES), which will be implemented while in the practicum.

Prerequisite: EDU 228 or EDU 229

Co-requisite: EDU 328

EDU 314 Methods in Teaching Culture and Citizenship in Québec 3-3-0

This methods course takes a critical and inclusive approach to the Culture and Citizenship in Québec program. Students will situate the program in relation to contemporary and evolving considerations of culture and citizenship, and gain an understanding of the core competencies and objectives, as well as of the conceptual foundations of the program. Among the topics to be explored, students will learn how to develop student capacities for civic dialogue, critical thinking, and ethical reasoning. As a methods course, there will be particular attention to praxis and classroom implementation of the program, with consideration of planning and assessment.
Prerequisite: EDU 128, EDU 138, EDU 205;
Prerequisite or Co-requisite: EDU 305

EDU 315 Applying the Psychology of Learning and Motivation to the Design of Learning Environments 3-3-0

This course will assist pre-service teachers to apply the psychology of learning and motivation to the design of learning environments. In this course pre-service teachers will deepen their comprehension of learning environments that foster learning and motivation. They will explore different approaches to organizing schools and classrooms based on supporting student's engagement within an inclusive learning community. They will study motivational theories and how to improve student motivation in relation to the design of learning and evaluation situations.
Prerequisite: EDU 203

EDU 319 Student Centered Evaluation at the Elementary Level 3-3-0

This course introduces pre-service teachers to the multi-dimensional and complex nature of the evaluation processes fundamental to equitably fostering and tracking development of competencies at the elementary level. In this course we will explore and construct a conceptual understanding of evaluation strategies that support student learning and how these strategies can be built into daily practice. We will also construct an understanding of those classroom practices that are required to focus students on expected learning outcomes and determine to what extent these expectations have been met. Drawing on Quebec curriculum guides and policies and current related research, students will begin learning how to incorporate effective assessment within a complex learning and evaluation situation.
Prerequisite: EDU 228 or EDU 229
Co-requisite: EDU 328 or EDU 329

EDU 321 Methods in the Teaching of Language Arts I (Elementary) 3-3-0

This course introduces pre-service teachers to literacy-related concepts, competencies and instructional and assessment approaches, the role of Language Arts in helping learners develop a critical understanding of the world, trends in literacies research, and related Quebec program documents. Pre-service teachers will begin to plan and design learning that fosters the literacy development of young learners in kindergarten and cycle one.

EDU 325 Selected Topics in Teaching ESL 3-3-0

This course is designed to provide opportunities for students to explore recent and/ or controversial topics related to second language teaching and learning. Specific topics will vary from year to year so that current issues may be addressed.

EDU 326 Engineering for Science and Technology Teachers 3-0-0

The Quebec Education Program has a strong engineering component that appears in the technological world. It focuses on engineering science, skills, technologies, and methods, and considers applied science in areas such as biotechnology, genetics, etc. This course will consider how engineering and science are related and what applied science actually means. Students will explore engineering in a hands-on manner via problem-solving and design. Critical consideration of implementing engineering in elementary and secondary education will be included.

EDU 330 Independent Study in Education 3-3-0

Students in the first degree (BA Educational Studies/Elementary Education or BA/ BSc Double Major/Secondary Education) may be granted permission to pursue an independent study project under the guidance of a faculty supervisor on a topic in Education. Topics must be approved by the School of Education.

EDU 331 Methods in the Teaching of Language Arts II 3-3-0

This course will allow pre-service teachers to deepen their knowledge and application of literacy-related instructional approaches, particularly for elementary Cycles 2 and 3. It prepares the candidates to plan and design learning that leads students to work critically with all kinds of print, digital texts and multi-model sources, contributing to the development of their language arts competencies. Pre-service teachers will explore: the role of Language Arts in helping learners develop a critical understanding of the world, how to apply literacy practices in the classroom (including new literacies, multiliteracies, critical literacies, and so on) to support examination of concepts across the curriculum, and application of new trends and appropriate assessment tools relevant to literacy practices across subject areas.
Prerequisite or Co-requisite: EDU 321.

EDU 334 Methods in the Teaching of Mathematics 3-3-0

The general goal of the course is to learn to teach mathematics in such a way that your students develop "mathematical power." Mathematical power includes both ability (to conjecture, reason logically and communicate about mathematics) and attitude (self-confidence and a disposition to question and explore significant mathematical situations).The course will focus on the following: Mathematical content. Students will develop and/ or refine their conceptual and procedural knowledge of the mathematics included in the elementary curriculum. Particular attention will be given to the content recommended in the QEP Math Curriculum Guide.
Mathematical learning. Students will explore instructional strategies and tools for the teaching and assessment of mathematics consistent with constructivist theories. Students will be expected to use this knowledge when planning for instruction.
Connecting mathematical ideas. Students will explore ways to link mathematical ideas and to relate mathematics to other subject areas and everyday situations.

EDU 335 Methods in the Teaching of Creative Arts – Elementary 3-3-0

This course provides starting points for students to examine Visual Arts and Music both as separate disciplines and as potent tools in an integrated curriculum. Through a variety of approaches, students receive instruction in theory and teaching practices as well as hands-on experience. During the term students develop their own instructional strategies through the development of a curriculum unit of thematically related, arts based lesson plans and projects.

EDU 339 Effective Teaching and Evaluation Methods I 3-0-0

In this course students will deepen their understanding of Secondary level teaching, learning and evaluation process and practices fundamental to the development and tracking of secondary students' competency. They will explore and construct a conceptual understanding of strategies and how these strategies can be built into daily practice. Drawing on Quebec curriculum guides and policies and current related research, they will develop complex learning and evaluation situations (LES), which will be implemented while in the practicum.
Prerequisite: EDU 239
Co-requisite: EDU 328 or EDU 329

EDU 341 Methods in Teaching English Language Arts at the Secondary Level I 3-3-0

This course will help to prepare students to teach English Language Arts at the Secondary and Adult Education levels. Students will have the opportunity to work on their own writing skills while learning more about how to encourage secondary and adult learners to improve their abilities to read and communicate orally and in writing. They will become familiar with the QEP curriculum objectives for the English program and will be involved in planning units in assorted texts within the current Secondary English curriculum. Students will be exposed to new trends and appropriate assessment tools through classroom activities and assignments.

EDU 342 Methods in Teaching Mathematics at the Secondary Level I 3-3-0

This course will focus on strategies for the teaching of Mathematics in the secondary school curriculum. Students will gain an understanding of the general curriculum objectives, trends and teaching methods through lectures, practice in the problem-solving approach, and discussions of appropriate means for assessment. Students will work on projects and assignments related to course topics at the secondary or adult education levels.

EDU 343 Methods in Teaching Science and Technology at the Secondary Level I 3-3-0

This course will address the inquiry and problem-solving processes of the Quebec Education Program for Secondary Science and Technology. It will focus on enactment of program competencies in relation to stipulated progressions of learning. Consideration of the nature of science and technology, the kinds of understanding that secondary students develop in science and technology, and how they develop such understandings via collection and interpretation of data will be emphasized. Pre-service teachers will be asked to apply developing understandings through creation of lessons/LESs, conversations and other explorations with peers, evaluation of research in science and technology education, and their subsequent practicum. In addition, the course will consider how science and technology are cultural practices deeply connected to European colonialism, and students will consider how other peoples have come to a practices empirical understanding of the world in ways that might also be considered science.

EDU 344 Methods in Teaching Social Sciences at the Secondary Level I 3-3-0

This course focuses on teaching strategies and learning concepts in the social sciences as outlined in the Quebec Education Program. Students will gain an understanding of the general curriculum competencies, objectives and trends as well as of the conceptual base and associated methodologies of the social science disciplines. Students will learn how to design a curriculum resource unit including appropriate tasks and assessment tools. They will also learn how to select as well as create resource materials.

EDU 346 Methods in Teaching Mathematics, Science and Technology at the Secondary Level I 3-3-0

This course will focus on approaches for the teaching of Mathematics, Science and Technology while considering the significance of history and culture in the evolution of these fields. Students will learn how to interpret curriculum competencies, objectives and trends, as well as the conceptual bases and associated methodologies of these disciplines. They will also learn how to critically select, design and develop curriculum resource materials and units.

EDU 348 Professional Seminars Lab (Elementary) 1-0-0

This course is comprised of seminars, workshops, and related activities on special topics aimed to enhance the students' induction into the teaching profession. Students will also be engaged in the reading of selected texts intended to encourage them to consider educational issues in profound and critical ways. The seminars may include guest speakers, discussions and panels, and conferences in preparation for the third practicum. Students will demonstrate their learning. This course is graded on Pass/Fail basis.

Co-requisite: EDU 328

EDU 349 Professional Seminars Lab (Secondary) 1-0-0

This course is comprised of seminars, workshops, and related activities on special topics aimed to enhance the students' induction into the teaching profession. Students will also be engaged in the reading of selected texts intended to encourage them to consider educational issues in profound and critical ways. The seminars may include guest speakers, discussions and panels, and conferences in preparation for the third practicum. Students will demonstrate their learning. This course is graded on Pass/Fail basis.

Co-requisite: EDU 329

EDU 401 Quebec Education Policy and Law 3-3-0

Students will have an opportunity to study the development of the Quebec education system from historical, political, and legal perspectives. Students will explore major educational ideas such as access to education and the growth of professionalism in the system. Legislation and regulations such as the Quebec Education Act will be examined in the course.

Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 403 Readings to Promote Educational Thinking 3-3-0

This readings course is intended to encourage student teachers to consider educational issues in profound and critical ways. Drawing from a wide selection of historical and current literature on education, students will produce an academic paper (or alternative assignment) which may be reviewed by their peers for publication in a School of Education collection of student work. The course will be organized around seminar sessions that highlight specific readings as well as group and individual discussions with the professor(s).

EDU 407 Individual Differences 3-3-0

This course focuses on the teaching of students with exceptionalities in inclusive settings. Class discussions will centre on issues surrounding inclusion and its implications for teaching adaptations in the classroom and school community. Students will gain an understanding of classroom-based approaches to assessment and instruction, including differentiated instruction and universal design for learning, that recognize the uniqueness of each student and of the methods and strategies which successfully integrate exceptional students in the inclusive classroom, including the development and implementation of individual education plans (IEPs).

Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 410 Effective Teaching Methods and Evaluation II 3-3-0

This course will provide secondary education student teachers with an additional exposure to general methods of teaching and enhance their knowledge of student centered evaluation principles and practices.

Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 411 Methods in Teaching English Language Arts at the Secondary Level II 3-3-0

This course will help to prepare students to teach English Language Arts at the Secondary and Adult Education levels. Students will have the opportunity to work on their own writing skills while learning more about how to encourage secondary and adult learners to improve their abilities to read and communicate orally and in writing. They will become familiar with the QEP curriculum objectives for the English program and will be involved in planning units in assorted texts within the current Secondary English curriculum. Students will be exposed to new trends and appropriate assessment tools through classroom activities and assignments.

Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 412 Methods in Teaching Mathematics at the Secondary Level II 3-3-0

This course will focus on strategies for the teaching of Mathematics in the secondary school curriculum. Students will gain an understanding of the general curriculum objectives, trends and teaching methods through lectures, practice in the problem-solving approach, and discussions of appropriate means for assessment. Students will work on projects and assignments related to course topics at the secondary or adult education levels.

Prerequisite: EDU 342 and EDU 339

EDU 413 Methods in Teaching Science and Technology at the Secondary Level II 3-3-0

This course will address the inquiry and problem-solving processes of the Quebec Education Program for Secondary Science and Technology. It will focus on enactment of program competencies in relation to stipulated Secondary Science and Technology. It will focus on enactment of program competencies in relation to stipulated progressions of learning. Consideration of the nature of science and technology, the kinds of understanding that secondary students develop in science and technology, and how they develop such understandings via collection and interpretation of data will be emphasized. Pre-service teachers will be asked to apply developing understandings through creation of lessons/LESs, conversations and other explorations with peers, evaluation of research in science and technology education, and their subsequent practicum. In addition, the course will consider now science and technology are cultural practices deeply connected to European colonialism, and students will consider how other peoples have come to a practiced empirical understanding of the world in ways that might also be considered science.

Prerequisite: EDU 343 and EDU 339

EDU 414 Methods in Teaching Social Sciences at the Secondary Level II 3-3-0

This course focuses on teaching strategies and learning concepts in the social sciences as outlined in the Quebec Education Program. Students will gain an understanding of the general curriculum competencies, objectives and trends as well as of the conceptual base and associated methodologies of the social science disciplines. Students will learn how to design a curriculum resource unit including appropriate tasks and assessment tools. They will also learn how to select as well as create resource materials.

Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 415 Methods in the Teaching of Creative Arts – Secondary 3-3-0
The class itself models several teaching and learning situations and strategies for both elementary and secondary levels of instruction. Students work in groups, with partners and alone. Peer tutoring is used for part of the creative movement/ dance unit. Students are given the opportunity each semester to talk with an artist currently exhibiting at the art gallery. Students are expected to develop sequential arts-based lessons formally, thematically and experientially, drawing on in-class situations modeled for them. Students are made aware of Howard Gardner's Multiple Intelligences Model and the importance of matching teaching and learning styles.
Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 416 Methods in Teaching Mathematics, Science and Technology at the Secondary Level II 3-3-0
The class itself models several teaching and learning situations and strategies for both elementary and secondary l This course will focus on approaches for the teaching of Mathematics, Science and Technology while considering the significance of history and culture in the evolution of these fields. Students will learn how to interpret curriculum competencies, objectives and trends, as well as the conceptual bases and associated methodologies of these disciplines. They will also learn how to critically select, design and develop curriculum resource materials and units.
Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 418 Methods in Teaching Second Languages – Secondary 3-3-0
This course examines recent developments in second language teaching approaches and methods, particularly as they relate to the selection of teaching material, choice of techniques for the second language classrooms and appropriate means of assessment. It includes a brief historical overview of language teaching methods and approaches.
Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 419F Interdisciplinary Teaching and Integration of Learning at the Elementary Level 6-6-0
In this two-term, final year capstone course, students synthesize theoretical and practical learning over their time in program in relation to the School of Education's outcome statement and the contemporary context of teaching and learning at the elementary level. They thus consider teaching as an intellectual pursuit and social responsibility by exploring how education in Québec is framed and positioned, the manner in which multiple stories and different ways of knowing, being, and doing can and do circulate together in teaching and learning, the importance of critical reflection and research to teaching and learning, and how leadership begins with change and action at the very local level. Students explore the meanings of commitment to "transformation through education" by individually and collaboratively designing formal and informal approaches to fostering change through their professional practice, some of which are taken up during the internship practicum. Students return to the university after practicum, where they discuss their emerging professional identities, synthesize their learning, and provide evidence of the capacity for ongoing critical reflection and commitment to the transformative power of education in service of a more equitable and sustainable world for all our relations.
Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 420F Interdisciplinary Teaching and Integration of Learning at the Secondary level 6-6-0
In this two-term, final year capstone course, students synthesize theoretical and practical learning over their time in the program in relation to the School of Education's outcome statement and the contemporary context of teaching and learning at the Secondary Level. They consider teaching as an intellectual pursuit and social responsibility by exploring how education in Québec is framed and positioned, the manner in which multiple stories and different ways of knowing, being, and doing can and do circulate together in teaching and learning, the importance of critical reflection and research to teaching and learning, and how leadership begins with change and action at the very local level. Students take up the meanings of commitment to "transformation through education" by individually and collaboratively designing formal and informal approaches to fostering change through their professional practice, some of which are taken up during the internship practicum. Students return to the university after practicum, at which time they discuss their emerging professional identities, synthesize their learning, and provide evidence of the capacity of ongoing critical reflection and commitment to the transformative power of education in service of a more equitable and sustainable world for all our relations.
Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 433 Methods in the Teaching of Elementary Social Sciences 3-3-0
This course will prepare pre-service teachers with the understandings, skills, and methods to support their learners' social science curriculum competencies, and support their evolving world view. Pre-service teachers will explore the role of social sciences in helping learners develop a critical understanding of the Canadian history and environment; this includes specific attention to FNIM issues and perspectives. The course also addresses relevant assessment tools and practices.
Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

EDU 434 Methods for Scientific Inquiry and Problem Solving 3-3-0
This course will prepare pre-service teachers in supporting their learners' evolving world view. Pre-service teachers will explore: the role of science and mathematics in helping learners develop a critical understanding of the world, how inquiry strategies and problem solving can be applied in a natural science and mathematics context, and assessment tools relevant to inquiry and problem solving in science and mathematics.
Prerequisite: Completion of all courses required for degree except 400-level courses, or permission of the Department Chair

ILT 101 Information Literacy and Critical Thinking Lab 1-0-1
The objective of this laboratory course is to introduce students to the skills necessary to effectively complete their research assignments, in Education. The course includes the correct use of library resources, including the online catalogue, periodical indexes and other relevant databases. Other areas of study include the identification of key terms for effective searching, productive use of the internet and the critical evaluation of retrieved resources. Academic integrity, plagiarism and the correct citation of print and online sources are also taught. The course is practical, and students are given the opportunity for hands-on experience in the library's electronic classroom. Taught in conjunction with EDU 128 / EDU 129, "Orientation to Professional Practice", students retrieve the resources necessary to complete their assignments for the course. ILT 101 is a required core course.

The following, EDU 128, EDU 129, EDU 227EDU 227, EDU 228, EDU 229, EDU 328, EDU 329, EDU 428 and EDU 429, take place in assigned educational settings:

EDU 128 Practicum I: Orientation to Professional Practice (Elementary) 3-3-0

Students will focus on the human and professional elements of teaching in order to identify those personal traits that are characteristic of effective teachers. This course introduces students to the process of reflective practice and to the professional knowledge base that inspires it. The above course components combined with field-based experiences and classroom presentations will help students make informed judgments as to their suitability for the teaching profession.

Co-requisite: ILT 101

EDU 129 Practicum I: Orientation to Professional Practice (Secondary) 3-3-0

Students will focus on the human and professional elements of teaching in order to identify those personal traits that are characteristic of effective teachers. This course introduces students to the process of reflective practice and to the professional knowledge base that inspires it. The above course components combined with field-based experiences and classroom presentations will help students make informed judgments as to their suitability for the teaching profession.

Co-requisite: ILT 101

EDU 227 Practicum II: Initiation to Working With and For Students (Alternative Placement) 3-3-0

This second-year field experience in the elementary or secondary school setting, involves a minimum of 70 hours. Students begin to integrate theory from courses with field-based practice and carry out aspects of the teaching act in collaboration with associate teachers and university supervisors. They participate in the life of the school inside and outside the classroom. In extenuating circumstances, with the permission of the Department Chair.

Prerequisites: EDU 128 and EDU138, or EDU 129

Co-requisite: EDU 238 or EDU 239

EDU 228 Practicum II: Initiation to Working With and For Students (Elementary) 3-3-0

This second-year field experience in the elementary school setting involves a minimum of 70 hours. Students begin to integrate theory from courses with field-based practice and carry out aspects of the teaching act in collaboration with associate teachers and university supervisors. They participate in the life of the school inside and outside the classroom.

Prerequisites: EDU 238 or EDU 239

EDU 229 Practicum II: Initiation to Working With and For Students (Secondary) 3-3-0

This second-year field experience in the secondary school setting involves a minimum of 70 hours. Students begin to integrate theory from courses with field-based practice and carry out aspects of the teaching act in collaboration with associate teachers and university supervisors. They participate in the life of the school inside and outside of the classroom.

Prerequisite: EDU 238 or EDU 239

EDU 328 Practicum III: Professional Practice (Elementary) 6-3-0

Through field experience in the elementary school setting, students will integrate theory with practice in this practice teaching placement. Students will plan, present, and self-evaluate lessons in collaboration with faculty supervisors, university teaching associates, and associate teachers. They will evaluate students and participate in the life of the school inside and outside the classroom.

Prerequisite: EDU 228 or EDU 229

EDU 329 Practicum III: Professional Practice (Secondary) 6-3-0

Through field experience in the secondary school setting, students will integrate theory with practice in this practice teaching placement. Students will plan, present, and self-evaluate lessons in collaboration with faculty supervisors, university teaching associates, and associate teachers. They will evaluate students and participate in the life of the school inside and outside of the classroom. Students in certain secondary profiles may be placed in an adult education setting.

Prerequisite: EDU 228 or EDU 229

EDU 428 Practicum IV: Internship (Elementary) 12-0-0

This practicum is the culmination of the students' socialization into the profession of teaching. Through a lengthy elementary school immersion, students synthesize theories with practice to assume the competencies required of a teacher in the classroom and in the profession. Students become full-time teachers and colleagues with associate teachers, university teaching associates and faculty supervisors. They focus on long term and short term planning and implementing units of study. They experience all the challenges of the profession: teaching and evaluating students, interviewing parents, working on teams, organizing extra-curricular activities, and participating in professional development activities.

Prerequisite: Successful completion of all other program requirements, except EDU 419 or EDU 420.

EDU 429 Practicum IV: Internship (Secondary) 12-0-0

This practicum is the culmination of the students' socialization into the profession of teaching. Through a lengthy secondary school immersion, students synthesize theories with practice to assume the competencies required of a teacher in the classroom and in the profession. Students become full-time teachers and colleagues with associate teachers, university teaching associates and faculty supervisors. They focus on long term and short term planning and implementing units of study. They experience all the challenges of the profession: teaching and evaluating students, interviewing parents, working on teams, organizing extra-curricular activities, and participating in professional development activities. Students in certain secondary profiles may be placed in an adult education setting.

Prerequisite: Successful completion of all other program requirements, except EDU 419 or EDU 420.

Faculty of Humanities

Overview

The Faculty of Humanities offers a wide array of courses and programs in the traditional liberal arts disciplines of Classical Studies; Languages; Literature; Philosophy; History and Global Studies; Religion, Society and Culture; interdisciplinary programs in Liberal Arts and in Arts Administration; as well as programs (involving both historical and practical study) in the three creative arts of Drama, Fine Arts and Music.

Degrees and Programs

Detailed descriptions of the degrees and programs offered are found under the respective Departmental sections of this calendar. The Faculty of Humanities offers a wide range of Major programs leading to a Bachelor of Arts (B.A.). In addition, the Departments offer Honours programs directed towards students who wish to attain higher levels of specialization in their discipline and who intend to pursue graduate studies. Finally, several departments offer Minor programs that can be added to one's Honours/Major program and some departments may offer certificate programs.

Humanities Divisional Major MAJDHM

The Faculty of Humanities offers an entry level program for a limited number of students, allowing them to register as Divisional Majors (rather than into a specific program) for a maximum of two semesters. After two semesters of full-time study are completed, students must enrol into a specific program (Major). Students who are not accepted into one of the regular programs must consult with the Dean of Humanities to determine an academic plan.

Divisional Requirements

In order to encourage students enrolled in the Faculty of Humanities to broaden the scope of their education, all majors and honours must complete at least three credits in each of the four categories listed below. While these requirements will not in themselves ensure against excessive specialization, it is hoped that they will lead students to find and pursue various areas of interest.

Category I: Languages and Literature, including German, Japanese, Spanish, Greek, Latin, Biblical Hebrew, English, French, and Abenaki, with the exception of 100-level courses in English as a Second Language. CLA 112 and 113 also will be considered as Category I courses. Students are required to select a course in a language other than their mother tongue

Category II: Drama, Fine Arts and Music

Category III: Classics (including Latin and Greek); History and Global Studies; Liberal Arts; Philosophy; and Religion, Society and Culture

Category IV: 3 credits in the Faculty of Natural Science and Mathematics

No courses offered by the department in which the student is doing an honours or major may count towards fulfilling these requirements. Students with program combinations which require more than 72 credits are exempt from these requirements.

Departmental Honours Programs

Students must normally obtain a 70% average, as calculated from the best 60 credits in the Honours discipline (including cognates), in order to graduate with an Honours degree in any Humanities Program. Refer to the individual departments for particular honours requirements.

Transfers from Other Programs

Rules pertaining to transfer into Faculty of Humanities programs are published in the Undergraduate Academic Regulations, under the article "Change of Degrees or Degree Components."

Graduation "With Distinction" or "With High Distinction"

Rules pertaining to graduating with distinction are published in the Undergraduate Academic Regulations, under the article "Graduating with Distinction."

Divisional Course

ILT 102 Information Retrieval and Evaluation Skills for the Humanities (Lab) 1-0-1

The objective of this laboratory course is to introduce students to the skills necessary to effectively complete their research assignments, including the correct use of library resources, such as the online catalogue, periodical indexes and other relevant databases. Other areas of study include the identification of key terms for effective searching, productive use of the internet, and the critical evaluation of retrieved resources. Academic integrity, plagiarism, and the correct citation of print and online sources are also covered. Taught in conjunction with a research-based course, the specific resources relevant to research in the Humanities are introduced, and the students retrieve the material necessary to complete the essays for their particular course. The course is taught in the library's electronic classroom, and each week the students are given the opportunity for practical experience. To see how ILT 102 is currently linked to your program, check requirements under various departments in the Humanities (e.g., required for Modern Languages and History). The course is open to all students, regardless of program.

Art History

Program Overview

We live in a world defined by images. Art History helps us to understand our visual world and to probe the complexities of images, objects, and artifacts found in art and culture. Through the methods and concepts of art history, students learn the 'visual' language of images as they acquire knowledge and understanding of all forms of visual arts ranging from earliest cave paintings to latest new media installations, from monumental to miniature.

Using diverse approaches and theories, art is critically analyzed in the larger social, cultural, economic, institutional, and ideological context of its production, display, and reception. As students engage with works of art and key texts in art history, theory, and criticism, they develop visual as well as verbal and written literacy. Art History fosters creative and critical thinking, inquiry, analysis, and effective communication skills.

In its cross-disciplinary reach, Art History is a unique and wide-ranging discipline that encompasses aspects of history, philosophy, religion, psychology, sociology, gender studies, and cultural studies. Cognate courses with the department of Classical Studies and cross-listed courses with the departments of Sociology and History are offered to broaden the students' conceptual horizons.

While our program is primarily designed to meet the needs of Fine Arts and Arts Administration students, we welcome students from all disciplines to the many courses that do not have prerequisites.

Program and Requirements

Art History and Theory Minor (24 credits) MINFHT

The Art History and Theory Minor is for students in any discipline who, in addition to their major concentration, wish to develop a secondary area of expertise in art history. The Minor allows students to sample from the courses offered through the Art History Program: introductory, period-based, thematic, and advanced courses. Students must complete any 24 credits (8 courses) of their choice in Art History (FIH) or cross-listed courses (FIN 235, FIN 292 and FIN 388),or cognate courses, including a minimum of 2 FIH credits at the 300 level.

List of Courses

Introduction Courses (100-level courses)

FIH 100 The Art of Viewing: Introduction to Art History 3-3-0
This course is for any student interested in looking at, thinking about, and understanding works of art and visual media in general. We look at various mediums, ranging from painting and sculpture to video, performance, and Net art. We think about world art in relationship to Western thought and culture, the canon of traditional art history that has shaped our perception, and explore alternative histories of art. We reflect on the circulation, transmission, and display of art through private and public patronage, collections, and exhibitions. We consider the social and material conditions of viewing, and how mediums and social determination condition visual understanding. Finally, we seek to understand the possible content or meaning of art through different methods of interpretation. Overall, the course aims to provide students with the visual, verbal, and conceptual skills fundamental to the description, appreciation, analysis, and criticism of the visual media.

FIH 101 Survey of Western Art I: Prehistory to Medieval 3-3-0
Introduction to concepts and methods of art history. Survey of the visual arts from the Paleolithic Era through the Middle Ages.

FIH 102 Survey of Western Art II: Renaissance to Neoclassicism 3-3-0
This course explores the classical tradition and its developments in painting, sculpture and architecture from the co-called rebirth of Greco-Roman Antiquity in the early 15th century to the revival of classicism in the mid-18th century. Religious and secular key works from the Renaissance, Mannerism, Baroque, Rococo and Neoclassicism are studied in the changing social, cultural and political contexts of their production, such as humanism, the Reformation and Counter-Reformation, the academy, absolute monarchies, and the Enlightenment.

Intermediate Period-Based Courses (200-level courses)

FIH 219 Neoclassicism to Post-Impressionism 3-3-0
This course examines major developments in painting, sculpture and photography. Neoclassicism, Romanticism, Orientalism, Realism, Impressionism, Post-Impressionism and Symbolism are considered within the broad cultural context of their production, display and reception. The effects of the tumultuous political circumstances of social unrest and the Industrial Revolution will be observed from the min-19th to the mid-19th century, when art emerged as a politically-engaged, publicly-oriented force, until the end of the century, when artists retreated to a private, subjective realm.

FIH 220 Twentieth-Century Art to the Sixties 3-3-0
Western art from Expressionism to Abstract Expressionism. Major European movements (such as Cubism, Futurism, Dada, Surrealism, Constructivism) and American ones (from the Ashcan School to the New York School) will be studied. Topics include the paradigms of figuration and abstraction, innovations such as collage and photomontage, the contribution of literary movements, appropriations from non-Western cultures, and the influences of Freudian and Jungian theories, socialist ideas, the Russian Revolution, totalitarian regimes, and two World Wars on artists.

FIH 221 Art from the 1960s to the end of the Twentieth-Century 3-3-0
The international art scene from the 1960s to today. Topics include Pop art, French Nouveau Realism, Minimal art, Italian Arte Povera, Conceptual Art and the International Fluxus movement from the sixties; the pluralistic seventies – when performance, video, Body Art, Land art, installation and Feminist art seemed to proclaim the 'death' of painting; the drastic return of painting by the eighties (with Neo Expressionism, Bad Painting, Graffiti art, etc.), and some of the challenges linked to the globalization of art in the nineties.

Intermediate Thematic Courses (200-level courses)

FIH 225 Special Topic in Canadian Art 3-3-0
This course deals with aspects, issues or themes in Canadian art ranging from the colonial times to the present. Possible topics include the art of the First Nations, the legacy of the early French and English settlers, national identity and cultural diversity, or recent developments in the visual arts of Canada.

FIH 230 History and Theories of Photography 3-3-0
An exploration of the changing nature of photographic thinking and practice from early 19th century experiments to present day digital and post-photography. Different visions and modes of representation are addressed, such as photographic 'truth', photography as art, and photography as a means of mass communication (i.e. photojournalism, advertising, fashion and celebrities photographs, propaganda, etc.). In light of its multiple functions in art and culture, the photographic image is studied as part of a larger social, economic, institutional and ideological frame.

FIH 260 Art and Nature: From Landscape to Posthumanism and the Anthropocene 3-3-0
This course analyses how the relationship between art and nature has been shaped by aesthetic and symbolic representations through time and across art paradigms. This course addresses early garden traditions up to posthumanist futures, by way of the emergence naturalism during the Renaissance, conventions of the beautiful, the picturesque and the sublime, landscaping practices, the active sculpting of nature in Earthworks and Land Art, and the ecosystemic views brought forth in eco art.

FIH 290 Current Topics in Art History 3-3-0
This course explores issues of current importance in the practice and interpretation of art, such as: Art and Science; Art and Technology; Philosophy and Criticism of Art; Women and Art; Gender Issues in the Visual Arts;and Art and Politics. Specific topic to be posted in advance of registration

Advanced Courses (300-level courses)

FIH 320 Special Topic in Art History and Theory 3-3-0
This course will address an aspect, issue or theme in art from a multidisciplinary approach to a specific medium or time period ranging from the antiquity to the present, or across time, artistic styles and movements. Possible topics include: Issues in Sculpture, Performance, or Video Art; Art in the Digital Age; Relational Practices and their shortcomings; Art's Shifting Boundaries from Discipline to Extradisciplinarity.
Prerequisites: FIH 100, FIH 102, and two FIH 200-level courses

FIH 323 Seminar in Art History, Theory and Criticism of Art 3-3-0
Advanced course that explores in-depth a topic in art history, theory or criticism of art. Specific topics to be posted in advance of registration.
Prerequisites: FIH 100, FIH 102, and two FIH 200-level courses

FIH 350 Independent Study in Art History I 3-0-0
Open to students who have completed 27 credits in Art History. Students must submit a formal proposal to the art history program outlining a project to be undertaken independently in consultation with the instructor. Approval is contingent on acceptance of the proposed project or course of research.
Prerequisites: two FIH 300-level courses.

Cross-Listed Courses

FIN 235/HIS 225 Museology 3-3-0
An introduction to theoretical and practical aspects of museology. The history and function of art museums, collection and conservation, museum administration and the organization of exhibitions are treated in the course, which includes projects in exhibition management.
Prerequisite: FIH 100 or FIH 102 or consent of instructor

FIH 246/
HIS 236 Public Art and Monuments 3-3-0
An exploration of art made for public spaces and public viewing taking into consideration aspects such as site, natural environment or urban settings, commemoration and politics, the public sphere and the audience.

FIN 292 /
SOC 291 Sociology of Art 3-3-0
An introduction to the Sociological study of the Arts. The course focuses on the social practices and organizational frameworks related to artistic production/creation, mediation processes, and the reception of art works and artists. Attention will be given to issues related to race, gender, class, and power.

FIN 388 /
HIS 298 Museums and Communities 3-3-0
This inter-disciplinary lecture/seminar course offers students an introduction to a range of theoretical approaches and contemporary developments in the field of Museology. Through case studies and actual work with community groups students will have the chance to experiment with key processes around critical museum work today (rational, documentation, mediation, scenography).
Prerequisite: FIH 100 or FIH 102 or consent of instructor

FIH 110/
CLA 110 The Art and Archaeology of Ancient Egypt 3-3-0
A survey of the art and architecture of ancient Egypt from the Pyramids to the Valley of the Kings and an introduction to the archaeological discoveries made in Egypt in the twentieth and twenty-first century.

FIH 205/
CLA 205 Greek Art and Architecture 3-3-0
Western art and architecture begin in ancient Greece. From miniature vases to monumental statues of ivory and gold, we will explore the creations of potters and painters, sculptors and architects, and study Greek art from the Bronze age to the time of Alexander the Great.
Open to first-year students.

FIH 206 / CLA 206/
RSC 203 Art and Architecture of Late Antiquity 3-3-0
This course examines the development of a new artistic and architectural order as a result of the religious movement of Christianity in the Roman Empire and beyond. The adaptation of elements from Greek, Roman, and Near Eastern artistic traditions will be examined, from the catacombs of Rome to the dazzling mosaics, monasteries, and cathedrals of the Byzantine era. Architecture, painting, textiles, mosaics, decorative arts, and manuscript illumination will be studied.

FIH 207/
CLA 207 Early Roman Art 3-3-0
In this course we will begin with a study of the colorful wall paintings of Etruscan tombs where men and women drink and dance, and panthers and lions guard the dead. Once rulers of Rome, the Etruscans and their art declined as the Roman Republic grew powerful. We will examine how the Romans developed an innovative art and architecture which expressed the values of their society.

FIH 208/
CLA 208 Art and Architecture of Imperial Rome 3-3-0
A survey of Roman art and architecture from the first century C.E. to the fourth century C.E. The course examines the use of art as propaganda and the tension between tradition and innovation in Roman Art.

Cognate Courses

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 her "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 dramatic change in Western art, but the claim that all forms of harmony and beauty, including the personal and the political, are conservative. Or is the beautiful in some important sense still of what we might call "transcendent" importance to human life? This course will explore the fate of the beautiful, from the Greeks to 21st century life.

PHI 346 Topics in The Philosophy of Art 3-3-0
A look at some attempts by major thinkers to account for the nature of art and beauty, focusing on texts of Plato and Aristotle, Kant and Hegel, Nietzsche and Heidegger.

Arts Administration

Faculty

Ross Osmun
A.R.C.T. (Royal Cons.); B.Sc., B.Mus., B.Ed., (Windsor); M.Mus., D.M.A. (Eastman); Professor
Chair of the Program

Program Overview

This 75-credit interdisciplinary program combines the study of business, creative arts, public history and arts administration. The goal is to provide students with the skills and knowledge needed to participate in the business and organizational areas of the cultural sector. Students normally begin the program with core courses in Arts Administration, Business and one of the Arts concentrations (Drama, Fine Arts, Film Studies, Music, Public History and Heritage). As they proceed through the program, they will enroll in two practicum courses: AAD 253 (Internal Practicum), where they will be placed with an on campus organization (Centennial Theatre, Foreman Art Gallery, Musique Chez Nous, Drama Department, etc.) for their first work experience; and nearer to graduation, AAD 353 (External Practicum), in an off-campus cultural venue consistent with their disciplinary focus.

Students should identify which of the concentrations they wish to follow at the time of application to the program. Please consult the Chair of the Arts Administration Program for advice concerning program requirements. The two practicum courses will be arranged by the professor of the Arts Administration courses, along with representatives of the different concentrations. Students are permitted to register in a program that combines Arts Administration and a Major in their Arts concentration (i.e. 42 or 48 credits instead of 30). Those in 120-credit degree programs are strongly encouraged to do so, or pursue a minor (24 credits) in a second Arts or Business discipline. Concentration courses may be double-counted towards the Major. A Minor in Arts Administration is open to students majoring in Business or in one of the Arts Concentrations of the program. Students following an Arts Administration program who wish to add a Business program should contact the Williams School of Business.

Required courses:

Arts Administration (21 credits)
Of the 21 credits, 15 are mandatory: AAD 150, AAD 251, AAD 252 and the two practicums. These specialized courses provide students with specific knowledge in arts administration, as well as hands-on experience. Students are required to also take an additional 6 credits to complete their Arts Administration course requirements:

AAD 150 Managing Arts Organizations: An Introduction 3-3-0
This course examines various types of arts organizations from the perspective of managing artistic resources including accounting, finance, human resources, project management and production organization.
AAD 150 is a prerequisite to AAD 251.

AAD 200 Arts Administration: Special Topic 3-3-0
This is a lecture course offered by different professionals in the field on topics not covered in regular Arts Administration courses. The course is taught on an occasional basis.

AAD 202 International Market Development for the Arts 3-3-0
In this course, students acquire the basic knowledge, tools and strategies to successfully develop an artistic international project, for example: international touring, co-productions, exhibits, or presenting international artists in Canada. Subjects examined include: criteria needed to succeed on the international scene; strategic planning for international access and expansion; market study and expertise; financial support; branding and promotion; cultural competencies in work ethics and social codes; feasibility study; visas and fiscal regulations, cultural diplomacy.

AAD 204 Financing the Arts: Fundraising in the Private and Public Sector 3-3-0
This course provides students with an in-depth understanding of the public and private funding systems in Canada at the federal, provincial and municipal level for artists, and for not-for-profit and, to a lesser degree, for-profit cultural organizations. It also provides students with the knowledge to build networks within these sectors and to undertake fund-raising initiatives.

AAD 251 The Arts Ecosystem: Law, Governance, and Funding 3-3-0
This course examines the social/political context of cultural operations. Topics include legal considerations in not-for-profit organizations, governance, labour issues involving the status of an artist, copyright laws and funding structures and networking. Students will ultimately integrate these topics and concepts into Canada Arts Council grant applications.
Prerequisite: AAD 150

AAD 252 Cultural Marketing: Strategies for the Arts 3-3-0
The course examines the area of public relations and business communication as it relates to cultural promotion: marketing, press releases, advertising, sponsorship, consumer behavior.

AAD 253 Arts Administration – Internal Practicum 3-1-0
This course provides students with experience working on real-world artistic projects and/or with existing cultural organizations on the Bishop's campus. This course is supervised by faculty who run these projects or organizations.
Prerequisite: AAD 150. AAD 253 is a prerequisite to AAD 353.

AAD 300 Independent Study 3-1-0
An individual project on a subject approved by a faculty member from the program.

AAD 325 Festival I: Curating and Pre-Production 3-3-0
The BU Arts Fest (BUAF) is the ultimate experiential learning tool for the production of a real, multidisciplinary festival. This course offers structured guidance for learning and implementing the following steps of the planning phase of a festival: curating, budgeting, fundraising, marketing research and pre-production.

AAD 353 Arts Administration: External Practicum 3-3-0
This course is a directed independent study where the student is placed in a range of posts in the arts industry and in not-for-profit cultural agencies. This course should be taken before the final semester.
Prerequisites: AAD 150, AAD 251, AAD 252

AAD 345 Festival II: Production 3-3-0
This course offers a structured guidance to learning and implementing the following steps in the production phase of a festival: coordination/administration, fundraising, marketing and promotion, production. Students have the opportunity to test their knowledge against reality, and to reap the fruits of their hard work with the event itself.
Prerequisite: AAD 325

Business (27 credits)

Full descriptions of the following can be found in the calendar section of the Williams School of Business. These courses will provide a foundation in the major functional area of business management. For assistance in registering in Business courses, please contact the Department Chair of the Williams School of Business.

BAC 121	Intro to Accounting
BHR 221	Organizational Behaviour
BHR 224	Human Resources Management
BHR 316	Organizational Conflict and Negotiation
BMG 214	Entrepreneurship
BMG 100	Business and Society
BMK 211	Marketing
ECO 103	Principles of Economics: Macroeconomics

Plus one from:
ECO 102, BFN 200, (need prerequisites), BMA 140

In terms of when to take these courses, the following sequence is recommended:
First year: ECO 103, BAC 121, BMG 100, BMK 211
Subsequent years: BCS 220, BHR 221, BHR 224, BMG 214, plus either ECO 102, BFN 200 (note: prerequisites required), or BMA 140

Arts Administration Major Concentrations: Drama, Fine Arts, Film Studies, Music or Public History

Full descriptions of these courses can be found in the calendar sections of the departments. A concentration in one of these departments will ensure that students gain a solid foundation in one of the creative arts. Inquiries regarding prerequisites or any problems concerning the lists below should be addressed to the Chair of the appropriate Department.

Drama Concentration (27 credits) MAJAAD

(all of the following)

DRA 101	Introduction to Technical Theatre
DRA 102	Introduction to Theatre
DRA 110	Introduction to Theatre II
DRA 131	Acting I
DRA 201	Contemporary Canadian Drama
DRA 222	Introduction to Shakespeare
DRA 246	Directing I

One (3-credit) course from:
DRA 211, DRA 212 or DRA 230

One course (3 credits) chosen from:

DRA 250	Intermediate Technical Theatre Stagecraft
DRA 251	Lighting Design
DRA 370	Independent Study Special Project
DRA 341	Production I: Technical Production
DRA 342	Production II: Technical Production
DRA 352	Independent Study Stage Management

Fine Arts Concentration (27 credits) MAJAAF

Fine Arts History Courses (18 credits)

FIH 100	The Art of Viewing: Introduction to Art History
FIH 102	Survey of Western Art II: Renaissance to Neoclassicism

Any 12 credits selected from:

FIH 220	Twentieth Century Art to the Sixties
FIH 221	Art from the 1960s to the end of the Twentieth-Century
FIH 225	Special Topic in Canadian Art
FIH 230	History and Theories of Photography
FIH 240	Art, Popular and Mass Culture
FIH 246	Public Art and Monuments
FIH 260	Art and Nature: From Landscape to Posthumanism and the Anthropocene
FIH 290	Current Topics in Art History
FIH 314	Colonial and Postcolonial Issues in the Visual Arts (Prerequisite)
FIH 318	Current Art Practices and Production (Prerequisite)
FIH 320	Special Topic in Art History and Theory (Prerequisite)
FIH 323	Seminar in Art History, Theory and Criticism of Art (Prerequisite)
FIN 235	Museology (Prerequisite or consent from the instructor)
FIN 388	Museums and Communities (Prerequisite or consent from the instructor)

Fine Arts Studio Courses (9 credits)

One course each in Drawing, Painting, and Sculpture

Film Studies Concentration (27 credits) MAJAAI

ENG 102	Approaches to Media Studies
ENG 170	Introduction to Film Studies
ENG 279	Film History to 1939
ENG 280	Film History after 1939

At least one course chosen from:

ENG 281	Canadian Cinema
FRA 259	Québec Cinema

At least one course chosen from:

ENG 382	Screen writing
ENG 383	Digital Filmmaking
ENG 384	Documentary Filmmaking

Additional courses from the following list to meet the required 27 credits:

CDC 200	Communication and Media Studies: Theory and Practice
CLA 150	The Ancient World in Film and Television
ENG 124	The Graphic Novel
ENG 217	The Arthurian Tradition
ENG 218	The Gothic Tradition
ENG 236	Popular Culture

ENG 278	Science Fiction in Literature and Film
ENG 282	Film Adaptation
ENG 283	Documentary Film
ENG 287	Image and Communication
ENG 291	Film Theory
ENG 293	Four Filmmakers
ENG 294	Film Comedy
ENG 295	Jane Austen and Film
ENG 297	From Aliens to Zombies
ENG 298	Studies in Directors/Actors: Alfred Hitchcock
ENG 350	Ghosts in the Machine: Technology, Media & Literature in Victorian England
ENG 381	The Evolution of the Fairy Tale in Literature and Film
FIH 230	History and Theories of Photography
FIH 240	Art, Popular and Mass Culture
FRA 250	French Cinema
GER 270	Introduction to German Film
GER 271	Rebels with a Cause: East German Cinema
ITA 309	Italian Cinema and Society
ITA 310	Italian Cinema and Society II
MUS 115	Film Music I
MUS 116	Film Music II
PHI 345	Topics in Philosophy of Film
RSC 237	Film and Religion
SOC 105	Media and Society I
SOC 241	Cinema
SOC 321	Sociology of Technology
SOC 381	Media and the Environment
SPA 218	Spanish Cinema
SPA 333	Hispanic Literature and Film

Music Concentration (27 credits) MAJAAM

Music History and/or Literature	9 credits
Music Theory (MUS 130, 135, 120, 125)	10 credits
Ensemble Courses	2 credits
Practical Study	3 credits
Music Electives	3 credits

Public History and Heritage Concentration (28 credits) MAJAAH

Two of

HIS 105	Introduction to Global Studies: A Century of Conflict and Resistance
HIS 108	A Global History of Indigenous Peoples
HIS 109	New World: The Americas to 1850

Mandatory

HIS 100	Theory and Practice
HIS 240	History and Heritage
HIS 396	Public History

Any twelve credits from

HIS 227	The Stuff of History: An Introduction to Material Culture
HIS 236	Public Art and Monuments
HIS 239	History and the Archives
HIS 298	Museums and Communities
HIS 391	Archival or Institutional Internship
CLA 110	The Art and Archaeology of Ancient Egypt
CLA 205	Greek Art and Architecture
CLA 206	Art and Architecture of Late Antiquity
CLA 207	Early Roman Art
CLA 208	Art and Architecture of Imperial Rome

Arts Administration Minor (24 credits) MINAAD

The Minor in Arts Administration provides an introduction to the discipline of Arts Administration. The Minor consists of 24 credits including 12 credits in Arts Administration. Students enrolled in Business may also add this Minor to enrich their degree.

Requirements:

1) For Arts Students

The AAD Minor is limited to Majors already enrolled in one of the following Arts disciplines: Drama, Fine Arts, Music, Film/Media Studies, or Public History and Heritage.

Required Courses:

12 credits in Arts Administration: AAD 150, 251, 252 plus one additional AAD course (recommended internal or external practicum).

12 credits in Business: BMG 100, BMK 211, BAC 121 plus one Business elective.

N.B. Humanities students may not combine an AAD minor with a Business program.

2) For Business Students

12 credits in Arts Administration: AAD 150, 251, 252 plus one additional course (recommended internal or external practicum).

12 credits in one of Drama, Fine Arts, Music, Public History and Heritage, or Film/Media Studies, as specified by each program:

Drama: DRA 101, 102, 201 + one other course in dramatic literature.

Fine Arts: 12 credits taken from list supplied.

Music: MUS 130 + 9 credits in Music Literature and Performance, in consultation with the Chair.

Film/Media: ENG 102, DRA/ENG 170 + two of ENG 279, ENG 280, ENG 281 and ENG 259.

Public History and Heritage: Any 100 level HIS, 200, 240 + one of HIS 227, 229, 236, 239, 298.

3) For students not enrolled in the above-mentioned Arts programs or Business

Students must have six credits in either Drama, Film Studies, Fine Arts, Music, or Public History and Heritage before enrolling in the Minor.

6 credits in their Arts concentration

9 credits in Arts Administration: AAD 150, 251, 252

9 credits in Business: BMG 100, BMK 211, BAC 121

Certificate in Arts Management (30 credits) CONAMG

The Certificate in Arts Management is designed to provide students who are working or interested in working in the artistic and cultural fields as managers with a professional background in Arts Administration. The program is composed of ten 3-credit courses (for a total of 30 credits) in Business Administration, Arts Management, and in the Arts.

I. Required courses 18 credits:

3 courses in Business Administration (9 credits)

BMG 100	Understanding Business and Society
BMK 211	Marketing Management
BAC 121	Purposes of Accounting

A minimum of 3 courses in Arts Administration (9 or 12 credits)

AAD 150	Introduction and Internal Operation
AAD 251	Arts Administration: The External and Legal Environment
AAD 252	Arts Administration: Communications and Marketing
AAD 353	Arts Administration: External Practicum

II. Optional courses:

Arts courses: 3 or 4 courses (9 or 12 credits) in one of the Arts—Drama, Fine Arts, Music, Film Studies or Public History and Heritage

Courses should be taken in one of the five disciplines only.

DRAMA:

DRA 101	Introduction to Technical Theatre
DRA 102	Introduction to Theatre
DRA 201	Contemporary Canadian Drama

And any other course in dramatic literature.

FINE ARTS:

(9 or 12 credits)

FIH 100	The Art of Viewing: Introduction to Art History
FIH 102	Survey of Western Art II: Renaissance to Neoclassicism
FIH 220	Twentieth Century Art to the Sixties
FIH 221	Art from the 1960s to the end of the Twentieth-Century
FIH 225	Special Topic in Canadian Art
FIH 230	History and Theories of Photography *(No prerequisite)*
FIH 240	Art, Popular and Mass Culture *(No prerequisite)*
FIH 246	Public Art and Monuments
FIH 260	Art and Nature: From Landscape to Posthumanism and the Anthropocene
FIN 235	Museology *(Prerequisite or consent from the instructor)*
FIN 388	Museums and Communities *(Prerequisite or consent from the instructor)*

MUSIC:

MUS 130	Materials of Music I

Any three Music Literature courses, in consultation with the Chair of Music.

FILM STUDIES:

ENG170/ DRA170	Introduction to Film

An additional 6 or 9 credits from the following list:

CDC 200	Communication and Media Studies: Theory and Practice
CLA 150	The Ancient World in Film and Television
ENG 102	Approaches to Media Studies
ENG 124	The Graphic Novel
ENG 170	Introduction to Film Studies
ENG 217	The Arthurian Tradition
ENG 218	The Gothic Tradition
ENG 236	Popular Culture
ENG 278	Science Fiction in Literature and Film
ENG 279	Film History to 1939
ENG 280	Film History after 1939
ENG 281	Canadian Cinema
ENG 282	Film Adaptation
ENG 283	Documentary Film
ENG 287	Image and Communication
ENG 291	Film Theory
ENG 293	Four Filmmakers
ENG 294	Film Comedy
ENG 295	Jane Austen and Film
ENG 297	From Aliens to Zombies
ENG 298	Studies in Directors/Actors: Alfred Hitchcock
ENG 350	Ghosts in the Machine: Technology, Media & Literature in Victorian England
ENG 381	The Evolution of the Fairy Tale in Literature and Film
ENG 382	Screenwriting
ENG 383	Digital Filmmaking
ENG 382	Documentary Filmmaking
FIH 230	History and Theories of Photography
FIH 240	Art, Popular and Mass Culture
FRA 250	French Cinema
FRA 259	Québec Cinema
GER 270	Introduction to German Film
GER 271	Rebels with a Cause: East German Cinema
MUS 115	Film Music I
MUS 116	Film Music II
PHI 345	Topics in Philosophy of Film
RSC 237	Film and Religion
SOC 105	Media and Society I
SOC 241	Cinema
SOC 321	Sociology of Technology

SOC 381	Media and the Environment
SPA 218	Spanish Cinema
SPA 220	Hispanic Cinemas and Social Engagement
SPA 333	Hispanic Literature and Film

PUBLIC HISTORY AND HERITAGE:

HIS 240	Introduction to History and Heritage

An additional 6 or 9 credits chosen from:

HIS 100	Theory and Practice
HIS 227	The Stuff of History: An introduction to Material Culture
HIS 228	Witnessing Atrocities: Truth and Reconciliation in a Global Context
HIS 229	Human Rights and Humanitarian Organizations
HIS 236	Public Art and Monuments
HIS 239	History and the Archives
HIS 275	Digital History
HIS 298	Museums and Communities

Classical Studies

Faculty

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

Catherine Tracy,
B.A. (Dalhousie, University of New Brunswick), M.A. (Dalhousie), Ph.D. (Southern California); Professor

Program Overview

Socrates; Julius Caesar; Gladiators; The Olympic Games; Cleopatra; The Sphinx…

A student in the Classical Studies (a.k.a. Classics) department will enter the world of the ancient Mediterranean. We focus especially on the civilizations of Greece and Rome and offer courses in their literature, mythology, history, culture, art, and archaeology. Students have the opportunity to learn Latin (the language of Roman emperors and Christian popes) and Greek (the language of philosophy, tragedy, and the New Testament). The courses offered by the faculty of the Classics department are also supplemented by related courses in the departments of Philosophy, Religion, Society & Culture, and the Liberal Arts program. Many of our classes do not have prerequisites and thus we welcome students from all disciplines. In this regard, most of the 200-level courses are suitable for students in their first year. All you need are interest and enthusiasm to begin your journey into the Classics.

Programs

Classical Studies Honours (54 credits) HONCLA

Requirements:

An overall average of 70% or more in courses counting towards the honours.

A minimum of 24 credits in Latin and Greek.

A minimum of two third-year courses.

CLA 400 and CLA 401 (thesis)

The remaining credits may be taken in any combination of CLA, GRE, or LAT courses.

Classical Studies Major (42 credits) MAJCLA

Requirements:

Majors must take CLA 100 in their first or second year, as well as a minimum of two third-year courses during their degree. Six credits in LAT or GRE are strongly encouraged. The remaining credits may be taken in any combination of CLA, GRE, or LAT courses.

Greek and Roman Civilization Minor (21 credits) MINCLA

Requirements:

Credits in CLA, GRE, and/or LAT count towards the Minor in Greek and Roman Civilization.

Classical Languages Minor (21 credits) MINCLL

Requirements:

Credits in at least two of the following ancient languages: Hebrew, Greek, or Latin. At least 12 credits in either Greek or Latin.

List of Courses

CLA 100 Food, Community and Culture in the Greek and Roman World 3-3-0

The aim of this course is to introduce students to the cultures of ancient Greece and Rome. We will explore language, literature, art, religion, myth, history, politics, geography, science, and technology as we investigate the many aspects of food production and consumption, from cannibalism in Greek tragedy to the best way to stuff a dormouse. At the end of the course, we will cook a meal and celebrate the Classical world.

CLA 102 Ancient Greece: History and Culture 3-3-0

The alphabet; the Olympic Games; philosophy; democracy; tragedy and comedy; history: was there anything the Greeks didn't invent? This course introduces students to the cultural, intellectual, political and literary achievements of the ancient Greeks.

CLA 110 The Art and Archaeology of Ancient Egypt 3-3-0

A survey of the art and architecture of ancient Egypt, from the Pyramids to the Valley of the Kings, and an introduction to the archaeological discoveries made in Egypt in the twentieth and twenty-first centuries.

CLA 112 / RSC 120 Greek Mythology: Gods, Heroes, and Monsters 3-3-0

This course introduces the myths of ancient Greece through tales of powerful gods, legendary heroes, and fearsome monsters. We will study their role in literature, religion, and art, and consider how these stories reflected Greek values and continue to inspire modern culture.

CLA 113 / RSC 121 Greek Mythology: Transformations 3-3-0

This course explores myths of change and metamorphosis in ancient Greece, from divine punishments and miraculous shapeshifting to the remaking of heroes and the natural world. We will examine how stories of transformation express ideas about identity, power, and the boundaries between gods, humans, and nature, and trace their influence on later literature and art.

CLA 130 Sports and Games in Ancient Greece and Rome 3-3-0

The Olympic Games in ancient Greece and the chariot races in Rome's Circus Maximus allowed athletes to compete and spectators to enjoy themselves under the hot Mediterranean sun. Athletic training was useful in preparing men for war, but women also trained and competed in sports events. People of the ancient past liked to amuse themselves just as we do today, but dramatic festivals and even gladiatorial combat had religious origins. In this course we will use the sporting and recreational activities of the Greeks and Romans and their Mediterranean neighbours as a lens to reveal aspects of these ancient societies.

CLA 150 The Ancient World in Film and Television 3-3-0

Movies and television have shaped our ideas about Greek and Roman myth, history and civilization. In this course we will study "sword and sandal" films and television as popular art forms and their relation to the ancient literary and visual sources.

CLA 160 Rome: The Republic 3-3-0

The social, political and cultural events of the Roman Republic, including the exploits of Hannibal, Julius Caesar, Cleopatra, and others.

CLA 170 Greek and Latin Roots of Medical Terminology 3-3-0

This course teaches students a method for learning the scientific terminology used in medicine. Rather than memorizing hundreds of thousands of terms used in the medical field, the course follows a formulaic approach so that, by the end, students will have the tools to interpret medical terms and phrases they have not seen before by combining familiar Greek and Latin root forms. A better understanding of medical terms also improves students'ability to communicate with specialists and with the general public when pursuing medical careers.

CLA 201 / HIS 201 Ancient Greek and Roman Slavery 3-3-0

This course explores the institutions and lived experiences of slavery in ancient Greece and Rome. We will examine how slavery was defined, justified, and practiced, drawing on literary texts, legal sources, inscriptions, and material evidence. Topics include the roles of enslaved people in households, agriculture, and industry; the dynamics of power, resistance, and manumission; and the enduring impact of ancient slavery on later cultures and historical thought.

CLA 204 / RSC 204 Women in Religion 3-3-0

An investigation of the religious lives of early pagan, Jewish, and Christian women in the context of the Greco-Roman world. Literary and epigraphical sources from the fourth century BCE to the third century CE are analyzed in order to determine women's roles, rites and practices, with special attention to constructions of gender in the Graeco-Roman world.

Suitable for students at all levels (no prerequisites).

CLA 205 Greek Art and Architecture 3-3-0

Western art and architecture begin in ancient Greece. From miniature vases to monumental statues of ivory and gold, we will explore the creations of potters and painters, sculptors and architects, and study Greek art from the Bronze age to the time of Alexander the Great.

Suitable for students at all levels (no prerequisites).

CLA 206 / RSC 203 Art and Architecture of Late Antiquity 3-3-0

This course examines the development of a new artistic and architectural order as a result of the religious movement of Christianity in the Roman Empire and beyond. The adaptation of elements from Greek, Roman, and Near Eastern artistic traditions will be examined, from the catacombs of Rome to the dazzling mosaics, monasteries, and cathedrals of the Byzantine era. Architecture, painting, textiles, mosaics, decorative arts, and manuscript illumination will be studied.

CLA 207 Early Roman Art 3-3-0

In this course we will begin with a study of the colourful wall paintings of Etruscan tombs, where men and women drink and dance, and panthers and lions guard the dead. Once rulers of Rome, the Etruscans and their art declined as the Roman Republic grew powerful. We will examine how the Romans developed an innovative art and architecture which expressed the values of their society.

Suitable for students at all levels (no prerequisites).

CLA 208 Art and Architecture of Imperial Rome 3-3-0

A survey of Roman art and architecture from the first century CE to the fourth century CE The course examines the use of art as propaganda and the tension between tradition and innovation in Roman Art.

Suitable for students at all levels (no prerequisites).

CLA 217 The Ancient Epic 3-3-0

This course introduces students to the best epic poetry of the Greeks and Romans (poetry will be read in English translation). Sources to be studied may include the *Iliad, Odyssey, Argonautica, Aeneid*, and *Metamorphoses*.

Suitable for students at all levels (no prerequisites).

CLA 219 Greek Tragic Theatre 3-3-0

The famous tragic dramas of Classical Athens used well-known Greek mythological stories to illustrate powerful moral and political arguments. This course will study some of the plays of the great Athenian tragedians Aeschylus, Sophocles, and Euripides. Plays will be read in English translation.

Suitable for students at all levels (no prerequisites).

CLA 223 /
POL 223 Democracy in the Greek and Roman World 3-3-0
The idea of government by the people is highly valued today, but it was first given the name of "*demokratia*" (democracy) in ancient Greece. The most famous example in Greece is Classical Athens, but democratic elements appeared in many other ancient states, including republican Rome. The course will examine popular participation in Athens, Rome, and various other ancient societies: how it began, who could participate, who was left out, and what ancient writers thought of it.
Suitable for students at all levels (no prerequisites).

CLA 229 War and Society in the Greek and Roman World 3-3-0
War, omnipresent in the ancient Mediterranean, will be used to reveal socio-economic, religious, and cultural aspects of ancient Greek and Roman societies. Was war waged for economic motives (plunder, booty, supply in slaves, exploitation of local resources…)? Were there sacred wars? How did war affect art and architecture? How did encounters with other societies change the perception of war and bring about an evolution in warfare? How was war declared? What is known of diplomacy, peace-talks and treaties between allies or former enemies? This course is not about wars but about the impacts war had on society and how society changed the ways to wage war.
Suitable for students at all levels (no prerequisites).

CLA 236 /
RSC 236 Death and Dying in the Ancient World 3-3-0
This course explores the myths, rituals and beliefs associated with death and dying in antiquity. Topics to be covered include myths associated with the afterlife; books of the dead; magic and death rituals; and understandings of heaven, hell and judgement.
Prerequisite: RSC 100 or RSC 101 or permission of instructor
Open to first-year students.

CLA 242/
HIS 240 History and Heritage 3-3-0
This course, taught by the History and Global Studies Department, is designed to introduce students to the practice and presentation of history in public institutions and spaces, such as museums, archives and historic sites. It will explore practical applications of history, the history vs heritage debates and the theoretical underpinnings of public history including the use and creation of memory, ideas of performativity and voice, and identity studies, and analytical techniques.

CLA 250 Sex and Gender in the Greek and Roman World 3-3-0
This course will look at how ideas about sexuality and gender roles affected people's lives in ancient Greece and Rome. Topics to be examined will include marriage and divorce, conception and contraception, masculine and feminine ideals, homosexuality, transgender and intersex people, gender and the law, sex and social class, the effects of gender on religious expression, private versus public life, what ancient doctors knew about sex, and how to use magic to get a lover.
Suitable for students at all levels (no prerequisites).

CLA 261 Rome: The Emperors 3-3-0
A survey of the social and political history of imperial Rome after the fall of the republic. Topics to be covered include Roman military and engineering feats, Rome's neighbours and rivals, the rise of Christianity, Roman private lives, and the often very peculiar habits of emperors.
Suitable for students at all levels (no prerequisites).

CLA 271 /
PHI 271 Philosophy of Socrates & Plato 3-3-0
A study of the character and teaching of Socrates as portrayed in Plato's early and middle dialogues. Emphasis will be on theory of education.

CLA 272 /
PHI 272 Philosophy of Aristotle 3-3-0
A study of selected works of Aristotle with special emphasis on logic, metaphysics, and the concept of substance.

CLA 280 /
RSC 280 Roman Religion 3-3-0
This course examines the religion of the ancient Roman people, following the traditions and changes from the 8th century BCE to the Imperial period. Roman religion was very different from the monotheistic religions with which many of us are familiar today, but it was also significantly different from the mythology of the ancient Greeks, despite the Romans' willingness to absorb and adapt the Greek myths. Topics to be studied in this course will include the Roman concept of divinity, beliefs about the dead, religious and cult ritual, senatorial and imperial control of religion, emperor worship, divination and prophecy, festivals, and Roman responses to the introduction of foreign religions.
Suitable for students at all levels (no prerequisites)

CLA 300 /
HIS 322 Elephants, Sparrows, Griffins, and More: Animals in Ancient Greece and Rome 3-3-0
This seminar course will examine the role of animals in ancient Greek and Roman society, covering the use of animals for military or agricultural work, the keeping of animals as beloved pets, the role of birds and sacrificial animals in appeasing the gods and/or finding out what the gods wanted, animals hunted in the wild and in the arena, animal automata, and ancient scientific and philosophical understanding about animals. We will read primary sources (in translation) as well as modern scholarship.
Prerequisites: At least two Classics courses or permission of the instructor.

CLA 303 / LIB 303 /
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

CLA 304 Disasters and Crises of the Roman Empire 3-3-0
This seminar course will focus on the disasters and crises that tested the resilience of the people who witnessed them, and of the Roman Empire itself. We will learn about natural and human-caused disasters, including earthquakes, tsunamis, floods, pandemics, famines, military disasters, and political violence. We will read primary sources (in translation) as well as modern scholarship.
Prerequisites: At least one Classical Studies course or permission of the instructor.

CLA 321 /
HIS 321 Laws and Outlaws in Ancient Rome 3-3-0
This seminar course will focus on Roman law and order, and on those who broke the law or challenged Roman hegemony. A series of case studies will cover some of the well-known villains of Roman history, as well as those who perpetrated private crimes. We will study Rome's response to threats to public order, how the city of Rome was policed, and which elements of Roman society were most likely to become victims of crime. Readings will include ancient sources in translation (legal, literary, and epigraphical texts) as well as modern scholarship.
Prerequisites: At least two Classics courses or permission of the instructor.

CLA 325 The Use and Abuse of Classics 3-3-0
The influence of ancient Greece and Rome on Western culture has been powerful and enduring, but not always for the best reasons. This course will examine how a better understanding of the Classical world can help us reject some of the modern justifications for white supremacy and gender-based violence that endure today.

CLA 332 /
RSC 332 Magic and Divination in the Ancient Near East 3-3-0
Since the 19th century, magic and divination have been subjects of great scholarly interest. This seminar course will examine how these phenomena were manifested in the region of what is today called the Middle East. We will also look at the supposed polemic against magic and divination In the Hebrew Bible (Old Testament), where calling someone a magician or diviner was a strategy for social control and definition, serving as an element in the construction of views about legitimate and illegitimate religious authority.

CLA 336 Greeks, Romans, and Others 3-3-0
"Hoi barbaroi" ("barbarians") was what the ancient Greeks called non-Greek foreigners, which originally included the Romans until the latter conquered Greece, at which point the term was redefined to mean neither Greek nor Roman. This seminar course will examine the ancient evidence for the peoples who came into contact with the Greeks and Romans. We will examine the ways in which Greek and Roman ethnocentrism and imperialism influenced their attitudes about foreigners, and how ancient prejudices relate to modern racism.
Prerequisites: At least two Classics courses or permission of the instructor.

CLA 350/
RSC 350 The Goddess: History, Cult and Myth 3-3-0
From Diana's bow to Athena's shield, from the fearsome wail of the Erinyes to the dulcet tones of the Muses, the sacred feminine in all its manifestations has fueled the imagination. How we in the modern world perceive the female divine, however, also reflects our own changing attitudes towards women. In this seminar course, we will examine the sacred feminine in art, archaeology, and literature, from Paleolithic Europe to contemporary America, with a view to understanding the construction of tropes of femininity both in ancient cultures and our own. Topics may include Near Eastern and Graeco-Roman goddesses, Hindu goddesses, gendered archaeology, the virgin Mary, modern goddess movements, and more!
Prerequisites: At least two Classics courses or permission of the instructor.

PHI 200 /
CLA 273 Ancient Philosophy 3-3-0
Exploration of key themes and problems in ancient Greek philosophy, including the Pre-Socratic and Hellenistic philosophers, but with special emphasis on the thought of Socrates, Plato and Aristotle. Ancient philosophers inaugurated our scientific and philosophical tradition, and this course will thus address vital themes like existence of pure ideas of the Good, the Beautiful and the Just, the nature of a human longing to fulfill or realize our nature, as well as the character of eros, friendship and dialogue (logos).

CLA 400 Honours Thesis Preparation 3-3-0
The student will work with faculty advisors and complete a proposal, outline and bibliography and give an oral research progress report. Students must achieve a 70% or higher in order to register in CLA 401.

CLA 401 Honours Thesis 3-3-0
The student will continue to work with faculty advisors, complete a written thesis, and give a public presentation of the year's research.
Prerequisite: CLA 400

Independent Studies

The department offers opportunities to study independently for senior students who wish to pursue in-depth exploration of their research interests, under the direction of faculty members. Independent studies are available in all areas covered by the department, including upper-level or advanced Classical language study (Greek and Latin), history, and archaeology. Students wishing to undertake an independent study must secure permission of the instructor.

Classical Languages

GRE 101F Beginners' Greek 6-3-0
Introducing the ancient Greek language to the beginning student.

GRE 201 Intermediate Greek I 3-3-0
Selections from Greek authors.
Not open to students with credit in GRE 200, except to replace the earlier grade.
Prerequisite: GRE 101

GRE 202 Intermediate Greek II 3-3-0
Selections from Greek authors.
Not open to students with credit in GRE 200, except to replace the earlier grade.
Prerequisites: GRE 101 and GRE 201

GRE 301 Advanced Greek I 3-3-0
Selections from Greek authors.
Not open to students with credit in GRE 300 except to replace the earlier grade.
Prerequisite: two years of Ancient Greek

GRE 302 Advanced Greek II 3-3-0
Selections from Greek authors.
Not open to students with credit in GRE 300 except to replace the earlier grade.
Prerequisite: two years of Ancient Greek

GRE 401 Advanced Greek III 3-3-0
Selections from Greek authors.
Prerequisite: three years of Ancient Greek

GRE 402 Advanced Greek IV 3-3-0
Selections from Greek authors.
Prerequisite: three years of Ancient Greek

LAT 101F Beginners' Latin 6-3-0
Introducing the Latin language for the beginning student. The course covers basic Latin grammar, Latin vocabulary, and English etymology (the Latin origins for English words), and provides sufficient background to translate simplified Latin passages.

LAT 200ab Intensive Intermediate Latin 6-6-0
This intensive 6-credit 1-semester course (6 hours/week), maybe offered either Fall or Winter instead of LAT 201 and LAT 202, with the mutual agreement of students and professor. The course will work on grammar, vocabulary and reading comprehension of Latin.
Not open to students with credit in LAT 201 and/or LAT 202.
Prerequisite: LAT 101

LAT 201 Intermediate Latin I 3-3-0
Selections from Roman authors
Not open to students with credit in LAT 200, except to replace the earlier grades.
Prerequisite: LAT 101

LAT 202 Intermediate Latin II 3-3-0
Selections from Roman authors
Not open to students with credit in LAT 200, except to replace the earlier grades.
Prerequisites: LAT 101 and LAT 201

LAT 300ab Intensive Advanced Latin 6-6-0
This intensive 6-credit 1-semester course (6 hours/week), may be offered either Fall or Winter instead of LAT 301 and LAT 302, with the mutual agreement of students and professor. Students will read selections of Roman authors while improving grammar and vocabulary.
Not open to students with credit in LAT 301 and/or LAT 302, except to replace the earlier grades.
Prerequisite: two years of Latin.

LAT 301 Advanced Latin I 3-3-0
Selections from Roman authors
Not open to students with credit in LAT 300, except to replace the earlier grade.
Prerequisite: two years of Latin

LAT 302 Advanced Latin II 3-3-0
Selections from Roman authors
Not open to students with credit in LAT 300, except to replace the earlier grade.
Prerequisite: two years of Latin

LAT 401 Advanced Latin III 3-3-0
Selections from Roman authors.
Prerequisite: three years of Latin

LAT 402 Advanced Latin IV 3-3-0
Selections from Roman authors.
Prerequisite: three years of Latin

Independent Studies in Classical Languages

The department wants to facilitate language study, and therefore offers independent study courses in Greek and Latin for dedicated students who are unable to take the regularly scheduled language classes. Students wishing to undertake an independent study in Greek or Latin must secure permission of the instructor.

Cognate Courses

The following courses in Classical Studies are recognized as cognate in other departments:
CLA 219 in Drama
CLA 112, CLA 113, CLA 219 in English
CLA 110, CLA 205, CLA 206, CLA 207, CLA 208, CLA 240, CLA 365, CLA 366 in Fine Arts
CLA 102, CLA 160, CLA 223, CLA 229, CLA 261, CLA 336 in History
CLA100, CLA 101 in Liberal Arts
CLA 201, CLA 223, CLA 325 in Liberal Arts: Social Justice and Citizenship Minor
CLA 110, CLA 113 in Religion, Society and Culture
CLA 250, CLA 350 in Sociology: Gender, Diversity, and Equity Studies
CLA 321 in Pre-Law
CLA 130 in Sports Studies: Business and Society Concentration

Drama

Faculty

Rebecca Harries,
B.A. (Bishop's), M.A., Ph.D. (Toronto);
Professor
Chair of Department

Art Babayants,
M.A. (OISE), PhD. (Toronto)
Assitant Professor, Musical Theatre program

Program Overview

The Department of Drama offers a program balanced between practical theatre and academic study of dramatic literature and theatre history. Our aim is to permit undergraduates to explore the subject as a liberal arts discipline and prepare them for graduate, professional, and conservatory schools.

The Department offers Major and Honours programs designed to expose students to all facets of theatre practice and study as well as provide them with the flexibility to orient their program towards a particular field of study: History and theatre studies, Performance (acting, directing, and playwriting), and Production (technical, stage management, and design).

By the end of their final year, students will have had many opportunities to work on the Department's season of productions in the Studio Theatre and Centennial Theatre (including at least three productions in the Studio, one mainstage production in Centennial during the second semester, and student-run festivals of original work). A number of students will also have the opportunity to become Theatre Assistants for Centennial Theatre.

Drama Honours HONDRA

Without Thesis (54 credits*)
Courses as required for a Drama major: .....42 credits
Further courses in Drama
(excluding independent studies): .....12 credits

With Thesis (60 credits*)
Students must obtain a 75% average, as calculated from the last 54 credits in the Honour discipline (including cognates), in order to graduate with an Honours degree in Drama.

Students wishing to enrol in DRA 450 (Honours Thesis) must have 75% cumulative average when registering in FALL semester, and 75% average on required courses in thesis area of interest.

Courses as required for Drama Major

Further courses in Drama
(excluding independent studies): .....12 credits
DRA 450 Honours Thesis: .....6 credits

**All Honours students must complete both DRA 331 and DRA 332.*

Students must also complete any Faculty Requirements of the Faculty of Humanities.

Drama Major (42 credits) MAJDRA

In their first two years, all drama Majors must adhere to the following required courses in their program:

1st Year *(12 credits)*

Fall:
(DRA 101) Introduction to Technical Theatre, (DRA 102) Introduction to Theatre, (DRA 131) Acting I

Winter: (DRA 110) Introduction to Theatre Part II

2nd Year *(6 credits)*

Fall: (DRA 222) Introduction to Shakespeare

Winter: (DRA 201) Contemporary Canadian Theatre

After the second year the following seminar and production courses are required for all drama Majors (9 credits):

Seminar Courses: Two of DRA 311, DRA 312, DRA 313, DRA 391, DRA 392, DRA 393

Production Courses: One of (DRA 331) Production I, (DRA 332) Production II

The remaining eighteen credits required for the Major in Drama may be taken at anytime during the student's tenure at Bishop's provided that he or she has fulfilled the stated prerequisites for the individual course.

Required Courses *(12 credits)*

One of (DRA 211) Ritual and Theatre, (DRA 212) Theatre and the State and (DRA 230) Women and Performance

One of (DRA 202) Contemporary American Drama, (DRA 203) Contemporary European Drama

One of (DRA 170 / ENG 170) Introduction to Film, (DRA 271) Modern Drama, (DRA 273) Women Dramatists [or a cognate course]

One of (DRA 246) Introduction to Directing, (DRA 281) Playwriting I

Drama Electives *(3 credits)*

One of all other drama courses (except independent studies)

Students must also complete any Faculty Requirements of the Faculty of Humanities.

Drama Minor (21 credits) MINDRA

Required courses (15 credits):
DRA 101 Introduction to Technical Theatre
DRA 102 Introduction to Theatre
DRA 131 Acting I
DRA 201 Contemporary Canadian Drama
DRA 222 Introduction to Shakespeare

Drama electives:
Two courses (6 credits)

Drama Major: Musical Theatre Concentration (30 credits) MAJDMT

The departments of Music and Drama at Bishop's University are pleased to offer a new 30-credit Musical Theatre Concentration as a supplement to the Major in Music or Drama. This is a program unique among Quebec universities. Students entering the Music program will be required to complete an additional 12 credits or cognates in Drama and vice versa. The successful student with a Drama or Music Major plus the Musical Theatre Concentration will earn a total of:

30 credits (Concentration) + 48 credits (Major) + 12 credits (corequisites/cognates) = 90 credits.

Courses
MTH 100 – Intro. To Dance & Movement I .....3 credits

Plus 2 of:
MTH 200 – Dance II: Ballet .....3 credits
MTH 201 – Dance III: Tap.....3 credits
MTH 202 – Dance IV: Dance for the stage.....3 credits
MTH 203 – Dance V: Jazz .....3 credits

Other required courses:
MTH 110 – Intro. to Acting with Song I .....3 credits
MTH 210 – Acting with Song II: Production .....3 credits
MTH 211 – Acting with Song III: The Golden Age...3 credits
MTH 212 – Acting with Song IV: Modern .....3 credits
MTH 300 – Musical Production I .....3 credits
OR
MTH 301 – Musical Production II.....3 credits

Total: 30 credits

Additional Elective Courses in Musical Theatre *(offered on rotation)***:**
MTH 400 – Independent Study I .....3 credits
MTH 401 – Independent Study II .....3 credits
MTH 410 – Song Writing for Musical Theatre.....3 credits

List of Courses

MTH 100 Intro. to Dance & Movement I 3-3-0
Students learn fundamental techniques commonly applied to all genres of dance including isolation exercises, posture and alignment study as well as dynamics, rhythm and interpretation.

MTH 200 Dance II: Ballet 3-3-0
Students learn basic techniques commonly applied to the genre including barre, floor, and centre work as well as the concepts of rhythm, dynamics, space and balance. Elements of good posture, body alignment, turnout, pointing the toe, etc., are interwoven with the French terminology associated with specific ballet moves.
Prerequisite MTH 100 or consent of instructor.

MTH 201 Dance III: Tap 3-3-0
Students are presented with rigorous and repetitive series of isolation exercises series for the ankle and foot that develop the basic steps associated within the genre of tap. Development of a clear sense of rhythm and syncopation also a focus of the course.
Prerequisite MTH 100 or consent of instructor.

MTH 202 Dance IV: Dance for the stage 3-3-0
Students focus on rhythm and various types of movement, communication and interpretation, and the effective use of performing space in solo, duets and ensemble settings.Prerequisite MTH 100 or consent of instructor.

MTH 203 Dance V: Jazz 3-3-0
Students are presented with rigorous exercises to develop the basic moves associated within the 6 genres of jazz - Classic, Street, Afro, Commercial, Latin and Contemporary, Development of a clear sense of rhythm and syncopation also a focus of the course.
Prerequisite MTH 100 or consent of instructor.

MTH 110 Intro. to Acting with Song I 3-3-0
This course explores the intimate relationship between acting and music and will be centered around the analysis, discussion and performance of short scenes taken from the standard repertory.
Prerequisites: MUS 172, MUS 120, MUS 130, DRA 131, and/or consent of instructor(s).

MTH 210 Acting with Song II: Production 3-3-0
The course explores the intimate relationship between acting and music as it occurs in a full scale musical theatre production.
Prerequisite MTH 110.

MTH 211 Acting with Song III: The Golden Age 3-3-0
A continuation of MTH 110, this course explores the intimate relationship between acting and music and will be centered around the analysis, discussion and performance of short scenes taken specifically from the Broadway repertoire.
Prerequisite MTH 110.

MTH 212 Acting with Song IV: Modern 3-3-0
A continuation of MTH 110, this course explores the intimate relationship between acting and music and will be centered around the analysis, discussion and performance of short scenes taken specifically from the contemporary repertoire.
Prerequisite MTH 110.

MTH 300 Musical Production I 3-3-0
This course prepares students to mount a public presentation of a full-scale musical theatre production taken from the standard repertory as well as new and hybrid musicals. Successful audition required.

MTH 301 Musical Production II 3-3-0
This course prepares students to mount a public presentation of a full-scale musical theatre production taken from the standard repertory as well as new and hybrid musicals. Successful audition required.

MTH 400 Independent Study I 3-3-0
This upper-level course allows the advanced student the opportunity to develop projects under faculty supervision specific to their interest and career path.

MTH 401 Independent Study II 3-3-0
This upper-level course allows the advanced student the opportunity to develop projects under faculty supervision specific to their interest and career path.

MTH 410 Song Writing for Musical Theatre 3-3-0
Students will analyze the standard musical theatre repertory, examining song forms, the incorporation of characters, time, place, mood, spoken dialogue, subtext etc. Students, composers and/or lyricists will collaborate to adapt dramatic scenes into songs for the musical stage. Works-in-progress will be collectively critiqued followed by performances of original works in class.
Prerequisite MUS 220 and MUS 230, or consent of instructor.

Co-requisites / Cognate Courses:

In an effort to balance the skill sets between Music and Drama, Drama Majors entering the concentration must also complete the following Music courses (12 credits):

MUS 172, 173 & 270 .....5 credits
Any two Ensembles between MUS180-181-182-183-184-185-188-189…… .....2 credits
MUS I20.....2 credits
MUS 130.....3 credits

To balance the skill sets between Music and Drama, Music Majors entering the concentration must also complete the following Drama courses (12 credits):

DRA 101.....3 credits
DRA 102 or DRA 110 .....3 credits
DRA 131 & 132 .....6 credits

List of Courses

Theatre History and Performance studies

These courses are primarily concerned with the study of drama as literature or with the study of theatre history. Some of these courses may be used to satisfy the degree requirements of the Department of English.

All courses are open to non-Drama students.

DRA 102 Introduction to Theatre: Theatre and Dramatic Literature Before 1800 3-3-0

This course provides students with an introduction to theatre history and to some of the important plays of various historical epochs. One of the focuses of the course is the socially created meaning of theatre, including interaction between audience and stage, the role of the theatre professional in society and the connections between theatre and political and religious institutions. The course will also introduce various theatrical styles. The dramas themselves are interpreted as blueprints for performance, not just as examples of literature.

DRA 110 Introduction to Theatre Part II: Theatre and Dramatic Literature After 1800 3-3-0

This course provides students with an introduction to the theatre history of the modern age and to some of the important plays of this era. The course will also introduce various theatrical styles, such as epic theatre, theatre of the absurd and naturalist theatre. The dramas themselves will be interpreted as blueprints for performance, not just as examples of literature. Among the playwrights included in the course are Henrik Ibsen, Anton Chekhov, Luigi Pirandello, Samuel Beckett, Caryl Churchill and Heiner Müller.

DRA 201 Theatre in Canada 1 3-3-0

On Theatre in Canada,until 1990, including the plays of Tremblay, French, Walker, Thompson and others.

DRA 202 Contemporary American Drama 3-3-0

American playwrights and theatrical movements of the post-Viet Nam war period. Playwrights include Shepherd, Mamet, Rabe, Wasserstein.

DRA 203 Contemporary European Drama 3-3-0

European drama since 1960 through examination of works of influential playwrights and dramatic theorists.

DRA 211 Ritual and Theatre 3-3-0

There is a persistent and complex relationship between theatre, the sacred and magic. This course explores this relationship through the study of performances/performers and texts from a spectrum of cultures and times. Students will study theories including Aristotle, Victor Turner and Eugenio Barba. Other Texts include Aoi no Uye, A Winter's Tale and Death and The King's Horseman.

DRA 212 Theatre and the State 3-3-0

The political theatre in both senses of the phrase: what is the relationship between the stage of state and the theatrical stage? What legislation exists to restrict public performances and representations? How have performances in a variety of cultures and historical periods variously challenged and re-instated these cultural models?

DRA 214 Theatre in Canada II 3-3-0

After 1990, new voices changed theatre in Canada. The works of writers such as Wajdi Mouawad, Hannah Moscovitch, Jordan Tannahill and Tara Beagan have challenged domestic and international audiences to re-assess ideas of nation and identity. Their work is seen in the context of emerging theatre companies in Canada and the development of techniques such as post-dramatic theatre, physical theatre, and devised theatre.

DRA 222 Introduction to Shakespeare 3-3-0

Close study of four to six plays from the following: Richard III, *Macbeth, A Midsummer Night's Dream*, *Henry IV pt. 1*, *Hamlet*, *Twelfth Night*, *Othello*, *The Tempest*.

WOM 230 / DRA 230 Women in Performance 3-3-0

An analysis of the role of women in the performing arts as practitioners, creators, producers and spectators with emphasis on the modern era and western cultures. The course takes a cultural studies approach to the subject and includes readings by feminist theorists, sociologists and cultural historians.

DRA 271 Modern Drama 3-3-0

The major European drama and movements of the period from 1875-1939, including the works of Ibsen, Strindberg, Chekhov, among others.

DRA 273 Women Dramatists 3-3-0

Discussion and analysis of a number of plays written by women. The plays will be studied in their cultural context and from the perspective of contemporary feminist theory.

Interest Courses and Cognate Courses

DRA/ ENG 170 Introduction to Film 3-3-0

This course provides a broad introduction to the study of film as art. In the first few weeks of the course, we'll familiarize ourselves with the formal dimensions of Film Studies, exploring how screenwriting, cinematography, editing, lighting, sound, and production design contribute to this collaborative art form. Having developed this aesthetic vocabulary and understanding, the class will move on to investigate different modes of film production (fictional narrative, documentary, experimental), and the critical issues and debates that have shaped the discipline (topics may include genre, auteurism, industry structures, globalization, and ideology).

CLA 219 Greek Tragic Theatre 3-3-0

Myth and tragedy, origin and development of the Greek theatre; representative tragedies of Aeschylus and Sophocles, in translation.

CLA 220 The Greek Tragic Theatre II 3-3-0

Study of the later works of Sophocles and representative works of Euripides. (In translation)

All Musical Theatre (MTH) courses also count as cognates for DRA Honours and Majors

ENG 334 Restoration and Eighteenth-Century Drama 3-3-0

This course covers a wide range of English drama from Etherege through Behn to Sheridan to indicate both the shifting social tastes and the permissiveness of the theatre.

All Musical Theatre (MTH) courses also count as cognates for DRA Honours and Majors

FRA 283 Théâtre québécois 3-3-0

Évolution de la production dramatique au Québec depuis Marcel Dubé. Le théâtre de revendication sociale et politique, les happenings et le théâtre expérimental, le théâtre d'improvisation, le genre comique et la recherche contemporaine de nouvelles formes théâtrales. Dramaturges étudiés: Dubé, Tremblay, Meunier, Lepage, Gilles Maheux et Carbone 14, etc.

All Musical Theatre (MTH) courses also count as cognates for DRA Honours and Majors

FRA 261 Le Théâtre du XVIIe au XIXe siècle 3-3-0

Lecture et commentaire de pièces significatives du théâtre du XVIIe, XVIIIe et XIXe siècles. L'étude des divers genres (comédie, tragédie, drame, vaudeville) et des diverses esthétiques (classique, romantique) permettra de se familiariser avec les grandes tendances traditionnelles du théâtre.

All Musical Theatre (MTH) courses also count as cognates for DRA Honours and Majors

Performance and Production

These courses emphasize the performance and production aspects of theatre. DRA 101 and DRA 131 are required courses for Drama students. Most courses are open to non-Drama students, but enrolment may be limited.

Acting

DRA 131 Acting I 3-3-0
Acting One establishes a physical and vocal warm-up routine, develops public speaking skills, and explores the fundamentals of acting for the stage. Project work is based on individual presentations.

DRA 132 Acting II 3-3-0
Acting Two continues the focus on voice and movement. Students will begin character work, research, and scene study. Projects are partner based.
Prerequisite: DRA 131

DRA 135 Acting for Non-actors 3-3-0

For students not planning a career on stage or screen, the course teaches acting skills and techniques helpful for becoming more expressive and comfortable in voice and body. Acting skills build confidence and ability in the areas of non-verbal and verbal communication, listening to and empathy with others, and managing the anxiety that often accompanies social situations and presentations.

FRA 136 Techniques de Jeu I 3-3-0
Introduction aux techniques d'interprétation d'art dramatique à partir de textes, et d'études des bases de la performance scénique. Travail en équipe sur des scènes tirées d'œuvres théâtrales modernes et contemporaines.

DRA 191 Voice and Media: An Introduction 3-3-0
Students would work with a foundation of breathing, vocal freedom, and articulation. Students would work with different dialects in English, and would work both live and in recording studio. The acquisition of skills in working with the voice in different media is an important preparation for actors, but also for anyone interested in voiceover for televisual media, games and recorded communication.

DRA 192 Acting for Camera 3-3-0
The course introduces the student to fundamentals of acting for the camera. Through exercises, solo work and scene work, the student will have abundant opportunity to acquire skills in preparation, blocking, framing and working in close-up, medium shot and long shot.

DRA 233 Acting III 3-3-0
Approaches to text and character. The work is on a project and performance basis, some of which will be for presentation.
Prerequisite: DRA 132 and permission of the Department

DRA 234 Acting IV 3-3-5
Scene study and collective creation: analysis, rehearsal techniques and final presentation in Studio Theatre.
Prerequisite: DRA 233

DRA 237 Theatre Lab 3-3-3
The course will focus intensively on the preparation and training of the physical means of acting. Workshops will concentrate on both voice and body movement exercises.
Prerequisite: DRA 233 or permission of the Department

DRA 334 Text and Language 3-3-0
Students will explore the relationship between the written text and the spoken text. Source material will include prose and poetry as well as dramatic dialogue. There is no production attached to this course, but in-class presentations, open to the public, will be given on an informal basis
Prerequisite: DRA 233

DRA 439 Scene Study 3-3-0
Students will explore scenes from the great works of the theatre. Texts will be chosen from those studied in the dramatic literature courses. Three in house presentations will be given during the term.
Prerequisite: DRA 233 or permission of the instructor

DRA 440 Scene Study II - Shakespeare 3-3-0
A senior level acting course that bridges the gap between the study of dramatic literature and full scale production. Each student in the class will have the opportunity to take on leading roles in scenes chosen from the Shakespeare canon. In addition, we will explore one text on acting theory that addresses Shakespearian verse.
Prerequisite: DRA 233 or permission of the instructor

Directing

We offer six credits in directing. The opportunity to direct a short play is provided by our New Plays and TheatreActIV festivals.

DRA 246 Introduction to Directing 3-3-0
The basic elements of directing a play, including interpretation, analysis, visual presentation, use of space, and rehearsal techniques.
Prerequisite: No prerequisites required

DRA 247 Directing Theory and Practice 3-3-0
Study in depth of major directorial problems. Each student directs short scenes.
Prerequisite: DRA 246 and permission of the instructor

Playwriting

Six credits of playwriting are offered. Student written plays are produced in New Plays Festival, and Theatre Act IV. Enrolment is limited but a few places are open to non-Drama students.

DRA 281 Playwriting I 3-3-0
A course in play appreciation and play structure as well as a practical workshop in the writing of one-act plays. Assignments include text analysis, scene writing, and the creation of a complete short play.

DRA 282 Playwriting II 3-3-0
Classes take the form of standard playwriting workshop sessions. Each student will write an extended monologue, a series of dramatic sketches, and a one-act play. All work will be read and critiqued by other members of the group.

Seminar Courses

These courses were created for students to engage in theatre research and praxis; course material will integrate with preparations for senior productions and with guest artists.

DRA 311, DRA 312, DRA 313
Production Dramaturgy: Theatre Research in Action I, II, III 3-3-0
Production Dramaturgs are the Editors of the theatre world. Each course involves in-depth research into the historical period, theatre styles and key issues connected to the Centennial Theatre Production. The dramaturgy team in these classes would not only research these issues, but would learn how to effectively communicate them to the creative team and both special and general audiences through web content and program material.
Prerequisite: DRA 102 and 9 other DRA credits or permission of the instructor

DRA 391, DRA 392, DRA 393
Theatre Praxis: Contemporary Theatre Creation I, II, III 3-3-0
This series of studio-based courses offer the student to engage in an important method of contemporary theatre creation. While complimenting production courses, here the focus is on exploration and investigation of theatre methods that challenge traditional commercial practices. An individual course may focus on verbatim theatre (working with documentary materials to create performance) applied theatre (theatre for social change that works with a community) and multimedia performance (the mixture of live and mediated materials in performance).
Prerequisite: DRA 131, DRA102 and 6 other DRA credits or by permission of the Department

Technical Theatre

DRA 101 is open to all students interested in theatre production. Enrolment in subsequent technical courses is limited.

DRA 101 Introduction to Technical Theatre 3-3-3
An introduction to the elements, processes, and systems of the stage environment through lectures and group tutorials.

DRA 250 Intermediate Technical Theatre Stagecraft 3-3-5
This course will examine in more detail several areas of study encountered in Introduction to Technical Theatre. In order to prepare students for more advanced courses, we will concentrate on the use of sound, lighting and scene shop equipment. We will also focus on basic drafting, set construction, scene painting and rigging.
Prerequisite: DRA 101

DRA 251 Lighting Design 3-3-5
This course covers both the aesthetics and the techniques of stage lighting. In addition to exploring the theory and process, the students will design the lighting for Drama Department student productions.
Prerequisite: DRA 101 and permission of the Department

Design

Six introductory credits are offered in set and costume design. The two courses are offered in alternate years. Enrolment is limited. These courses are cognate courses and open to Fine Arts students.

DRA 161 Introduction to Costume Design for Theatre 3-3-0
This course offers an introduction to the history, basic elements and practice of costume design. Course work will include both an investigation of the principles of design for theatre and an understanding of the practical elements of costume creation.

DRA 162 Introduction to Scenography 3-3-0
This course offers an introduction to the history and development of scenography, text analysis, the principles and the process of scenography. Course work will include project-based designs as well as lecture/discussion in this field.

Production

These courses involve a major role or function in faculty directed productions in Studio or Centennial Theatres.

DRA 254 Stage and Production Management 3-3-5
This course examines the organization of the production process. We will concentrate on the supervision and monitoring of the schedule, the budget, the artists, department heads and the physical stage. Among the topics covered will be the creation of the prompt book, recording the blocking, running rehearsals and calling the show. Students will work on Drama Department productions as production, stage or assistant stage managers.
Prerequisites: DRA 101, DRA 102

DRA 331 Production I: Performance 3-3-5
The course will consist of major involvement in and responsibility for Department production(s) in the areas of acting, stage management or directing. Productions will take place in the Studio Theatre.
Prerequisites: DRA 131, DRA 132, DRA 233, DRA 234

DRA 341 Production I: Technical Production 3-3-5
This course will consist of major involvement in and responsibility for Department production(s) in the areas of design, technical direction and production. Productions will take place in the Studio Theatre.
Prerequisites: DRA 101, DRA 131, either DRA 250 or DRA 251

DRA 332 Production II: Performance 3-3-5
The course will consist of major involvement in and responsibility for Department production(s) in the areas of acting, stage management or directing. Productions will take place in Centennial theatre; students will be required to work during Reading Week.
Prerequisites: DRA 131, DRA 132, DRA 233, DRA 234

DRA 342 Production II: Technical Production 3-3-5
The course will consist of major involvement in and responsibility for Department production(s) in the areas of design, technical direction and production. Productions will take place in Centennial Theatre; students will be required to work during Reading Week.
Prerequisites: DRA 101, DRA 131, either DRA 250 or DRA 251

Thesis

Honours students will undertake a thesis project under the supervision of one or more members of the Department

DRA 450F Honours Thesis 6-1-0 or 6-0-5
Thesis proposals must be submitted before classes begin for the academic year in which the thesis is to be completed.
Students undertaking a thesis in the area of Dramatic Literature and Theatre History will write a thesis-length research paper on a subject approved by the Department.
Students undertaking a thesis in the area of Production (acting and directing) will write a research paper related to their project and submit all materials related to that project.
Before planning a production thesis, students should thoroughly familiarize themselves with the document "Criteria for Acceptance of an Honours Thesis." (available from the chair of the Department.)

Independent Study

The Department offers a variety of independent study options for either special projects, approved by the Department, or advanced work in theatre production or drama study. Students may register for a maximum of twelve independent study credits.

DRA 310 Independent Study: Theatre Research and History 3-1-0
Advanced study of dramatic literature or theatre history.
Prerequisite: DRA 101, DRA 102, DRA 131, DRA 222 and permission of Department

DRA 337 Independent Study: Performance I 3-0-5
Advanced work in major role in faculty directed show.
Prerequisite: DRA 331

DRA 339 Independent Study: Performance II 3-0-5
Advanced work in major role in faculty directed show.
Prerequisite: DRA 234, DRA 237, DRA 331

DRA 350 Independent Study: Theatre Production I 3-0-5
Advanced work in theatre production; major responsibility for production function in Studio Theatre show.
Prerequisite: DRA 331 and permission of the Department

DRA 351 Independent Study: Theatre Production II 3-0-5
Advanced work in theatre production; major responsibility for production function in Studio or Centennial Theatre show.
Prerequisite: DRA 332 and permission of the Department

DRA 352 Independent Study: Stage Management 3-0-5
Advanced work in stage management; responsibility for stage managing a faculty directed show.
Prerequisite: DRA 250, DRA 254, DRA 331 or DRA 332 and permission of the Department

DRA 363 Independent Study: Design 3-0-5
Advanced work in set, lighting, or sound design; major responsibility for design of faculty directed show.
Prerequisite: DRA 251 or DRA 262, DRA 331 or DRA 332 and permission of the Department

DRA 365 Independent Study: Costume Design 3-0-5
Advanced work in costume design; major responsibility for design of faculty directed show.
Prerequisite: DRA 160 and DRA 331 or DRA 332 and permission of the Department

DRA 370 Independent Study: Special Project 3-0-5
Advanced work on a special project approved by the Department.

DRA 380 Independent Study: Playwriting 3-0-5
Advanced work in playwriting. Interested students must submit a completed first draft two weeks prior to registration.
Prerequisite: DRA 282

English Language Studies

The English as a Second Language Program offers courses in grammar, composition, oral expression, and academic skills. All courses have in common the aim of assisting students in all disciplines to improve their understanding of English language and communication. Within the Department of Modern Languages, Literatures and Cultures, a Major in English Language Studies is offered.

English as a Second Language

English as a second language courses at the 100 and 200 level may be taken as free electives in any program, or they may be taken towards a Major in Modern Languages (English Language Studies Component) or a Certificate of Proficiency in English as a Second Language.

Modern Languages Major: English Language Studies Concentration

MAJMLA/CONELA

This program is only open to non-native English speakers. In order to be accepted into this program, students must have attained at least an intermediate level of competence in English. This level will be established according to the following criteria:

1) A result of over 40% on the Bishop's University E.S.L. placement test.

   and

2) Successful completion of two CEGEP English Courses at the 604-100 level (normally 604-101 & 604-102).

   or

3) A result of 480/157-525/206 on the TOEFL test.

   or

4) A result of 575-690 on the TOEIC test.

   or

5) A result of 4.5-5.5 on the IELTS test.

Students may also enter the program at the advanced level, which will be defined according to the following criteria:

1) A result of over 65% on the Bishop's University ESL placement test.

   and

2) Successful completion of two Cegep English courses at the 604-100 level, including Anglais 604-102 and 604-103, with an average of over 75% in each.

   or

3) A result of over 525/206 on the TOEFL test.

   or

4) A result of over 690 on the TOEIC test.

   or

5) A result of over 5.5 on the IELTS test.

In all cases, the University's standards will prevail. The University reserves the right to deny admission into these courses and programs to students who are already proficient in English. The University also reserves the right to reassign students to different levels/courses/ programs should in-class performance be inappropriate for the level of instruction. Students who have completed a university program with English as the language of instruction will not normally be eligible for English Language Studies programs or ESL courses.

Course Groupings for Modern Languages Major (English Language Studies Concentration)

Group I: Core Courses

ESL 103: Intermediate English as a Second Language I
ESL 110: Introduction to English for Academic Purposes I
ESL 111: Introduction to English for Academic Purposes II
ESL 210: Advanced Writing and Text Analysis
ESL 211: Advanced Communicative Skills I

Group II: Special Purposes/Special Focus Courses

ESL 121: English Grammar I: Tense and Idiom
ESL 125: English Phonetics and Pronunciation
ESL 126: Oral Discourse I
ESL 131: Business English

Group III: Writing, Literature, Translation Courses

ENG 100: Introduction to English Studies
ENG 104: Approaches to Short Fiction
ENG 108: The American Short Story
ENG 110: English Writers of Quebec
ENG 111: Canadian Short Story
ENG 116: Effective Writing
ENG 202: History of the English Language
FRA 301: Stylistique et traduction I
FRA 302: Stylistique et traduction II

NB: Any English Literature (ENG) course may count towards the Group III requirements, although we recommend first-year courses, in particular ENG 104, ENG 108, ENG 110, ENG 111. With the permission of the Modern Languages Department, very advanced ESL students may substitute ENG courses for one or more of their Group II requirements.

Modern Languages Major: English Language Studies Concentration Requirements

All students undertaking the English Language Studies Concentration of the Modern Languages Major must complete 30 credits from Course Groups I, II, and III.

Intermediate Level Students:

Students entering at the intermediate level must complete four of the courses (12 credits) in Group I including ESL 210 and ESL 211; three courses (9 credits) in Group II; and three courses (9 credits) in Group III, including ENG 116: Effective Writing.

Advanced Level Students:

Students entering at the advanced level must complete ESL 210 and ESL 211 (6 credits) in Group I; four courses (12 credits) from Group II; and four courses (12 credits) from Group III, including ENG 116: Effective Writing. NB: FRA 301 or 302 may be taken only by those students who are combining the English Language Studies and the French components of the Major in Modern Languages, and these courses may be counted only once towards the Major.

ELA–ENG Concentrations

Advanced level students may choose a modified concentration offered by the English Department, in either Literature or Film, Media and Culture. Students must take ESL 210, 211, and ENG 116, then two English foundation courses and then five 200 or 300 level English courses in the concentration (including some specific courses where applicable). If students already possess strong writing skills in English they may be excused from the ESL/ELA component and take the regular stream recommendations.

Please Note: Students are not permitted to double-count courses from other Language Sections for the following concentrations.

Literature Concentration

ESL 210, ESL 211, ENG 116; two foundation year courses (ENG 106 and one of ENG 105, ENG 112, or ENG 113); five 200 or 300 level ENG courses with a focus on Literature.

Film and Media Studies Concentration

ESL 210, ESL 211, ENG 116; two foundation year courses (ENG 102, and one of ENG 100, ENG 112, or ENG 113); ENG 236, ENG 279, ENG 291 and DRA 170 (12) credits; one other ENG (film) course.

Certificate of Proficiency in English as a Second Language/Intensive English Language Studies CONESL

The Certificate of Proficiency in English as a Second Language may be pursued part- or full-time in the English Language Studies program and it comprises a sequence of courses in English as a Second Language. English Language and Composition, and/or English Literature.

Students who complete the Certificate will have attained a level at which they are capable of taking university course s in English, in addition to being able to use English comfortably on the job and in their leisure activities.

Admissions requirements:

Students at all levels may register for the certificate program; however, students must normally have reached an intermediate level of competence before being admitted to full-time status.

Please note: Students entering certificate/intensive studies at the beginning or intermediate level may not be able to complete all program requirements in two regular sessions.

Certificate Requirements

10 courses according to the following regulations and a cumulative average of 65% in courses taken towards the Certificate.

Group I

The following six courses are required (depending upon the level of entry into the program):

ESL 102	**Beginners English as a Second Language II**	**3-3-0**
ESL 103	**Intermediate English as a Second Language I**	**3-3-0**

Note: ESL 110 and ESL 111 (Introduction to English for Academic Purposes I and II) may be substituted for ESL 103 and ESL 104.

ESL 210	**Advanced Writing and Text Analysis**	**3-3-0**
ESL 211	**Advanced Communicative Skills I**	**3-3-0**

Following the result obtained in the Bishop's University ESL placement test, students may be exempted from some or all of the following courses: ESL 070, ESL 102, ESL 103, ESL 104. To replace these exemptions, students may choose courses from group III.

All students in the Program must complete ESL 210 and ESL 211.

Group II

A minimum of three courses must be chosen from the following:

ESL 121	**English Grammar I: Tense and Idiom**	**3-3-0**
ESL 125	**English Phonetics and Pronunciation**	**3-3-0**
ESL 126	**Oral Discourse I**	**3-3-0**
ESL 131	**Business English**	**3-3-0**

Group III

At least one course must be chosen from the following:

ENG 116	**Effective Writing**	**3-3-0**

Any course with an ENG code.

English as a Second Language

Course Descriptions

Full-Credit ESL Courses

The following courses are offered by the Department of Modern Languages, Literatures, and Cultures (English Language Section) in the regular day programs.

ESL 102 Beginners English as a Second Language II 3-3-0
This course is intended for students who have already been exposed to the language, have a rudimentary understanding of its sounds and structures, and are able to communicate basic messages. The emphasis is on understanding and speaking, while students begin to participate actively in communication exercises and activities. Students are also introduced to simple reading and writing activities. Upon completion of this course, students should be able to function in a variety of real-life situations, and they should have a good knowledge of the basic structures of the language.
Prerequisites: 29% to 40% on the Bishop's ESL placement test or 65% or over in ESL 070.

ESL 103 Intermediate English as a Second Language I 3-3-0
This course is for students who are able to communicate yet need additional exposure to the basic structures and functions of the language. Students participate in speaking, listening, reading, and writing activities which demand increasing independence and concentration. Upon completion of this level, students should be able to produce simple, clear written texts and convey a desired oral message in a variety of social, occupational, and educational contexts. They should also have developed an awareness of some of the more complicated structures of the language.
Prerequisites: 41%-52% on the placement test or 65% or over in ESL 102
Antirequisite: ESL 110

ESL 110 Introduction to English for Academic Purposes I 3-3-0
This is a broadly focused course designed to familiarize students with the varieties of English that they will encounter in an academic milieu, and give practice in the skills that are essential to this milieu: comprehending lectures, reading texts of varying length and complexity, note-taking, summarizing, paraphrasing, presenting brief seminars. In addition, students will write and revise short texts with the aim of improving their command of grammar and vocabulary.
Entry level: 41%-52% on the placement test.
Antirequisite: ESL 103

ESL 111 Introduction to English for Academic Purposes II 3-3-0
This course is a continuation of Introduction to English for Academic Purposes I. Students will continue to be exposed to a wide variety of materials and will continue to improve in the four main skill areas: listening, speaking, reading, and writing. However, the emphasis at this level will be placed on activities of increasing complexity which require a greater degree of autonomy.
Pre- or corequisites: 53%-65% on the placement test, 65% in ESL 110, may be taken concurrently with ESL 110.
Antirequisite: ESL 104

The passing grade for these courses is 50%; however, students will not be permitted to take advanced core courses until they have demonstrated adequate ability through achieving 65% or over in at least two 100-level ESL courses.

ESL 113 ESL for Special Purposes – Beginner Level 3-3-0
This beginner level ESL course will address specific needs of students – for example ESL for Tourism and ESL for Arts and Culture – both within and outside of the BU community. As such, the content will vary from semester to semester.
Prerequisites: ESL 070 or ESL 102 or tested level

ESL 114 ESL for Special Purposes – Low- Intermediate Level 3-3-0
This low-intermediate level ESL course will address specific needs of students – for example ESL for Tourism and ESL for Arts and Culture – both within and outside of the BU community. As such, the content will vary from semester to semester.
Prerequisites: ESL 103 or ESL 104 or tested level

ESL 121 English Grammar: Tense and Idiom 3-3-0
This course provides a comprehensive review of the basic tense systems in English, while focusing on grammar at the phrase and sentence level. Presentation of grammatical material will be contextualized and reinforced by oral and written exercises. Students will also learn phrasal verbs and various idiomatic features of the language (prepositions, gerund and infinitive collocations, article use).
Prerequisite: Over 40% on placement test

ESL 125 English Phonetics and Pronunciation 3-3-0
This course is designed to provide students with an in-depth knowledge of the stress, rhythm and intonation patterns of English. In doing so, it will assist students in their understanding of variations in formal and informal spoken English, and in improving the accuracy of their spoken language. Students will learn the International Phonetic Alphabet.
Prerequisite: Over 40% on placement test

ESL 126 Oral Discourse I 3-3-0
In this course students will encounter different types of oral discourse and learn the organizational and presentation strategies necessary for effective oral communication. Although some emphasis will be placed on oral comprehension, most of the activities will provide students with practice in direct address before a group with special emphasis on effective organization of ideas and clear delivery.
Prerequisite: Over 40% on placement test

ESL 131 Business English 3-3-0
This course will focus on improving business communication skills. Objectives will include the effective writing of e-mail correspondence, memos, business letters, and reports; effective oral communication in various settings on the telephone, in meetings, in debates and discussions. Students will also encounter videos, readings and discussions dealing with topics such as customer services, leadership, stress management, sexual harassment.
Prerequisite: Over 40% on placement test

ESL 210 Advanced Writing and Text Analysis 3-3-0
This course is intended for students who have reached an advanced level of competence. Students will read a variety of texts from popular and academic sources and analyse them for grammar, structure, and rhetorical strategies. Students will also learn the conventions of the academic essay and the characteristics of English style and discourse.
Prerequisites: 66% or over on placement test; 65% or over in ESL 111a; or permission of instructor

ESL 211 Advanced Communicative Skills I 3-3-0
This course is intended for students who have reached an advanced level of competence. Emphasis will be placed on familiarizing students with more complex aspects of grammar and communication, increasing vocabulary and knowledge of different text types, and improving listening and reading comprehension. At the end of this level students should be able to function comfortably in any anglophone environment, whether social, professional, or academic. There will continue to be a substantial writing component at this level. This may take the form of essays, reports or other assignments, at the discretion of the instructor.
Prerequisites: 66% or over on placement test; 65% or over in ESL 111; or permission of instructor.

ESL 213 ESL for Special Purposes – High- Intermediate Level 3-3-0
This high-intermediate level ESL course will address specific needs of students – for example ESL for Tourism and ESL for Arts and Culture – both within and outside of the BU community. As such, the content will vary from semester to semester.
Prerequisites: ESL 110 or ESL 111 or tested level

ESL 214 ESL for Special Purposes – Advanced Level 3-3-0
This advanced level ESL course will address specific needs of students – for example ESL for Tourism and ESL for Arts and Culture – both within and outside of the BU community. As such, the content will vary from semester to semester.
Prerequisites: ESL 210 or ESL 211 or tested level

English

Faculty

Gregory Brophy,
B.A. (Trent), B.Ed. (Queen's), M.A. (Western), Ph.D. (Western); Associate Professor
Chair of the Department

Shawn Malley,
B.A., M.A. (UNB), Ph.D. (UBC); Professor

Patrick McBrine,
B.A. (UNB), B.A. (Queen's), M.A., Ph.D. (Toronto); Associate Professor

Linda Morra,
B.A. (Toronto), M.A., Ph.D. (Ottawa); Professor

Jessica Riddell,
B.A. (St. Mary's), M.A., Ph.D. (Queen's); Professor

Steven Woodward,
B.A. (Queen's), B.A.A. (Toronto Metropolitan University), M.A., Ph.D. (Toronto); Professor;

Program Overview

Within the liberal education environment of Bishop's University, the Department of English offers a diverse range of courses and programs to help students develop their critical appreciation of texts of all kinds (literature, film, television, popular culture, etc.), and broaden their understanding of culture and its relationship to the individual, from historical and theoretical perspectives. Students of English develop analytical, research, and communication skills that are well-suited to many careers in today's information economy. Recent graduates have pursued graduate studies and careers in fields as diverse as videogame design, teaching English, advertising and marketing, filmmaking, law, politics, publishing, television, education, journalism, and business communications.

Foundation Year

The four Foundation Year courses taken by ALL English Majors and Honours students are:
ENG 100, Introduction to English Studies; ENG 102, Approaches to Media Studies; ENG112, English Literary Tradition: The Middle Ages and the Renaissance; and ENG 113, English Literary Tradition: The Eighteenth Century to the Present.

Cognate Courses

Students in the Honours Literature program and the Major Concentration in Literature and Education may count Drama courses in English Literature, and Education 211 "Introduction to Young Adult Literature" as satisfying English requirements, subject to the approval of the Department. Courses in Classical, French, German, and Spanish literatures, as well as mythology and the Biblical Literature may also be considered as cognates. No more than two cognate courses (6 credits) may be counted as part of these programs.

Double Counting Policy

No more than 2 courses (6 credits) may be double-counted between any English programs.

Faculty Requirements

Majors and Honours students in English must satisfy the Humanities Faculty requirements outlined at the beginning of the Humanities section of this calendar. Students with program combinations which require more than 72 credits are exempt from this requirement.

English Honours

Literature Concentration
(54 credits) HONENL

The English Honours: Literature Concentration is designed for students who wish to specialize in the study of English Literature, especially with the goal of continuing to study the subject at the graduate level.

Students in this program take at least 54 credits, including:

1) The Foundation Year courses (12 credits): ENG 100, ENG102, ENG 112, ENG 113
2) At least 10 courses (30 credits) from the Areas of Specialization. Of these 10 courses, 4 courses (12 credits) must be selected from Group A, 4 courses (twelve credits) from Group B, and 2 courses (six credits) from Group C. At least four of the courses in the Areas of Specialization must be 300- or 400-level seminars. Students are strongly encouraged to take courses from all ten areas, and are required to take at least two of the areas in Group A and at least three of the areas in Group B.

Group A:

Old English and Middle English: 221, 222, 310, 314 (or 216), 315
Sixteenth and Seventeenth Century: 223, 224, 225, 226, 320, 321, 325, DRA 222
Eighteenth Century: 332, 390

Group B:

Romantic: 249, 295, 342, 348
Victorian: 254, 255, 350
Twentieth-Century British: 250, 251, 258, 360
Canadian: 252, 253, 275, 352, 358, 359
American: 256, 257, 260, 261, 353

Group C:

Postcolonial: 123, 228, 358, 375
Critical Theory: 202, 232, 234, 236, 239, 353, 395

4) And four elective English courses (12 credits), at least two of which must be at the 200 or 300 level, or ENG 471 and ENG 472 in their stead.

As per Humanities Faculty guidelines, students must attain an average of 70%, calculated on the best 60 credits in the program (including cognates) in order to graduate with an Honours degree.

English Honours: Film and Media Studies Concentration (54 credits) HONENF

The English Honours: Film and Media Studies Concentration is designed for students who wish to specialize in these areas, especially with the goal of continuing to graduate studies.

Students in this program take at least 54 credits in Film and Media Studies, including:

1) The Foundation Year courses (12 credits): ENG 100, ENG 102, ENG 112, ENG 113
2) Three Core Requirements (9 credits): ENG/DRA 170, ENG 279 (formerly ENG 289), ENG 280
3) One of ENG 282 or ENG 287 or ENG 291 (3 credits)
4) Six Core Electives (18 credits): CDC 100, CDC 200, CLA 150, ENG 124 (formerly ENG 219), ENG 217, ENG 218, ENG 236, ENG 237/PSY 247, ENG 278, ENG 281, ENG 282, ENG 283, ENG 287, ENG 291, ENG 293, ENG 294, ENG 295, ENG 297, ENG 298, ENG 350, ENG 381, ENG 382, ENG 383, ENG 384, ENG 463, FIH 235, FIH 240, FRA 250, FRA 255, FRA 259, GER 250, GER 270, GER 271, MUS 115 (formerly MUS 02), MUS 116, PHI 345, RSC 237, SOC 105, SOC 241, SPA 218, SPA 220, SPA 333
5) Four English Electives (12 credits). At least two elective courses must be at the 200 or 300 level, or ENG 471 and ENG 472 in their stead.

As per Humanities Faculty guidelines, students must attain an average of 70%, calculated on the best 60 credits in the program (including cognates) in order to graduate with an Honours degree.

English Majors

English Major: Literature Concentration

(42 credits) MAJENL

Students in the English Major, Literature Concentration, take at least 42 credits in English, including:

1) The Foundation Year courses (12 credits): ENG 100, ENG 102, ENG 112, ENG 113
2) At least three courses (9 credits) in English Literature before 1900, chosen from DRA 222, ENG 115, 217, 221, 222, 223, 224, 225, 226, 249, 254, 255, 260, 261, 295, 310, 314 (or 216), 315, 320, 321, 332, 342, 348, 350, 356 and 390
3) Seven English electives (21 credits)

English Major: Film and Media Studies Concentration

(42 credits) MAJENF

Students in the English Major: Film and Media Studies Concentration take at least 42 credits in English, including:

1) The Foundation Year courses (12 credits): ENG 100, ENG 102, ENG 112, ENG 113
2) ENG/DRA 170 Introduction to Film (3 credits)
3) At least two Core Courses (6 credits) from ENG 279, ENG 280, ENG 282, ENG 287, ENG 291
4) Four Core Electives (12 credits), chosen from CDC 100, CDC 200, CLA 150, ENG 124 (formerly ENG 219), ENG 217, ENG 218, ENG 236, ENG 237/PSY 247, ENG 278, ENG 279 (formerly ENG 289), ENG 280, ENG 281, ENG 282, ENG 283, ENG 287, ENG 291, ENG 293, ENG 294, ENG 295, ENG 297, ENG 298, ENG 350, ENG 381, ENG 382, ENG 383, ENG 384, ENG 463, FIH 235, FIH 240, FRA 250, FRA 255, FRA 259, GER 250, GER 270, GER 271 MUS 115 (formerly MUS 102), MUS 116, PHI 345, RSC 237, SOC 105, SOC 241, SPA 218, SPA 220, SPA 333
5) And three English Electives (9 credits)

English Minors

For students in any discipline at Bishop's who, in addition to their major concentration, wish to develop a secondary area of expertise in one of the fields offered through the English Department, we offer five different minors.

English Minor

(21 credits) MINENG

This minor allows students to sample from the many different aspects and areas of English literatures, film and media studies, and communication offered through the English department. The English Minor requires any 7 courses (21 credits) from the department's List of Courses.

English Literature Minor

(21 credits) MINENL

This minor allows students to focus on English literary texts. The English Literature Minor requires any 7 literature courses (21 credits) from the department's List of Courses.

Film and Media Studies Minor

(21 credits) MINFIL

The Film and Media Studies Minor provides an introduction to the study of film through the increasingly rich, interdisciplinary approach that now defines this field. Film courses are typically taught in the cinema class room (Nicolls 4), which is equipped with excellent projection and sound equipment, as well as cinema seating. The Film and Media Studies Minor requires the completion of 21 credits in the following manner:

1) Core Requirements (6 credits): DRA/ENG 170 and ONE of ENG 279, ENG 280, ENG 282, ENG 287, ENG 291
2) Core Electives (15 credits): Choose FIVE courses from the following:

CDC 100	Introduction to Communication
CDC 200	Communication and Media Studies: Theory and Practice
CLA 150	The Ancient World in Film and Television
ENG 102	Approaches to Media Studies
ENG 124	Introduction to the Graphic Novel *(formerly ENG 219)*
ENG 217	The Arthurian Tradition
ENG 218	The Gothic Tradition
ENG 236	Popular Culture
ENG 237/PSY 247	Lessons from the Marvel Universe

ENG 278	Science Fiction in Literature and Film
ENG 279	Film History to 1939 (formerly ENG 289)
ENG 280	Film History after 1939
ENG 281	Canadian Cinema
ENG 282	Film Adaptation
ENG 283	The Documentary Film
ENG 287	Image and Communication
ENG 291	Film Theory
ENG 293	Four Filmmakers
ENG 294	Film Comedy
ENG 295	Jane Austen and Film
ENG 297	From Aliens to Zombies
ENG 298	Studies in Directors/Actors: Alfred Hitchcock
ENG 350	Technology, Media and Literature in Victorian England.
ENG 381	The Evolution of the Fairy Tale in Literature and Film
ENG 382	Screenwriting
ENG 383	Digital Filmmaking
ENG 384	Documentary Filmmaking
FIH 235	Moving Images in the Visual Arts
FIH 240	Art, Popular and Mass Culture
FRA 250	French Cinema
FRA 255	Littérature et cinéma au Québec
FRA 259	Québec Cinema
GER 250	German History in Recent Films
GER 270	Introduction to German Film
GER 271	East German Cinema
MUS 115	Film Music I (formerly MUS 102)
MUS 116	Film Music II
PHI 345	Topics in Philosophy of Film
RSC 237	Film and Religion
SOC 105	Media and Society I
SOC 241	Cinema
SPA 218	Spanish Cinema
SPA 220	Hispanic Cinemas and Social Engagement
SPA 333	Hispanic Literature and Film

Communications and Digital Culture Minor (24 credits) MINCDC

The Communications and Digital Culture minor offers practical and theoretical instruction in writing and speaking in a variety of academic, creative, and professional contexts, including communication, journalism, copywriting, and various modes of digital production. Housed within an English department that prepares students as critical readers and effective writers, the Minor works to "broadcast" these strengths by networking with the rich spectrum of cultural production and critique underway at Bishop's. Drawing on multiple disciplines, this program develops technical expertise in various modes and media, providing training in the skills of communication, critique and collaboration that will help students to develop confident and compelling voices in their chosen field. Students must choose 24 credits from the two categories below, "Core Requirements" and general "Electives."

Note: Individual departments choose when to offer their own courses and whether or not to preregister students or limit enrollment. Therefore, it is best to consult the BU Timetable each semester in conjunction with the list below, to see which courses in the minor will be offered.

1) **Core Requirements (6 Credits):** CDC 100 Introduction to Communication AND CDC 201Writing for Digital Media OR ENG 116 Effective Writing

2) **Electives (18 credits). Choose any 6 courses from the following:**

Communications and Digital Culture (CDC) Electives

CDC 200	Communication and Media Studies: Theory and Practice
CDC 400	Senior Professionalization Seminar: Portfolio

Williams School of Business

BMK 211	Marketing Management
BMK 214	Consumer Behaviour
BMK 323	Marketing Communication
BMK 345	International Marketing and Export Management
BMK 354	Digital Marketing

Arts Administration

AAD 252	Arts Administration: Communications and Marketing
AAD 150	Arts Administration: Internal Operations *(formerly AAD 250)*

Drama

DRA 191	Voice and Media
DRA 271	Playwriting I
DRA 282	Playwriting II

English

ENG 102	Approaches to Media Studies
ENG 116	Effective Writing
ENG 200	Creative Writing: Poetry
ENG 201	Creative Writing: Prose
ENG 202	History of English Language
ENG 203	Creative Writing: Experiments in Prose
ENG 204	Creative Writing: Experiments in Poetry
ENG 205	Art of Persuasion: Rhetoric from Classical to Contemporary
ENG 206	Creative Writing: The Graphic Novel
ENG 209	Introduction to Creative Writing
ENG 236	Popular Culture
ENG 285	Journalism
ENG 286	On-Line Journalism
ENG 287	Image and Communication: Visual Culture and Critique
ENG 296	Sports Writing
ENG 382	Screenwriting
ENG 383	Digital Filmmaking
ENG 384	Documentary Filmmaking

Experiential Learning (limit 6 credits)

ENG 450	Experiential Learning: Journalism
ENG 456	Experiential Learning: Analysis, Design, and Implementation
ENG 457	Communications: Magazine Editing and Publishing
ENG 458	Experiential Learning: Literary Journal Editing
ENG 459	Public Scholarship and Academic Editing and Publishing

Fine Arts

FIS 182	Photography
FOS 385	Printmaking: Contemporary Practice

History

HIS 275	Digital History

Music

MUS 378	Introduction to Recording Technology
MUS 379	Recording Technology II

Computer Science/Graphic Design

CS 203	Interactive Web Page Design
CS 301	Computer Ethics
CS 330	Developing Mobile Apps (formerly CS230)

Sociology

SOC 105	Media and Society
SOC 280	Interpersonal Communication

Sports Studies

SPO 170	Social Media and Sport
SPO 370	Public Relations in Sport

Indigenous Studies Minor
(24 credits) MININD

A number of English courses contribute to the Indigenous Studies Minor, an interdisciplinary program designed to introduce students to the global processes of cultural encounters and the resultant responses of resistance, accommodation, and adaption. Students will be exposed to theories and world-wide applications of, and responses to, imperialism and colonialism, as well as decolonization and post-colonialism. For more information on the Indigenous Studies Minor, please consult the program description in the Academic Calendar.

List of Courses

CDC 100 Introduction to Communication 3-3-0
This course provides a dynamic introduction to the four pillars of communication—oral, written, visual, performative—and offers effective strategies for success in each area. The course combines lectures and workshops, modeling the critical skills in the study of communications while developing the practical skills students require to claim an active role in shaping the cultural conversation. Units culminate in a series of productions—ranging from public addresses, to web design, to podcasting—that emphasize the public nature of the course's interventions into culture, pushing student creations beyond the margin of the page and the classroom.

CDC 200 Communication and Media Studies: Theory and Practice 3-3-0
An examination of the forms and theories of communication, this course introduces students to critical and practical knowledge of a variety of communication frameworks, from the nature of the self, to constructive participation in groups. With a focus on the English language and meaning-making (semiology), we will move outward from the self-concept and self-perception, to the nature of language, listening, non-verbal communication, group communication, and the nature of persuasion and power as they apply to language use.

CDC 201 Writing for Digital Media 3-3-0
This course introduces students to the world of professional digital writing.
Nearly every business today requires an in-house team to create internal and external communication strategies for multiple digital channels. This course covers the most common forms of online content production with emphasis on effective writing skills and strategies for a variety of media platforms and audiences. It also considers the effective use of image and sound to promote written materials, teaching students how to reach different audiences through multimedia

CDC 400 Senior Professionalization Seminar: Portfolio 3-3-0
This senior professionalization seminar focuses on the development of student portfolios that showcase the unique experience, education and training of each student in the Communication and Digital Culture program. Coursework will support students in crafting an authentic and compelling expression of their distinctive vision and values.
Prerequisite: CDC 100

ENG 100 Introduction to English Studies 3-3-0
A gateway to English studies, this course challenges students to develop critical thinking, speaking, and writing about a wide array of texts, from poetry and fiction to television, film and digital media. The course's workshop structure stresses collaborative work and active engagement with the subject matter through various forms of creative and critical expression (e.g. creative revisions of poetry, journals, Moodle posts, debates, and short essays). Exercises will isolate and develop the core critical skills upon which students will depend throughout their studies in English.
Note: Students who have received credit for ENG 105 are not eligible for ENG 100.
Offered every Fall

ENG 102 Approaches to Media Studies 3-3-0
Through a close examination of the different forms of contemporary culture people are frequently exposed to and consume – movies, TV sitcoms, internet blogs, pop music, and so on – this course considers how our understandings of reality and our perceptions about society and our identities are shaped by the various media that surround us. Informed by both cultural theory and the history of media, this course offers a series of case studies of media texts with the goal of helping students understand the nature and effects of our contemporary media culture.
Offered every Winter

ENG 104 Approaches to Short Fiction 3-3-0
This course introduces students to the study of fiction through the analysis of short stories and novellas from various literary traditions and historical periods. Stories will be discussed in terms of such aspects of fiction as plot, character, setting, point of view, voice, discourse, tone, symbol, and theme.

ENG 108 The American Short Story 3-3-0
This course examines the development of the short story form in the United States from its beginnings in the work of Irving, Poe, and Hawthorne, through Fitzgerald and Hemingway, up to such contemporary writers as Oates and Barth. Subjects to be examined include the Gothic tradition, the influence of Puritanism, the African-American experience, gender, and madness.

ENG 110 English Writers of Quebec 3-3-0
Selected short stories, novels, plays, and poems of such writers as Hugh MacLennan, Mordecai Richler, Brian Moore, Joyce Marshall, Ralph Gustafson, David Fennario, A.M. Klein, F.R. Scott, and Irving Layton will be studied. Such topics as "English-French Relations," "The Immigrant Experience," "Male-Female Relationships," "Class Conflicts," and "The Jewish Experience" will be examined.

ENG 111 Canadian Short Story 3-3-0
This course will examine a wide variety of Canadian short stories, from the late nineteenth century until the present. The authors studied may range from Roberts and Callaghan, to such contemporary writers as Munro, Atwood, Glover, and Vanderhaeghe.
Offered every year

ENG 112 English Literary Tradition: The Middle Ages and the Renaissance 3-3-0
An introductory historical survey of major works and genres of British literature from its beginnings to the Restoration. Students will analyze literary works within their historical, social, and cultural contexts. The course emphasizes close reading of individual texts.
Offered every Fall

ENG 113 English Literary Tradition: The Eighteenth Century to the Present 3-3-0
This course provides an introductory survey of major works and genres of British literature from the Restoration to the end of the Twentieth century. Close reading of individual texts will be informed by analysis of their historical, social, and cultural contexts.
Offered every Winter

ENG 115 Women Writers before 1900 3-3-0
A survey of literature in English by women from the Middle Ages until the beginning of the twentieth century in the perspectives of feminist critical theory. The course includes poetry, fiction, and nonfictional prose.

ENG 116 Effective Writing 3-3-0
Writing is a key competency in communicating across the disciplines. Students will read a variety of texts of different genres so as to become familiar with various types of academic and professional discourse. Students will be encouraged to analyze writing strategies, content, organization, and style with a view to improving their overall writing abilities. Students will also be made aware of different writing situations, particularly those that may arise in their own disciplines.
Prerequisite: Students are normally expected to have achieved a result of at least "5- " on the EWP Exemption Credit Examination before they attempt ENG 116. Students who need a course in basic writing are encouraged to register in the course English Writing Proficiency (EWP 115)Note: Students who have received credit for ELA 116 are not eligible for ENG 116.

ENG 118 Literature of the Environment 3-3-0
This course will introduce students to a selection of literature -- fiction, poetry, criticism and literary non-fiction--that deals with the relationship of humans with the natural world.

ENG 123 Introduction to Indigenous Literatures in Canada 3-3-0
This course is an introduction to traditions and innovations in Indigenous literatures in Canada through textual analysis and an examination of cultural contexts. The primary focus will be on contemporary literatures; however, we will also read selections from earlier texts. We will explore how Indigenous writers draw from European, American, and Indigenous traditions, and how their more recent works reflect histories of struggle both in style and content. Although written texts will form the core of the course, we may also examine contemporary popular media—especially film—and their representations of the Indigenous.

ENG 124 The Graphic Novel 3-3-0
This course will introduce students to the genre of the Graphic novel and will examine visual rhetoric in literature, history, journalism and popular culture. Possible topics include superhero fantasy, gender stereotypes, sexuality, war, racism and drug abuse.
Formerly ENG 219

ENG 170 /
DRA 170 Introduction to Film 3-3-0
This course provides a broad introduction to the study of film as art. In the first few weeks of the course, we'll familiarize ourselves with the formal dimensions of Film Studies, exploring how screenwriting, cinematography, editing, lighting, sound, and production design contribute to this collaborative art form. Having developed this aesthetic vocabulary and understanding, the class will move on to investigate different modes of film production (fictional narrative, documentary, experimental), and the critical issues and debates that have shaped the discipline (topics may include genre, auteurism, industry structures, globalization, and ideology).

ENG 171 Digital Video Production for Professional and Creative Communication 3-0-0
Many of us use digital video to share the joys and challenges of our personal lives through social media, but increasingly, communicating our professional work in cinematic form is essential. Creatives and innovators of all kinds – journalists and scientists, musicians and athletes, poets and painters – are using digital video to enhance their expressive and communicative power and to reach ever broader audiences, to create hybrid art forms and to mobilize new knowledge. In this hands-on course, students use their cellphones and laptops in combination with the university's production studio, editing suites, and professional camera and sound equipment to learn the language and skills of digital filmmaking in a series of micro-movie projects: research documentaries, profiles of athletes and entrepreneurs, video news stories, poetry films, music videos, and flash fictions.

ENG 200 Creative Writing: Poetry 3-3-0
A workshop seminar for students interested in writing poetry.
Not open to 1st year students

ENG 201 Creative Writing: Prose 3-3-0
A workshop seminar for students interested in writing fiction.
Not open to 1st year students

ENG 202 History of the English Language 3-3-0
A survey of the transformations of the English language from its beginnings to the present studied in the context of the major social, political, and literary developments in English history. The course includes an introduction to basic linguistic concepts as applied to the study of the English language and an overview of Canadian English.

ENG 203 Creative Writing: Experiments in Prose 3-3-0
A practical course in writing a variety of fiction and non-fiction prose forms. Work will be edited and critiqued in workshop sessions by peers and the instructor.
Not open to 1st year students

ENG 204 Creative Writing: Experiments in Poetry 3-3-0
A practical course in writing a variety of poetic forms. Work will be edited and critiqued in workshop sessions by peers and the instructor.
Not open to 1st year students

ENG 205 The Art of Persuasion: Rhetoric, and its Uses and Abuses, From Classical to Contemporary Culture 3-3-0
This course focuses on the history, theory, and practice of rhetoric across disciplinary boundaries. While exploring texts drawn from philosophy, literature, history, psychology, religion, and politics, we will trace common themes, including a sustained attention to the deployment of rhetoric to serve various ideological and polemical purposes, the ethical dimensions of rhetorical use, and the ways in which language seeks to build consensus and create meaning even as it is always at risk of being destabilized, troubled, or deconstructed. The objectives of the course are two-fold: 1) to develop a critical acumen for the identification and analysis of persuasive strategies in arguments 2) to be able to produce persuasive texts and speeches informed by classical theories and techniques.

ENG 206 Creative Writing: The Graphic Novel 3-3-0
This course further examines graphic novels and other sequential storytelling examples with an emphasis on applying literary theories to visual rhetoric. Students will also learn about Book Arts, and how to exploit all elements of "the book" to create artist's books. The class will examine theories on graphic storytelling, wordless communication, colour, layout and typography. Students will be required to produce multiple copies of their original work to learn reproduction techniques.

ENG 209 Introduction to Creative Writing 3-3-0
This is an introduction to reading and writing poetry and prose, an opportunity to develop your craft through dynamic exchange with the traditions and innovations that drive contemporary literary practice. Interlacing critical reflection and creative application, the course alternates between seminar-style discussions of literature designed to introduce students to an array of formal tools and techniques, and workshops where students submit their original work for class discussion and development. Assessment will be based on preparation and participation, timely submissions, and a final portfolio.

ENG 210 History of Children's Literature 3-3-0
An historical and critical study of children's literature in English. The course includes an overview of the history of children's literature and introduces students to the critical analysis of a variety of its genres, including nursery rhymes, folk and fairytales, myths and legends, fables, poetry, and "classic" novels. Some of the issues to be discussed may include didacticism, oral and written discourse, appropriation, the development of special literature for children, and the representation of social issues.

ENG 212 Crime Stories: The Great Detectives 3-3-0
An exploration of the development of narratives dealing with crime and punishment from some of its earliest manifestations as pulp fiction or popular reading to sophisticated modern fiction that continues to dominate the best-seller lists. Assigned texts cover both British and North American crime writing in order to demonstrate the evolution of different conventions and themes of the genre. The course will also explore how detective fiction in particular can reveal or even subvert the dominant ideology and culture of its time and place.

ENG 217 The Arthurian Tradition 3-3-0
A survey of the evolution of the mythic romance of King Arthur and the Knights of the Round Table from its earliest beginnings to modern times. Various works representative of the tradition will be selected from different historical periods and from different media, including film and the visual arts as well as literature.

ENG 218 The Gothic Tradition 3-3-0
In this course, we shall read representative texts from a wildly popular genre that emerged in the late eighteenth century: the Gothic! Beginning with an examination of the medieval connotations of the term "gothic" and its resonances in 18th-, 19th-, and 18th- century aesthetics, our reading will consider the form, readership, and social vision of various types of gothic literature.

ENG 220 Fantasy 3-3-0
This course will explore the genre of fantasy in literature and film either through study of several works by a particular individual (Tolkien, Pullman) or a theme present in a selection of works by different authors.

ENG 221 God, Good Kings and Vikings: Early Medieval Literature 3-3-0
This course offers an introduction to the language and literature of the early Medieval period (600–1100 CE) in translation. All texts will be in modern English.

ENG 222 The Garden of Desire: Late Medieval Literature 3-3-0
This course offers a survey of late Medieval Literature (1100–1500) from a variety of texts and genres, including the ballad, the lyric, the romance, the saint's life, etc. All texts will be in Middle English.

ENG 223 Elizabethan Shakespeare (1590-1603) 3-3-0
Close study of six plays written and performed in the reign of Elizabeth in relation to the theatrical, social, political, and cultural practices of Elizabethan society and the Elizabethan court.

ENG 224 Jacobean Shakespeare (1603-1614) 3-3-0
Close study of six plays written and performed in the reign of James I in relation to the theatrical, social, political, and cultural practices of Jacobean society and the Jacobean court.

ENG 225 The Stratford "Shakesperience" 3-3-0
The focus of the course will be the study of 6 plays (3-4 Shakespeare plays) from the annual Spring season of the Stratford Festival in Stratford, Ontario. The course will start with an intensive classroom experience (online and in-person) and involve a discussion of the theoretical questions that underlie performance and performance criticism. Together as a class, we will explore the themes of the plays, engage in careful analysis and close reading, and compare various film versions. The field study component takes students to Stratford, Ontario, for an immersive experience watching 6 plays, participating in workshops, meeting with actors and directors, taking backstage tours, and hearing guest lectures from various experts with a focus on repertory theatre

ENG 226 Fashioning the Self: An Early Modern Literary Guide to Identity 3-3-0
A central preoccupation in the early modern period was the belief that identity is something to be made, performed, and constantly refined through persistent effort. For many 16th century courtiers, the possibilities are almost limitless. But how does one go about fashioning one's identity in this brave new world?
Perhaps not surprisingly, the early modern period also saw the proliferation of self-help books aimed at individuals learning to navigate a whole new ontological terrain. Baldassare Castiglione's The Book of the Courtier, Thomas Elyot's The Book of the Governor, Pico della Mirandola's Oration on the Dignity of Man, and even William Caxton's preface to Thomas Malory's Morte D'Arthur provide guidance and practical advice about how to make it in the world. We will read early modern texts and also explore how these highly performative strategies of self-fashioning resonate in our post-modern world.

ENG 228 Introduction to Post-Colonial Literature 3-3-0
This course is an introduction to post-colonial literature and theory. We begin with a discussion of what "post-colonial" means to writers of countries formerly colonized by the British before moving into literatures composed by writers from Africa, Australia, the Caribbean, India, Ireland, and the Pacific.

ENG 232 Ecocriticism 3-3-0
Students in this course will study the rise of Ecocriticism by tracing the changing attitudes towards the environment as seen in a selection of English literature from the eighteenth century through to the present day. The class will study literary works in a range of genres as well as the central eco-critical theorists such as Williams, Kolodny, Rueckert, Buell and McDowell.

ENG 234 Contemporary Literary Theory 3-3-0
This course explores diverse topics and debates in contemporary literary criticism. The student will examine the assumptions, intentions and rhetoric of representative critical texts and theoretical schools. Practical application of literary theory to texts is emphasized.

ENG 236 Popular Culture 3-3-0
A very large portion of contemporary culture is mass culture, and mass culture has generally been disparaged by intellectuals from the early 20th century on. More recently, however, critics have begun to celebrate the utopian possibilities of mass culture, the way that individuals actually put mass cultural products to use, converting mass culture (culture produced for the masses) into popular culture (a culture used by the people). The tension between these two views of contemporary culture will underpin this course as we examine theories about and practices of popular culture, including advertising, movies, romances and comics, sitcoms and soap operas, stardom and fandom, blogging and online shopping, and pornography.

ENG 237 Lessons from the Marvel Universe 3-3-0
In this class we examine the psychology of storytelling in the Marvel universe and what it tells us about our own untapped superpowers. We explore issues of morality, identity, leadership, and learning by exploring how we can connect with literary and psychological theory in a close reading of the storytelling in the Marvel Universe. We will take a deep dive into characters such as Captain Marvel, Loki, Wanda, Black Panther, and Black Widow. Evaluation will be on collaborative participation, writing, and creative assignments
Cross Listed with PSY 247

ENG 238 Confessions, Memoirs and Life Writing 3-3-0
This course will begin with the explosion in confessions, memoirs and life writing in the 18th century and then move through later works in the 19th and 20th centuries. As we read these works we will consider how fact and fiction merged in presentations of self to challenge the reader, society, and literary genres.

ENG 239 Feminist Literary Theory 3-3-0
A survey of contemporary feminist theory, including feminist literary history, the economic and social conditions of women writers, the connections between gender and genres, the distinguishing characteristics of feminist and women's reading and writing, and feminist debates about subjectivity.

ENG 241 War and Literature 3-0-0
This course will examine how a particular modern war is depicted in literature. We will consider the role such literary depictions play in shaping public opinion and creating an understanding of warfare. Students will study works in a range of genres including poetry, prose, and drama.

ENG 249 Early Romantic Poetry: Revolutionary Experiments 3-3-0
This course will study poetry of the early British Romantic period (1780-1800) to examine how it challenged and revolutionized our critical understanding of a poet and of poetry. We will study works by Blake, Burns, Coleridge, Robinson, Smith, and Wordsworth to trace these changes in the role of the poet, experimentation with poetic form, and a broadening of poetic subject matter.

ENG 250 The Modern British Novel: Experiments in Fictional Form 3-3-0
This course examines the way British novelists of the early twentieth century created new fictional forms to explore the interior life of their characters as well as the problems of their day. Novelists such as Conrad, Ford, Woolf, Forster, Lawrence, Huxley, and Waugh will be studied in relation to a variety of topics, including Imperialism, anarchism, the Suffragette movement, the Great War, psychoanalysis, science and technology, the rise of Fascism, and class conflicts.

ENG 251 Keep Calm and Carry On: The British Dystopian Novel 3-3-0
This course traces the development of the British novel after high modernism, paying special attention to the dystopian tradition. Against the backdrop of the decline of the British Empire, the legacy of WWII, multiculturalism, terrorism and the surveillance state, we will explore how these novels negotiate problems of labor and exploitation, desire and consumption, gender and oppression, language and propaganda. We'll also try to make sense of the dystopian novel's current extraordinary popularity, particularly given the genre's typically oppositional stance towards popular culture and consumer society.

ENG 252 English-Canadian Literature to the First World War 3-3-0
This course explores English-Canadian literature from the nineteenth century through to the First World War. Analysis focuses on the development of national identities in relation to various cultural, political, social and historical factors.

ENG 253 English-Canadian Literature from the First World War to the Present 3-3-0
This course explores English-Canadian literature from the First World War to the present. Analysis focuses on the aesthetic and cultural developments in English Canada and the impact of international, national, and regional issues.

ENG 254 Tooth and Claw: Animal Nature in Victorian Culture 3-3-0
This survey of Victorian fiction and poetry investigates the variety of symbolic uses to which animals were put during the nineteenth century, a revolutionary moment in which discoveries in geology and paleontology were throwing into question humanity's place in the natural world. Reading a range of literary forms (from children's fables to lyric poetry to the realist novel), we'll explore how animals served the Victorian imagination, cast alternately as indices of humane and moral quality, as embodiments of domestic ideology and "savage" desires, as grotesque figures of political caricature, and as exotic objects of imperial curiosity.

ENG 255 Legal Bodies: Crime & Culture in Victorian England 3-3-0
This course explores a range of Victorian literary forms, paying particular attention to the culture's deep fascination with crime. We'll investigate the scene of the crime and the body of the criminal as sites of societal crisis that allowed artists to probe anxieties about class, gender, race, urbanism and empire. Works by Braddon, Browning, Dickens, Collins, Rossetti, Stevenson and Wilde will be examined.

ENG 256 The Early Twentieth-Century American Novel 3-3-0
The modern American novel to 1955. Such novelists as Fitzgerald, Hemingway, Faulkner, West, Steinbeck, Ellison, and Hurston will be studied. Among the topics to be considered: "The American Dream," religion, society, race relations, and war.

ENG 257 The Contemporary American Novel 3-3-0
This course explores how contemporary American novels grapple with identity, belonging, and the legacies of history in a tumultuous cultural landscape. We will examine how characters confront displacement, generational memory, racial and cultural inheritance, and the influence of technology and new media on selfhood. Through discussions of form, voice, and narrative innovation, we'll consider how these novels reflect and confront the American experience. Students will engage in close reading, critical discussion, and writing that connects literature to cultural, political, and philosophical questions of our moment.

ENG 258 Contemporary British Novels 3-3-0
This course explores literature in English over the past forty years, following a diverse range of authors who have complicated and expanded our ideas about the United Kingdom and its "national" literatures. As the old empire gives way to new political formations, literature reflects experiences of British culture that are subversively postmodern and postcolonial. The course focuses on the novel as a panoramic art form that is uniquely equipped to depict the scope of social networks in contemporary life. We'll examine the ways that contemporary subjects are marked by immigration, globalization, sexual revolution, mass communication, class and identity politics—changes echoed in novelistic experiments with form and style. Writers to be studied may include Martin Amis, Angela Carter, Kazuo Ishiguro, Hanif Kureishi, Salman Rushdie, Zadie Smith, and Jeanette Winterson.

ENG 260 Borderlands: Self, Nation, and the Nineteenth-Century American Imagination 3-3-0
This course explores the theme of the frontier—whether geographical, psychological, racial, gendered, or spiritual—in nineteenth-century American literature. From the wilderness of the West to the inner landscapes of the self, American writers used the frontier to probe the limits of identity, nationhood, morality, and language. We will read works by Thoreau, Melville, Fuller, Jacobs, Whitman, Dickinson, and others, examining how the idea of the frontier shaped narratives of expansion, resistance, and transformation. Through close reading and historical context, we'll uncover how literature both reflects and challenges the cultural myths and material realities of a fiercely divided and rapidly changing nation.

ENG 275 The Contemporary Canadian Novel 3-3-0
The contemporary novel, from the 1970s to the present. The novelists to be studied may include Atwood, Laurence, Munro, Davies, Ondaatje, Hodgins, and Shields. Topics to be considered may extend to the role of women, depictions of masculinity, history and myth, sainthood, the portrait of the artist.

ENG 278 Science Fiction in Literature and Film 3-3-0
An examination of the futuristic worlds of science fiction as they focus on rather than distract readers from prevalent cultural anxieties and concerns. Students shall consider how science fiction as a symbolist genre variously constructs and deconstructs hegemonic cultural practices within our present digital, networked, information age. Taking an interdisciplinary approach, students shall consider both the history and form of science fiction and some of the theoretical and cultural issues endemic to the genre.

ENG 279 Film History to 1939 3-3-0
This course offers a survey of the technological innovations and aesthetic movements that shaped film production and direction from the 1890s to the outbreak of World War II. Topics to be studied include early experiments in photography, the beginnings of narrative cinema, German Expressionism, French Poetic Realism, forms of comedy, Soviet Silent Cinema and the theory of montage, the Hollywood studio and star systems, and the introduction of sound and colour to motion pictures. A wide range of films are studied to acquaint students with the contours of film history to 1939.

ENG 280 Film History after 1939 3-3-0
This course offers a survey of the development of cinema from the outbreak of WWII until the present by considering a range of national cinemas, directors, and aesthetic movements. Topics will include propaganda and documentary films of the war period, Neorealism, Film Noir, genre filmmaking and auteur cinema of the 1950s, Eastern European cinema, Ealing Comedies and Hammer Horror, Japanese post-war cinema, the French New Wave, Italian films of the 1960s, German New Cinema, Canadian cinema after 1970, the New Hollywood, and China's three cinemas.

ENG 281 Canadian Cinema 3-3-0
Covering the entire history of Canadian cinema, this course examines the challenging economic and cultural context of film production and distribution in Canada, the tension between pan-Canadian and regional cinemas, the documentary tradition, First-Nations cinema, experimental filmmaking, and the thematic links of Canadian cinema to Canadian literature and culture more generally.

ENG 282 Film Adaptation 3-3-0
What is lost, and what is found, in translation? This class explores the theory and practice of filmic adaptation, exploring a variety of texts (often multiple re-mediations of the same story) that allow us to perform a comparative analysis of linguistic and visual art forms. Class discussion and course assignments are designed to provide ongoing training in the formal study of film. We'll consider how these translations highlight the "specificity" of film (the resources and limits, industry and audience, that are peculiar to cinema), as well as showcasing the remarkably adaptive nature of a medium that has evolved by absorbing and synthesizing other forms of art, from magic and burlesque shows to comic books and video games.

ENG 283 The Documentary Film 3-3-0
This course will trace the historical evolution and impact of English language documentary film and video. From John Grierson's original definition of "the creative treatment of actuality," documentary has evolved from propaganda to direct cinema/cinéma verité to docudrama. Two important questions will be addressed: Do documentary film and video's reductive forms of interpreting events truly illuminate our media-saturated world? How can studying documentary better help us understand a society dominated by media giants?

ENG 285 Journalism 3-3-0
This course teaches the basic requirements of reporting and news writing: interviewing, clear writing, critical thinking, accuracy, story organization, news judgment, and ethical considerations. Students will practice writing news and study some examples of good journalism.

ENG 286 Online Journalism 3-3-0
A hands-on, real-life approach to accurate reporting of local news stories through an online newspaper created and maintained by course participants with active supervision/involvement by the instructor/managing editor. The online paper will be a modified collaborative news website: students will generate the news, but all copy must be funneled through the managing editor to maintain accuracy and quality of content.

ENG 287 Image and Communication: Visual Culture and Critique3-3-0
This course aims to cultivate visual literacy, primarily by examining our ingrained "ways of seeing" and interrogating common-sense ideas about the relation between images and reality. Lectures and class discussion will be devoted to close analysis of objects that both illustrate and critique established theories of the image. From photography, to graffiti, to everyday iconography such as traffic signs and advertising, we'll consider the ways in which images carve up the world we live in, possessing the capacity to naturalize or defamiliarize the conventions of everyday life.

ENG 291 Film Theory 3-3-0
This course introduces students to some of the more influential theoretical perspectives that have shaped the viewer's understanding of film over the past century. The course will begin with the realist-formalist debates of classical theory and proceed to examine the impact of literary criticism, semiotics, feminism, psychoanalysis, and Marxism on contemporary film theory. Films from different genres and national cinemas are used to illustrate the various approaches to interpreting and evaluating cinema.

ENG 293 Four Filmmakers 3-3-3
The diversity of cinema since its invention more than 100 years ago will be explored through the examination of a selection of the films of four filmmakers representing different periods, nations, and/or genres of cinema. The filmmakers chosen for study will vary from year to year.

ENG 294 Film Comedy 3-3-0
Filmmakers discovered film's potential for comedy almost from the moment of the invention of the movies, and quickly developed a wide range of techniques and genres to amaze and amuse audiences. This course surveys the full history of this major branch of film production, considering its key figures and wide variety of genres, from the slapstick antics of Chaplin and Keaton through the screwball comedies of Howard Hawks, Frank Capra, and Billy Wilder, to the scathing satires of Monty Python and others.

ENG 295 Jane Austen and Film 3-3-0
This course will examine Jane Austen both as a British novelist and also as an iconic figure taken up by the film industry. The class will study four of her novels, their publication histories, and recent phenomenal success as films. Where possible, a selection of the various film adaptations of each novel will be studied to allow the student to gain a better appreciation of Austen as a writer and consider how the various novels and film adaptations reflect the ideologies of their own period.

ENG 296 Sports Writing 3-3-0
This course examines themes and styles of the sports writing genre in journalism, fiction, and documentary narratives. One focus will be on the basics: interviewing athletes, writing tight, running game stories on deadline in CP style, and producing lively features and in-depth profiles. Students will also read works from Gary Smith, Al Stump, George Plimpton, A.J. Liebling, Jim Boulton, Ken Dryden, Maya Angelou, Hunter S. Thompson, among others and examine film segments based on athletes and events that are representative of sports writing themes, including: Cobb, Eight Men Out, Slap Shot, Hoosiers, Breaking Away, Rudy, Raging Bull, Rocky, and The Greatest. Students will produce sports-related stories in CP style, as well as analyses of sports writing, reportage, and films.

ENG 297 From Aliens to Zombies: Everything You Ever Wanted to Know about Horror but Were Afraid to Ask 3-3-0
In this course, we'll explore cinema's obsession with "monster movies." A key concern will be the depiction of the monster as inhuman: an embodiment of hostile difference that threatens the security and integrity of human experience and identity. We'll ask how this foreignness is imagined by different cultures at different times, often functioning as an index of political tensions, and a symptom of societal fears and sexual taboos. Turning from the strange creatures depicted on screen, we'll also consider the effects these films have on the bodies of viewers. Horror films captivate and appall us because they remind us that we have nerves, desires and appetites. What sort of unusual pleasures do we derive from subjecting ourselves to sensations of fear, pain and awe?

ENG 298 Studies in Directors/Actors: Alfred Hitchcock 3-3-0
Alfred Hitchcock is often titled the "master of suspense" because of his brilliant manipulation of audiences through the thriller movies (like Vertigo and Psycho) he made over a fifty-year career. By the 1960s, he was also being recognized as an auteur, a commercial filmmaker exploring a particular range of subjects, including the power of cinema itself, and expressing something like an artistic vision. That vision, his technical innovations, and his self-reflexive commentaries on the cinema have been the subject of much critical attention. This course examines a range of the movies he made over the full span of his career, split between Britain and the United States, and considers the rich critical legacy that surrounds his work.

ENG 310 Old English 3-3-0
This course offers an introduction to the language and literature of the Old English period (600–1100 CE). Here lie the foundations of the English language and the origins of social, political and religious institutions that would help to shape the next thousand years in England. Translations do not do this writing justice, and so we will learn to read Old English in the original. In doing so, we will gain special insight into the English language. No previous experience is expected or required.

ENG 314 Chaucer: The Canterbury Tales 3-3-0
Travel the pilgrimage road with the master storyteller of medieval England, Geoffrey Chaucer. Meet some of the most famous characters of English literature and read tales that range from high romance and tragedy to low comedy and burlesque. The focus of the course will be on reading The Canterbury Tales in Middle English within their particular literary, social, and historical contexts.
Students with credit for ENG 216 cannot receive credit for ENG 314

ENG 315 Romance and Dream Vision in Medieval England: The Sacred and the Profane 3-3-0
Romance and dream vision represent two of the most significant genres of medieval literature. Both are well represented by major texts in Middle English whose subjects range from sophisticated philosophical and religious themes to social comedy and pure escapism - often all within the same work. The focus of the course will be on reading primary texts in Middle English within their particular literary, social, and historical contexts.

ENG 320 Sixteenth-Century Poetry and Prose: Exploration and Discovery 3-3-0
After nearly a century of civil war, England under the Tudors experienced a period of relative peace and stability and an opportunity for cultural catching up. The writers of the time confronted a broad range of ideas and phenomena associated with the European renaissance and the intensified exploration by Europeans of the world beyond their continent. They needed to think about their relationships to classical civilization, to the peoples and places described by travelers and explorers, and to the other within their midst as mediated by the powerful influence of Petrarch on the ideas and practices associated with the erotic. The course will examine some of the ways in which writers of the sixteenth century both responded to these relationships and shaped them.

ENG 321 Seventeenth-Century Poetry and Prose: Civil War and Revolution 3-3-0
The seventeenth century was a period of intense political, social, and religious conflict that finally resulted in the outbreak of civil war. The course will examine some of the ways in which the writers of the period divided themselves according to the large lines of the conflict between parliament and the crown, their contributions to the parties to which they adhered, and their reflections on the divisions that tore their society apart.

ENG 332 18th-Century Literary Journeys 3-3-0
In this course we shall examine a diverse range of 18th-century texts that have one thing in common: each uses travel as a plot-triggering device. We will begin the course with a reflection on what travel is, what forms it takes, and why we do it. We shall then consider why travel is such a pervasive narrative form in post-Restoration Britain. Among issues to be considered are contemporary debates on human nature and civilization, as well as relationships between scientific, historical, commercial, and colonial discourses in an age of vigorous exploration.

ENG 342 Revolution and Romanticism 3-3-0
In this course we will examine the prose writings of the British Romantics from 1789-1832. Readings will explore a variety of topics generated by the French Revolution and the ensuing period of intense political anxiety and intellectual activity. Works by Paine, Burke, Wollstonecraft and Godwin will be examined.

ENG 348 Later Romantic Poetry: The Egotistical Sublime 3-3-0
Poetry of the later Romantic period (1800-1832) by poets such as Byron, Baillie, Keats, Shelley, Hemans and Clare. Particular attention will be paid to the social and political role of the poet, poetic form, imagination and inspiration.

ENG 350 Ghosts in the Machine: Technology, Media and Literature in Victorian England 3-3-0
This course investigates the pervasive influence of machinery on Victorian literature and culture. We'll ask how technological advancements in the fields of industry, information technology and popular entertainment changed the way Victorians thought about consciousness, labour, class, spirituality and sexuality. In addition to studying a range of nineteenth-century media, from poetry and prose to photography and early cinema, we'll also explore how contemporary culture—in genres such as sci-fi and steampunk—has worked to revision and mythologize Victorian technology.

ENG 352 Canadian Literature and Theories of Globalization 3-3-0
This course will consider twentieth-century Canadian literature in the context of recent theories and aspects of globalization. We will read work by some of the important scholars who have contributed to these debates, including Anthony Giddens, David Harvey and Arjun Appadurai. Their theories will provide the framework of discussion, which will focus on immigrants and immigration, diaspora formation, experiences of alienation and racism, multiculturalism, evolving conceptualizations of Canadian citizenship, and other related themes.

ENG 353 Marked Men: American Literature, Feminist Theory, and Masculinity Studies 3-3-0
What does it mean to "be a man"? The answer depends on when and where one asks, but this course is framed by the conjecture that there is an American strain of masculinity, a construct molded by the country's Puritan ethic, its mythic frontier, its doctrine of self-reliance, its history of slavery, and its culture of media saturation. Despite reverent appeals to the "founding fathers" as anchors of national stability and consistency, American history reveals the experience of masculinity to be a wildly variable, historically contingent collection of performances. Class discussion will provide the opportunity to explore private and public experiences with masculinity, while course readings will help to contextualize and critique our unspoken (and often contradictory) assumptions about the nature and identity of men.

ENG 358 Approaches to Indigenous Literary Cultures in Canada 3-3-0
This course will examine theoretical approaches to Indigenous literatures in Canada. It will begin by looking at literary developments from oral to contemporary written literary forms, and how the latter developed in response to colonial contact. Authors may include Thomas King, Lenore Keeshig Tobias, Eden Robinson, Armand Ruffo, Warren Cariou, and Tomson Highway.

ENG 359 Approaches to Canadian Culture (Canadian Studies) 3-3-0
This course will examine a range of aesthetic representations (Canadian "wilderness," historical events, Indigenous cultural imagery, and so forth) that are conceived of as indigenous to Canada. These representations, as they have evolved from the late nineteenth to the early twentieth century, will include the cultural production of Canadian writers, painters, film directors, and musicians in order to demonstrate the (often conflicting) social and political ideological structures from which these artists operated.

ENG 360 Low Modernism: Taste, Waste, and the Marketplace 3-3-0
Discussions of literary Modernism often turn upon the distinctions between high and low culture; but what, exactly, is "low" modernism? In this course we'll question assumptions about modernist literature's hostility to popular culture, exploring how writers participated and engaged (if ambivalently) with the tastes, conventions, and experiences of mass culture. Against a monolithic vision of Modernist aesthetics as reactionary, difficult, abstract and austere, this course aims to take pleasure seriously, reading the canon of Modernism (Joyce, Eliot, Woolf) in boisterous conversation with popular forms of entertainment, guilty pleasures, camp and kitsch.

ENG 375 Colonial Narratives 3-3-0
In this course, we will examine the narration of colonial experiences in various world and historical contexts. Our reading will range from the nineteenth century imperial fictions of Rudyard Kipling and Henry Rider Haggard to a selection of postcolonial texts dealing with the cultural impact and legacy of British imperialism in the Caribbean, India, Kenya, Nigeria, and Ireland. Our discussions will be informed by readings in postcolonial theory.

ENG 381 The Evolution of the Fairy Tale in Literature and Film 3-3-0
This course will investigate how one kind of text, the fairy tale, a genre supposedly appropriated from the oral culture of peasants, has been modified and reworked to suit a wide range of other cultural contexts. By investigating both the production and reception of fairy tales - within the literary culture of the court of Louis XIV and of 19th century England, in the folklore movements of 19th century Germany and Britain, in children's culture from the late 19th century to the present, throughout American movie culture in the 20th century, and within late-20th century feminist circles - we will see how this genre so focused on the image of metamorphosis has itself been transformed and used in radically liberating or deeply repressive ways.

ENG 382 Screenwriting 3-3-0
This course introduces students to the art and techniques of screenwriting for a variety of contexts and genres, such as feature films and television drama. Through critical analysis of existing screenplays and the shows and films that derive from them, students will gain an understanding of the narrative and stylistic conventions of screenwriting and will apply their understanding in the development of their own creative projects.

ENG 383 Digital Filmmaking 3-3-0
Combining their own technological resources (cell phones, laptops) with the university's, students will develop skills in the fundamentals of digital filmmaking: directing for film, camerawork, sound recording, production design, lighting, picture editing, and post-production sound. They will work in groups and individually to tight schedules, in a variety of genres, including documentary, narrative, and experimental film.
Prerequisites: ENG 382, DRA 281 or permission of instructor

ENG 384 Documentary Filmmaking 3-3-0
This film production course is designed to help students understand, analyze and produce documentary films. Over the course of the term, students will work independently and in groups on practical exercises and the production of several short documentary films. Lectures will introduce students to documentary scripting and workflow. Class discussions and screenings will address the theoretical and ethical challenges particular to the documentary process. Workshops will familiarize students with the university's production resources and develop essential technical skills such as interview setups, hand-held cinematography, location sound recording, and editing.

ENG 385 News Editing and Ethics 3-3-0
Fast, Fair and Factual. Learning the nuances of news editing is an art that requires lots of practice, but will make you a better writer in the process. Editors act as gatekeepers to ensure credibility in the news and to keep the news outlet from getting into legal trouble. Editing techniques for print, broadcast and online newswriting will be a major part of class, combined with discussions of ethical standards in journalism. Students will also study current and past legal cases that affect journalism and learn about laws governing libel, privacy, copyright, and obscenity.
Prerequisite: ENG 285 or ENG 286

ENG 390 Restoration Literature: Sex, Politics and Intrigue 3-3-0
An investigation of a selection of literature produced during the Restoration period. A period marked by the return of the English monarchy to power in 1660 and the ensuing debate in all literary genres about political turmoil, kingship, power, and sexuality.

ENG 395 Women Writers & their Archives 3-3-0
This course will focus on women writers' archives and literary exchanges, characterize the socio-political contexts that undergird them, and explore what incarnations these archives and literary papers may assume at different epochs. Exploring some critical work of the last twenty years that addresses archival theory, we will investigate how literary archives may be seen as an extension of literary lives and characterized multiply—as feminist, queer, activist—and therefore might be called upon to generate collective action; to go against a patriarchal, sexist, racist, or imperial grain; or to develop networks and alliances that supersede political or national borders.

ENG 450 Experiential Learning: Journalism 3-0-10
A practical course in composing news copy and assisting in the production of a commercial newspaper. Specific duties will be negotiated between the English Department and the newspaper.

ENG 454 Experiential Learning: Broadcast Journalism 3-0-10
A practical course in composing news copy and producing radio news programming. Specific duties will be negotiated between the English Department and the radio station.

ENG 456 Communications: Analysis, Design, and Implementation 3-3-0
This course challenges students to design a communications strategy based on the needs and profile of the projects they are assigned. Students analyze communications strategies with the help of industry experts, work together to design a communications plan tailored to the needs of the project, and implement the strategy. Students are trained on the most up to date industry standard design software with mentorship from communications professionals. Students have an opportunity to develop skills and competencies in some of the following professional fields: social media strategies; strategic marketing and guerrilla advertising; communications strategies & platforms; copyrighting and professional writing; metrics and segmented narratives; website content design and optimization; fundraising.
Admittance into the course is limited and therefore subject to instructor permission.

ENG 457 Magazine Editing and Publishing 3-3-0
This experiential course focuses on effective editing of magazines, with a primary focus on magazine articles (sometimes referred to in the industry as substantive editing) to build capacities for writing both style and content, grounded in the liberal arts. Skills developed in this course include assigning or acquiring manuscripts; tailoring content for specific readerships; coaching writers according to their individual strengths and weaknesses; editing for completeness and clarity; effective cutting and silken transitions; and use of imagery, anecdote, and a variety of voices and rhythms to delight and provoke readers. Students will form an editorial board and work together to design and launch a magazine (e.g. Be you @ BU for the Recruitment Office, BU Alumni Magazine for the Advancement Office, etc). This course is invaluable for anyone planning to edit longer manuscripts, explore the magazine industry (online or in print), and for aspiring professional writers.
Admittance into the course is limited and therefore subject to instructor permission.

ENG 458 Experiential Learning: Literary Journal Editing 3-0-10
A practical course in editing The Mitre. Specific duties will be negotiated between the English Department and the Student Representative Council.

ENG 459 Experiential Learning: Public Scholarship and Academic Editing and Publishing 3-3-0
A practical course in the assessment, editing and publication of undergraduate academic work. In consultation with a faculty advisor from the English Department and the QUEUC conference coordinator, the student will coordinate the selection of student papers for the conference and oversee the subsequent publication of conference proceedings.

ENG 460 Senior Seminar 3-3-0
Advanced studies on a special topic

ENG 471 Honours Research Proposal 3-0-0
The preparatory stage of an individual specialized research project on a topic chosen by a student under the supervision of a member of the English Department. The student will develop a research proposal, an annotated Bibliography, and a 12 - 15 page essay on the initial findings of the project.

ENG 472 Honours Thesis 3-0-0
Continuation of ENG 471. The student will complete the research agenda detailed in ENG 471, and present the findings In the form of a thesis. An oral examination will be required, and the thesis will be assessed by three members of the English Department.
Prerequisite: ENG 471

Études françaises et québécoises

Faculty

Priscila Lopes Leal Dantas
B.A. (Universidade Federal do Rio de Janeiro)
M.A. (Université de Sherbrooke)
Doctorante (Université de Sherbrooke)

Dalle Malé Fofana
M.A. (Université Lorraine, Nancy, France),
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Simon Gilbert
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M.A. (Université François-Rabelais, Tours, France)
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Diplôme d'études supérieures (Concordia University),
Doctorante (Université de Sherbrooke)

Sarah Théberge
B.A. (Université Bishop's), M.A. (Université de Sherbrooke),
Diplôme d'études supérieures (McGill), Ph.D. (Université de Sherbrooke)
Directrice du département

Program Overview / *Description des programmes*

The *Département d'études françaises et québécoises* puts the emphasis on the acquisition, the quality, and the improvement of the French language at all levels, and intends to serve beginner, intermediate, and advanced students as well as native speakers. The program is composed of five levels, each of which contains a minimum of two grammar and writing courses and one course focusing on oral comprehension and expression. This provides our students with a coherent and logical learning process by the end of which they can understand, read, speak, and write French correctly.

The Department also offers a number of inter and multidisciplinary courses designed for both native and advanced non-native speakers. These courses allow students to progressively master the French grammar and language, and to become acquainted with a variety of cultural movements that are significant to the francophone world. Through the study of the works of meaningful francophone artists, students will better understand and appreciate the history of the *francophonie* and its evolution.

Le Département d'études françaises et québécoises concentre ses efforts sur l'apprentissage, l'amélioration et la qualité de la langue française pour les étudiant.e.s. de niveaux débutant, intermédiaire et avancé ainsi que pour les francophones. Chacun des cinq niveaux proposés comprend un minimum de deux cours axés sur la grammaire et la rédaction, et un sur l'expression et la compréhension orale, l'ensemble assurant aux étudiant.e.s une progression linguistique logique et cohérente au terme de laquelle ils pourront comprendre, parler, lire et écrire le français correctement et avec aisance.

Le département offre également une série de cours inter et multidisciplinaires, destinés aux étudiant.e.s francophones ou allophones avancés, qui permet de mieux maîtriser la langue française, d'acquérir de solides connaissances des divers mouvements culturels ayant marqué la francophonie, et de mieux comprendre pour ainsi apprécier davantage les créations artistiques fondatrices de son histoire et de son évolution.

French Placement Test

Students who have completed Grade 11 French in a Canadian institution should register directly in FRE 140; those who have studied in a francophone institution can only register in the courses with the "FRA" label (below). *All other students must take the Bishop's University French Placement Test before enrolling for the first time in a course given by our department.* Hyperlink is available on the Études françaises et québécoises and the Registrarial Services section on the Bishop's website. Test results are valid for a year, and are deleted in May.

Les étudiant.e.s ayant suivi des études à temps complet dans des établissements francophones doivent faire leur sélection parmi les cours précédés du sigle "FRA", et n'ont pas à compléter le test de placement.

Pour toutes questions concernant le Test de placement, veuillez contacter la directrice du département à stheberg@ubishops.ca

Regulations regarding the French Honours, Major or Minor

French as a Second Language courses ("FRE") taken by students prior to their first semester at Bishop's University cannot count for a French Honours, Major or Minor unless approved by the department. French as a Second Language courses taken outside of Bishop's University (such as an immersion course) during the students' stay at Bishop's University must also receive departmental approval — before they are undertaken. Students might be requested to take an evaluation test upon completion of those courses in order to receive Bishop's University credits.

Programs

Micro-Certificate in French for Beginners (15 credits) MCEFRB

To provide a short yet intensive program to a variety of learners, which develops students' language skills in French to an elementary level and prepares them to undertake an experiential learning activity in a francophone business or organization. For more information on this program and its first cohort, please contact stheberg@ubishops.ca

Required courses:

FRE 192	Intensive and Interactional French for Beginners —Level I (6 credits)
FRE 193	Intensive and Interactional French for Beginners —Level II (6 credits)
FRE 196	Experiential Learning Activity in French as a Second Language I (3 credits)

Certificate in French for Professional Integration in a Francophone Environment (15 credits) MCEFRP

To provide a short yet intensive program to a variety of learners, which develops students' language skills in French to an upper-intermediate level, and prepares them to undertake an experiential learning activity in a francophone business or organization, to join the marketplace and/or to fulfill language requirements for immigration. For more information on this new program, please contact stheberg@ubishops.ca

Required courses:

FRE 194	Intensive and Interactional French for Intermediates —Level I (6 credits)
FRE 195	Intensive and Interactional French for Intermediates —Level II (6 credits)
FRE 155	Culture and Society. Conversational French II

French as a Second Language Honours / Honours en études de la langue française et des cultures francophones (54 crédits) HONFRA

These programs are designed for students who wish to specialize in French as a Second Language or in Études de la langue française et des cultures francophones. Often, but not necessarily, students in these programs are planning to pursue their studies at the Master's level. Each program is composed of 54 credits (18 courses) with the combined designations FRE and FRA for French as a Second Language Honours, and FRA only for an Honours en études de la langue française et des cultures francophones. Up to 9 credits (3 courses) in appropriate fields, previously approved by the Department, could be counted as cognates. Students must maintain an average of at least 70%, calculated on the best 54 credits in the Honours discipline (including cognates), in order to graduate with an Honours degree.

Ces programmes sont destinés aux étudiant.e.s désirant se spécialiser en français langue seconde ou en Études de la langue française et des cultures francophones. Souvent, mais pas nécessairement, les étudiants qui optent pour ces programmes planifient poursuivre des études de deuxième cycle. Chaque programme est composé de 54 crédits (18 cours) ayant les sigles FRA et FRE combinés pour le French as a Second Language Honours, et FRA seulement pour le Honours en études de la langue française et des cultures francophones. Jusqu'à 9 crédits (3 cours) suivis dans des champs d'études connexes peuvent être reconnus par le département. L'étudiant.e doit avoir maintenu une moyenne d'au moins 70 %, calculée sur les 54 meilleurs crédits de sa discipline Honours (y compris les cours connexes), pour obtenir un baccalauréat avec mention d'un programme Honours. Les étudiant.e.s ayant étudié dans des établissements francophones, ou qui ont déclaré le français comme langue maternelle ou langue d'usage, ne peuvent s'inscrire à une majeure ou Honours en French as a Second Language.

French as a Second Language Major (42 credits) MAJFSL

This program is designed for students who wish to become bilingual or pursue a career where a very good knowledge of French is a strong asset.

Majeure en études de la langue française et des cultures francophones (42 crédits) MAJFPE

La Majeure en études de la langue française et des cultures francophones est un programme qui s'adresse aux étudiant.e.s francophones ou allophones de niveau avancé désirant acquérir les connaissances nécessaires pour bien maîtriser la langue française et explorer les différentes expressions culturelles de la francophonie et particulièrement du Québec.

Les étudiant.e.s devront consulter la directrice ou le directeur du Département d'études françaises et québécoises au sujet de leur sélection de cours, qui les mènera à explorer diverses disciplines, comme la rédaction, la grammaire, la traduction et la création littéraire. Un nombre maximal de trois cours FRE, de niveau 3-avancé (voir la section Progression par année de l'annuaire universitaire), peuvent être inclus dans cette majeure qui compte un total de 14 cours.

Modern Languages Major: French Language Studies Concentration / Majeure en langues modernes avec une composante en français (42 crédits) MAJMLA+CONFLS

The Modern Languages Major offered by the Department of Modern Languages requires the completion of 42 credits in two languages (21 credits in each language) and French may be chosen as one of the two languages.

La majeure en langues modernes, offerte par le Département des langues modernes, est composée de 42 crédits dans deux langues (21 crédits chacune) et le français peut être choisi comme l'une de ces deux langues.

French as a Second Language Certificate (30 credits) CONFSL

To obtain the French as a Second Language Certificate, students must complete 10 courses in FRE French as a Second Language (which might include FRA courses according to the student's level). The B2 level (Common European Framework of Reference for Languages) in all four language competencies (oral comprehension, oral production, written comprehension, and written production) is mandatory to graduate from this program. Experiential learning components and outings in the local francophone community are also strongly encouraged in the curriculum.

The objectives of the French as a Second Language Certificate is to train non-francophone students – mature, immigrant, refugee, second-degree, etc. – in becoming functional and fluent in all four language competencies (oral production, oral comprehension, written production, and written comprehension), and to reach the B2 level of the Common European Framework of Reference for Languages (CEFR) or Level 7 of the *Èchelle québécoises des niveaux de compétence en français des personnes immigrantes adultes.*

The TEFAQ or the TEF Canada exam, offered at Bishop's University, is strongly recommended as an exit assessment for the program.

French as a Second Language Minor (21 credits) MINFSL

This program is designed for students with little or no French who wish to acquire a good working knowledge of the French language. To complete this minor, students must have at least completed FRE 141 at Bishop's.

Mineure en études de la langue française et des cultures francophones (21 crédits) MINFRA

This program is designed for students with a good knowledge of French who wish to improve their grammar and develop a wider knowledge of the francophone cultures. Students in this program can focus on the various language skills and/or on culture and literature courses. To complete this minor, students should choose 7 courses from our "FRA" offering, although a maximum of two (2) FRE Level 3-advanced courses can be accepted in this minor.

Ce programme de 21 crédits (7 cours) s'adresse aux étudiant.e.s francophones ou allophones ayant déjà une bonne connaissance du français et qui désirent améliorer leurs connaissances linguistiques et acquérir une perspective d'ensemble des cultures francophones. Pour obtenir cette mention sur son diplôme, l'étudiant.e devra avoir complété 7 cours précédés du sigle « FRA », bien qu'un nombre maximal de deux cours FRE, de niveau 3 avancé, soient acceptés dans cette mineure.

Independent Studies / Études dirigées

Only students in their last year in the Majeure en études de la langue française et des cultures francophones are entitled, upon proposal of a detailed study plan and with a minimum average of 70% in their area of specialization (including cognates), at the end of the previous semester, to request an independent study with the professor of his/her choice.

Seuls les étudiants et étudiantes en dernière année d'une Majeure en études de la langue française et des cultures francophones peuvent, sur dépôt d'un plan d'études détaillé, et ayant, à la fin du semestre précédent, maintenu une moyenne minimale de 70 % dans leurs cours de spécialisation (incluant les cours connexes), faire une demande d'études dirigées à la professeure ou au professeur de leur choix.

Departmental Policy regarding FRE and FRA Courses

FRE courses are French as a Second Language courses and are therefore designed and reserved for non-francophone students. We consider to be francophone a student whose parents (one or both) are native French speakers, and/or a student who has studied full-time, at any moment during his/her schooling, in a francophone institution (aside from immersion programs). Exceptions can be made for some francophone students, with a mandatory permission from the Chair of the Department, to register and to obtain credits for an FRE course. Francophone students are allowed to take, without any restrictions other than specific prerequisites, any of the FRA courses offered by our department.

Politique du département pour les cours FRE et FRA

Les cours FRE sont des cours de français langue seconde. Ils sont conçus spécifiquement pour les non-francophones et leur sont donc réservés. Nous considérons comme étant francophone un étudiant ou une étudiante dont les parents (un seul ou les deux) ont le français comme langue maternelle, et un étudiant ou une étudiante qui aurait étudié à temps plein dans un établissement francophone, peu importe le niveau, au cours de son cheminement scolaire (ce qui exclut les programmes d'immersion). Avec la permission écrite de la directrice du département, un francophone pourrait faire figure d'exception et suivre un cours FRE (et en obtenir les crédits). Les francophones peuvent s'inscrire à tous les cours FRA offerts par le département. Il faut tout simplement s'assurer d'avoir les prérequis, s'il y a lieu.

Year by year progression for a student in a Major or a Minor (depending on the entry level) / Progression par année pour un étudiant.e inscrit.e à une majeure ou à une mineure

Séquence de cours, du niveau 1 au niveau 5 de l'Échelle

Level 1 – Beginners

FRE 100 French I ***and***
FRE 101 French II
or
FRE 190 Intensive French – Level 1 (6 credits)
FRE 115 Introduction to French Phonetics and Aural Comprehension (optional to advance to Level 2)
FRE 180 French for the Arts and Culture Sector (multilevel course)
FRE 181 French for the Health Sector (multilevel course)
FRE 182 French for the Tourism, Hospitality and Restaurant Sectors (multilevel course)
FRE 183 French for the Information Technology Sector (multilevel course)

Level 2 – Intermediate

FRE 120 French III ***and***
FRE 121 French IV
or
FRE 191 Intensive French – Level 2 (6 credits)
FRE 122 Atelier de conversation multiniveau I
FRE 123 Atelier de conversation multiniveau II
FRE 136 French Written Communication I

Level 3 – Advanced *(Grade 11 French)* / Niveau 3 – Avancé

Culture courses (literature, cinema, sociocultural history, etc.) are offered on rotation.

FRE 140 Grammatical Review (French V)
FRE 141 Grammatical Review (French VI)
FRE 155 Culture and Society. Conversational French II
FRE 156 French Written Communication II
MLA 101 Issues in Language and Linguistics (mandatory for Majors / Honours; counts as an FRA course)
FRA 136 / DRA 136 Techniques de jeu I
FRA 160 Le français, langue des affaires
FRA 165 Textes en contexte : initiation à la littérature française
FRA 166 Textes en contexte : initiation à la littérature québécoise
FRA 181 Histoire socioculturelle du Québec I
FRA 182 Histoire socioculturelle du Québec II
FRA 187 Introduction au théâtre québécois

Level 4 – Advanced / Niveau 4 – Avancé

FRA 206 Histoire de la langue française
FRA 208 Histoire du français au Québec
FRA 209 Littérature jeunesse
FRA 212 Le génie de la langue : stylistique comparée du français et de l'anglais (mandatory for Majors / Honours)
FRA 213 Traduction générale
FRA 228 Practice Makes Perfect : traduction journalistique et publicitaire
FRA 229 Practice Makes Perfect : traduction administrative
FRA 230 Tout est dans la logique : analyse grammaticale et phrase complexe (mandatory for Majors / Honours)
FRA 247 Rédaction et communication
FRA 250 French Cinema
FRA 252 De la contreculture à la contestation ouverte : les années 1960 et 1970
FRA 253 Contes, légendes et chansons de la francophonie
FRA 254 Littérature et cinéma en France
FRA 255 Littérature et cinéma au Québec
FRA 256 Les grands classiques du roman français
FRA 257 Les grands moments du théâtre français
FRA 258 La télévision : miroir de la société québécoise
FRA 259 Québec Cinema
FRA 260 Voyage et littérature
FRA 285 Roman québécois contemporain

Level 5 – Advanced / Niveau 5 – Avancé

FRA 308 Traduction en contexte réel
FRA 309 Assistanat en enseignement du français langue seconde
FRA 310 Tutorat au Centre d'aide en français
FRA 315 Pièges et mystères de la langue française I
FRA 316 Pièges et mystères de la langue française II
FRA 351 De l'aventure au réalisme : la fiction au 19e siècle
FRA 353 Littératures migrantes et de la francophonie
FRA 355 Versification : voyage dans la poésie française et québécoise
FRA 385 Teaching in the community – Experiential Learning I

List of Courses / Liste des cours

Level 1 – Beginners

FRE 100 French I 3-3-0

Introduction to the basic structures of the French language. Emphasis is put on pronunciation, exchange of personal information, expressions using the present tense and the near future, knowledge and description of surroundings, and the various question forms. Designed for students who have no or almost no previous knowledge of French. This course includes experiential learning activities.

Prerequisite: For true beginners only or according to result in placement test

FRE 101 French II 3-3-0

Continuation of French I. Acquisition of new grammatical structures in order to be able to relate past events, tell stories, describe various types of activities, give directions, etc. Introduction to the direct and indirect object pronouns and future tense. This course includes experiential learning activities.

Prerequisite: FRE 100 or according to result in placement test

FRE 115 Introduction to French Phonetics and Aural Comprehension 3-3-0

Designed for real and false beginners, this course aims at improving basic pronunciation (standard French) and to introduce students to real life conversation by a rigorous study of the various categories of sounds, the contrasts and the relationships between phonemes, etc. Oral exercises and aural comprehension activities. This course includes experiential learning activities.

Prerequisite: FRE 100 or FRE 101 or FRE 120 in progress or completed or permission from the Department

Antirequisite: FRE 121 or higher completed

FRE 180 French for the Arts and Culture Sector 3-3-0
French as a Second Language course based on communicative situations encountered when working in various organizations and businesses related to the arts and culture. Emphasis is placed on vocabulary acquisition, oral communication with clients and colleagues, reading comprehension and writing skills. Because of the special nature of the course, much of the material and activities used are adjusted to specific student needs. The course will include some out-of-class visits to artistic associations, as well as interactions with local artists, managers, and promotors.
Prerequisite: FRE100 or permission from the Department

FRE 181 French for the Health Sector 3-3-0
This course is offered to students who are planning to work or are currently working in all areas of health. Emphasis is placed on vocabulary acquisition, oral communication with patients and colleagues, reading comprehension, and writing skills. Because of the special nature of the course, much of the material and activities used are adjusted to specific student needs. The course will include some out-of-class visits to public and private health institutions and associations, as well as interactions with local health professionals.
Prerequisite: FRE100 French I or permission from the Department

FRE 182 French for the Tourism, Hospitality and Restaurant Sectors 3-3-0
French as a Second Language, based on knowledge, lexicon, and communication skills specific to the tourism and hospitality field. The course covers written comprehension, aural comprehension, written expression, and oral expression, in the common communication situations encountered professionally in the tourism, hospitality and food services field.
Prerequisite: FRE100 French I or permission from the Department

FRE 183 French for the Information Technology Sector 3-3-0
French as a Second Language based on knowledge, lexicon, and communication skills specific to the technology field. The course covers written comprehension, aural comprehension, written expression, and oral expression, in the common communication situations encountered professionally in the technology field.
Prerequisite: FRE100 French I or permission from the Department

FRE 190 Intensive French – Level I 6-6-0
This course covers the contents of FRE 100 and FRE 101 in one semester. This course includes experiential learning activities.
Prerequisite: according to result in placement test
Antirequisite: FRE 100 or FRE 101

FRE 192 Intensive and Interactional French for Beginners - Level I 6-6-2
An initiation to the French language in an authentic, interactive and intensive context for beginners (level I). This course emphasizes social interactions while including written comprehension, writing skills, and oral communication. Phonetic elements: basic French language sounds, the alphabet; grammatical elements: pronouns, conjugation in the present tense, adjectives; lexical elements: numbers, family, daily vocabulary words, targeted vocabulary to the students profile and professional interests; communication elements, exchanging concrete and simple information; interactional elements: frequent trips outside the classroom on and off campus to interact with Francophones in a work environment: greeting people, getting information, answering questions.
Students must also register for FRE 193
Prerequisite: according to result in placement test

FRE 193 Intensive and Interactional French for Beginners - Level II 6-6-2
An initiation to the French language in an authentic, interactive, and intensive context for beginners (level II). This course emphasizes social interactions while including written comprehension, writing skills, and oral comprehension and communication. Phonetic elements: oral vowels, nasal vowels; grammatical elements: full sentences, present tense verbs, determinants, quantities, negation; lexical elements: the workforce, targeted vocabulary according to students profile and professional interests; communicational elements: presenting oneself, presenting one's origins, exchanging concrete and simple information; interactional elements: frequent trips outside the classroom on and off campus in a work environment, answering questions.
Students must also register for FRE 192
Prerequisite: FRE 192 or permission from the Department

Level 2 - Intermediate

FRE 120 French III 3-3-0
Continuation of French II. Intermediate level course where the students learn to express opinions, emotions, wishes, hypotheses, etc., and create a more complex discourse through the use of relative pronouns. Introduction to the conditional, the subjunctive and the plus-que-parfait (pluperfect). Group discussions focusing on technology and the environment, among other themes. This course includes experiential learning activities.
Prerequisite: FRE 101 completed or according to result in placement test

FRE 121 French IV 3-3-0
Continuation of French III. Introduction to more complex verb tenses and sentence structures (passive and active voice) where the students will learn to express themselves on a wide variety of subjects. Group discussion focusing on media, arts and entertainment, among other themes. This course includes experiential learning activities.
Prerequisite: FRE 101 or FRE 120 or appropriate result in placement test

FRE 124 Le parler québécois 3-3-0
The objectives of this course focus on learning the phonology, specific phonetics, and sentence structure that are most common to the Québécois language. A number of expressions will be studied along with the appropriate context in which to use them. All registers will be explored. Authentic texts and outings in the surrounding community will enable students to practice their aural comprehension and speaking with various groups of the local population. This course includes experiential learning activities
Prerequisites: FRE 120 (either in progress or completed)

FRE 191 Intensive French – Level II 6-6-0
This course covers the contents of FRE 120 and FRE 121 in one semester. This course includes experiential learning activities.
Prerequisite: according to result in placement test
Antirequisite: FRE 120 or FRE 121

FRE 194 Intensive and Interactional French for Intermediates - Level I 6-6-3
This course prepares students for their professional life in a francophone context. Phonetic elements: phonetic correction; grammatical elements: past tense, imperfect, adverbs, pronouns; lexical elements: CV, opinion piece, description, comparison, appreciation, advice, targeted vocabulary according to the profile and professional interests of the student; communication elements, interactional elements: during visits to local businesses and organizations, students will have to introduce and market themselves, engage actively in workplace discussions, and carry out relevant tasks.
Students must also register for FRE 195
Prerequisite: FRE 193 or permission from the Department

FRE 195 Intensive and Interactional French for Intermediates - Level II 6-6-3
This course prepares students for their professional life in a francophone context. Phonetic elements: phonetic correction; grammatical elements: conditional, future, imperative, subjunctive, prepositions; lexical elements: language register and level, some local expressions, targeted vocabulary according to the profile and professional interests of the student; communication elements: conversations about their professional life, hypothesizing, projecting themselves in the future; interactional elements: during visits to local businesses and organizations, students will have to engage actively in workplace discussions, and carry out relevant tasks.
Students must also register for FRE 194
Prerequisite: FRE 194 or permission from the Department

FRE 196 Experiential Learning Activity in French as a Second Language I 3-2-3
The main objective of this course is to prepare students for out-of-campus professional experiential learning activities. Strategies to develop interactional, interpersonal, and intercultural competencies as well as durable skills, in order to facilitate the integration of students in a francophone workplace, are at the core of the course's dynamic and innovative approaches.

FRE 122 Atelier de conversation multiniveau I 3-3-0
Through the use of authentic cultural texts (audio/audiovisual/written), this course aims at improving global pronunciation (standard French), oral communication, and aural comprehension of real-life conversations by listening to, watching, and analyzing diverse grammatical and cultural material published in French. Class time will focus on oral exercises and aural comprehension activities, and will include volunteer work in the surrounding francophone community. This course includes experiential learning activities.
Prerequisite: FRE 100 completed or permission from the Department

FRE 123 Atelier de conversation multiniveau II 3-3-0
Through the use of authentic cultural texts (audio/audiovisual/written), this course aims at improving global pronunciation (standard French), oral communication, and aural comprehension of real-life conversations by listening to, watching, and analyzing diverse grammatical and cultural material published in French. Class time will focus on oral exercises and aural comprehension activities, and will include volunteer work in the surrounding francophone community. This course includes experiential learning activities.
Prerequisite: FRE 100 completed or permission from the Department

FRE 136 French Written Communication I 3-3-0
This course is designed to improve the students' writing skills and increase their vocabulary and their understanding of the grammar learnt at the beginner and intermediate levels. Focus will be put on clarity and simple sentences. A variety of reading and writing tasks will be used to help students develop their abilities. This course includes experiential learning activities.
Prerequisite: FRE 120 or FRE 121 in progress or completed or equivalent in the placement test.

Level 3 – Advanced

Il n'y a aucun prérequis pour les étudiant.e.s francophones sauf lorsque spécifiquement indiqué.

FRE 140 Grammatical Review (French V) 3-3-0
Intensive review of the basic French grammar, with an emphasis on past tenses and pronouns. Based on a practical approach with multiple aural comprehension, composition and conversation activities. This course includes experiential learning activities.
Prerequisite: FRE 121 or result in placement test

FRE 141 Grammatical Review (French VI) 3-3-0
Continuation of FRE 140, with an emphasis on the subjunctive mode, the passive voice and the relative pronouns. Based on a practical approach with multiple aural comprehension, composition and conversation activities. This course includes experiential learning activities.
Prerequisite: FRE 121 or result in placement test

FRE 155 Culture and Society. Conversational French II 3-3-0
Through small group exercises and the use of multimedia, this course focuses on improving fluency in the French language and developing aural comprehension. Emphasis is put on everyday life, current events and cultural manifestations in the francophone world (music, cinema, etc.). This course includes experiential learning activities.
Prerequisite: FRE 140 or FRE 141 completed or in progress

FRE 156 French Written Communication II 3-3-0
This course is designed to improve students' written French skills, to sharpen vocabulary and to put into practice the grammar covered in the early stages of the advanced level. Focus will be put on clarity and complex sentences. A variety of reading and writing activities will be used to help students produce idiomatic texts in French in a variety of formats. This course includes experiential learning activities.
Prerequisite: FRE 140 completed or equivalent in the placement test

MLA 101 Issues in Language and Linguistics 3-3-0
This course will provide students with an overview of issues in the study of languages. It will introduce them to basic concepts in linguistics, familiarize them with the main components of language and common pursuits of linguists, and expose them to some long-standing debates in language study. Course taught in English and offered through the Modern Languages Department.

FRA 136 /
DRA 136 Techniques de jeu I 3-3-0
Introduction aux techniques d'interprétation d'art dramatique à partir de textes, et d'études des bases de la performance scénique. Travail en équipe sur des scènes tirées d'œuvres théâtrales modernes et contemporaines.

FRA 160 Le français, langue des affaires 3-3-0
Rédaction et communication orale en français de correspondances administratives, commerciales et diplomatiques, élaborées selon les exigences culturelles et contextuelles du monde des affaires au Québec. Étude de notions grammaticales et lexicales à partir de modèles de lettres et de communications orales qui respectent les normes de l'Office québécois de la langue française.

FRA 165 Textes en contexte : initiation à la littérature française 3-3-0
Aperçu de la littérature de la France par le biais d'une série d'extraits représentatifs des grands mouvements culturels et littéraires de son histoire. Initiation à diverses approches critiques et méthodes d'analyse, traditionnelles et contemporaines. Lectures de textes, rédactions, etc.

FRA 166 Textes en contexte : initiation à la littérature québécoise 3-3-0
Aperçu de la littérature du Québec par le biais d'une série d'extraits représentatifs des grands mouvements culturels et littéraires de son histoire. Initiation à diverses approches critiques et méthodes d'analyse, traditionnelles et contemporaines. Lectures de textes, rédactions, etc.

FRA 181 Histoire socioculturelle du Québec I 3-3-0
Examen des différents aspects de la société québécoise, depuis la Nouvelle-France jusqu'à la Seconde Guerre mondiale. Les découvreurs et l'Amérique, les tentatives de colonisation, les relations avec les Autochtones, la Conqu ête, la Rébellion des Patriotes, la lutte entre le libéralisme et l'ultramontanisme, les influences américaines, les querelles linguistiques, les deux guerres et les crises de conscription, la crise économique de 1929, etc. Lecture de textes d'époque.

FRA 182 Histoire socioculturelle du Québec II 3-3-0
Transformations dans la société québécoise depuis la Seconde Guerre mondiale. Le conservatisme de l'époque de Duplessis, la Révolution tranquille et le rejet des valeurs traditionnelles, la contreculture, la montée des idées de gauche et du nationalisme, le mouvement féministe, les problèmes linguistiques, le concept de société distincte, la mondialisation, etc. Lecture de textes représentatifs.

FRA 187 Introduction au théâtre québécois 3-3-0
Observation et analyse de l'évolution culturelle du Québec par la fenêtre de son théâtre. La censure du clergé à ses premières heures. L'émergence du vaudeville français et du burlesque américain comme expressions du populaire, en concurrence à la poussée du cinéma muet. Les mouvements de contreculture et les créations collectives durant la Révolution tranquille. L'intérêt renouvelé pour la comédie dans les années 1980. Le théâtre de l'ailleurs et de la fragmentation, le décloisonnement des genres, etc.

Level 4 / Niveau 4

Non-francophone students must have at least completed FRE 141 (or its equivalent in the Placement Test), in order to take courses at Levels 4 and 5.

Il n'y a aucun prérequis pour les étudiant.e.s francophones sauf lorsque spécifiquement indiqué.

FRA 206 Histoire de la langue française 3-3-0
Étude de la langue française, de l'ancien français au français moderne, incluant les tendances contemporaines de la diversité francophone. Approche chronologique et géolinguistique appuyée sur des textes significatifs, des documents sonores et audiovisuels.

FRA 208 Histoire du français au Québec 3-3-0
Étude de ce qui a contribué, dès sa traversée de l'Atlantique au 17e siècle jusqu'à aujourd'hui, à modeler le français québécois comme variété autonome de français, notamment en ce qui a trait au sens, au lexique et à la prononciation. Le cours s'intéressera aux facteurs sociaux, politiques et culturels de différenciation, mais aussi de rapprochement entre les variétés québécoise et française.

FRA 209 Littérature jeunesse 3-3-0
Ce cours offre une vue d'ensemble de la littérature jeunesse produite en français au Québec et à l'étranger. Il permet de se familiariser avec cette littérature spécifique, d'acquérir des connaissances théoriques nécessaires à l'analyse d'oeuvres littéraires pour les jeunes, de découvrir les ressources faisant la promotion de la lecture et de développer des compétences critiques permettant de faire des choix judicieux dans l'étendue de cette production.

FRA 212 Le génie de la langue : stylistique comparée du français et de l'anglais 3-3-0
Stylistique comparée du français et de l'anglais. Cours d'initiation à la traduction, principalement de l'anglais vers le français, dans lequel les éléments lexicaux, grammaticaux, stylistiques et culturels de ces deux langues seront comparés afin d'approfondir les compétences langagières des étudiant.e.s. Études des différentes méthodes de traduction, des niveaux de langue et des expressions idiomatiques à travers des exercices pratiques.
Antirequisite FRA 227

FRA 213 Traduction générale 3-3-0
Cours de traduction, principalement de l'anglais vers le français, traitant de certaines difficultés d'ordre lexical, syntaxique et rédactionnel spécifiques au français et à l'anglais. Ce cours fera état de plusieurs problèmes de traduction tirés de textes diversifiés et encouragera les étudiants à développer le travail d'équipe. Retour sur les méthodes de traduction et lecture de textes pertinents sur la théorie de la traduction.
Prerequisite: FRA 227, or FRA 212 or permission from the Department
Antirequisite: FRA 307

FRA 228 Practice Makes Perfect : Traduction journalistique et publicitaire 3-3-0
Traduction de textes en français et en anglais tirés de la presse et du monde de la publicité. Travail pratique en classe avec différents outils de traduction incluant les ressources en ligne. Études d'idées fondatrices de la traductologie.
Prerequisite: FRA 227, or FRA 212 or permission from the Department

FRA 229 Practice Makes Perfect: traduction administrative 3-3-0
Traduction de textes en français et en anglais tirés du domaine administratif et commercial. Travail pratique en classe avec différents outils de traduction incluant les ressources en ligne. Études d'idées fondatrices de la traductologie.
Prerequisite: FRA 227, or FRA 212 or permission from the Department

FRA 230 Tout est dans la logique : analyse grammaticale et phrase complexe 3-3-0
Apprentissage de la construction des phrases complexes. Étude des diverses composantes d'une phrase et analyse grammaticale dans le but d'apprendre à mieux maîtriser les règles de la syntaxe française. Exercices d'analyse et de rédaction visant à améliorer la qualité de l'expression écrite.

FRA 247 Rédaction et communication 3-3-0
Étude des théories et pratiques de l'écriture, avec une attention particulière portée aux théories de la communication, aux niveaux de langue, aux figures de style et à la présentation des arguments. Seront employés, créés et analysés des textes littéraires, publicitaires, d'opinion, etc.

FRA 250 French Cinema 3-3-0
From the Lumière Brothers to George Méliès to Émile Reynaud and the Gaumont and Pathé film companies, from the Avant-Garde of the 1920s to the Nouvelle Vague and to the comedies of the early 21st century, this course explores the French contribution to the evolution of the seventh art, and examines how it came to represent part of its personality and psyche. This course is given in English, but movies are shown in their original language, with subtitles. Honours, majors and minors in French must submit their assignments in French; all other students may submit their work in French or English. FRA 250 does not count towards the Faculty requirement in Languages.

FRA 252 De la contreculture à la contestation ouverte : les années 1960 et 1970 3-3-0
Étude des grands mouvements culturels et sociaux ayant marqué les années 1960 et 1970; le baby-boom, l'émergence du joual, la contre-culture, les contestations sociales, etc. Examen de sa littérature, de sa musique, de son cinéma et de son évolution politique. Comparaisons et relations entre le Québec, la France et les États-Unis.

FRA 253 Contes, légendes et chansons de la francophonie 3-3-0
Évolution du concept de l'oralité dans différentes régions de la francophonie en relation avec l'histoire, les sciences et les différents types de manifestations de la culture populaire. Études des fonctions de Propp, des notions de littérarité et de réceptions, de mythocritique ainsi que des sources philosophiques et thématiques des contes, des légendes et des chansons.

FRA 254 Littérature et cinéma en France 3-3-0
Analyse des œuvres significatives du cinéma français de ses débuts jusqu'à aujourd'hui. Étude des genres, des réalisateurs, des acteurs influents et des discours. Observation et discussion de certains thèmes récurrents ou novateurs d'un point de vue sociologique et historique. Lecture de romans ou de nouvelles et analyse de leur adaptation cinématographique.

FRA 255 Littérature et cinéma au Québec 3-3-0
Analyse des œuvres significatives du cinéma québécois de ses débuts à aujourd'hui. Étude des genres, des réalisateurs, des acteurs influents et des discours. Observation et discussion de certains thèmes récurrents ou novateurs d'un point de vue sociologique et historique. Lecture de romans ou de nouvelles et analyse de leur adaptation cinématographique. Survol du genre court métrage.

FRA 256 Les grands classiques du roman français 3-3-0
Survol original de la littérature française à travers les époques et les grands mouvements littéraires (le romantisme, le réalisme, le surréalisme et le modernisme) par le biais de quelques-unes de ses plus belles œuvres romanesques. Mise en lumière de l'impact de ces œuvres sur la société et les mœurs de leur époque. Seront à l'étude des auteurs tels Châteaubriand, Hugo, Colette, Stendhal, Balzac, Sand, Proust, Vian, etc.

FRA 257 Les grands moments du théâtre français 3-3-0
Puisées dans l'imposant répertoire français, les pièces à l'étude serviront d'introduction à l'histoire et à l'analyse de la dramaturgie, en commençant par ceux qui ont contribué à lui donner ses lettres de noblesse : Molière, Corneille et Racine. De ces grands noms de l'époque classique jusqu'au nouveau théâtre (Ionesco, Beckett), en passant bien sûr par le drame romantique (Hugo, de Musset), seront ainsi revisités les moments marquants du théâtre français.

FRA 258 La télévision : miroir de la société québécoise 3-3-0
Par l'étude de ses créations télévisuelles, ce cours explore les idées et les mentalités présentes dans la société québécoise du milieu du 20e siècle jusqu'à aujourd'hui. L'importance du clergé et de la famille, la notion du survenant et de l'étranger, l'esprit d'indépendance, l'importance de l'enfance, le regard ironique et quelquefois comique posé sur son univers sont parmi les thèmes abordés dans ce cours.

FRA 259 Québec Cinema 3-3-0
This course will survey the entire history of Quebec cinema, with a particular focus on narrative and documentary films. Through weekly screenings, students will become familiar with this cinema's major currents, schools, genres, styles, and directors, while lectures will explore the political, cultural, economic, and industrial contexts that have shaped this cinema.

FRA 260 Voyage et littérature 3-3-0
Aperçu de la littérature de voyage par le biais d'une série d'extraits représentatifs des grands écrivains de ce type de récit aux frontières des genres littéraires. Lectures de textes, commentaires, rédactions, créations et analyses littéraires. Une attention sera portée sur l'espace, l'altérité et le soi, éléments centraux du récit de voyage.

FRA 285 Roman québécois contemporain 3-3-0
La maturité du roman québécois, des années 1970 à nos jours. L'émergence de la littérature migrante, l'engouement pour la littérature jeunesse, le roman urbain et la littérature autochtone produite au Québec. Observation des liens avec le cinéma et la télévision.

Level 5 / Niveau 5

FRA 308 Traduction en contexte réel 3-3-0
Traduction, principalement de l'anglais vers le français, de textes plus complexes en français et en anglais. Travail d'équipe pour lequel les outils de traduction en ligne seront employés. Réflexions métalangagières sur les différentes stratégies utilisées dans la production des textes d'arrivée.
Prerequisite: FRA 227, or FRA 212 or permission from the Department

FRA 309 Assistanat en enseignement du français langue seconde 3-3-0
Ce cours permet aux futurs enseignants et enseignantes du français langue seconde (et autres étudiants francophones ou niveau équivalent) de gagner de l'expérience en salle de classe, tout en bénéficiant d'une supervision formatrice. Les étudiants et étudiantes participeront à la préparation du cours, à l'enseignement de notions grammaticales, à l'animation de discussions, à la création de grilles d'évaluation et à la correction de présentations orales et autres types d'évaluations. Initiation aux outils pédagogiques numériques.

FRA 310 Tutorat au Centre d'aide en français 3-3-3
Ce cours permet aux futurs enseignants et enseignantes de français langue seconde (et autres francophones ou niveau équivalent) de travailler en situation d'enseignement individuel, dans le but de parfaire le rendement de leurs connaissances, tant à l'oral que dans la préparation des activités. Initiation aux outils pédagogiques numériques.

FRA 315 Pièges et mystères de la langue française I 3-3-0
Cours de grammaire avancée qui s'attarde sur les difficultés particulières de la syntaxe de la langue française, ses exceptions, ses anomalies, etc. Ce cours vise également à corriger les erreurs les plus fréquentes présentes tant chez les francophones que les apprenants de langue seconde.

FRA 316 Pièges et mystères de la langue française II 3-3-0
Suite du cours FRA 315 avec, en complément, une révision des notions de la Nouvelle grammaire et une introduction à la nouvelle orthographe.

FRA 351 De l'aventure au réalisme : la fiction au 19e siècle 3-3-0
Lecture et observation des œuvres romanesques les plus marquantes du 19e siècle, tant en France qu'au Québec, en lien avec les grands courants culturels de l'Histoire. Un intérêt particulier sera porté à ces œuvres qui représentent des aspects particuliers des goûts et des modes de vie de ce siècle. Approche multidisciplinaire incluant la peinture, la musique, le cinéma, etc.

FRA 353 Littératures migrantes et de la francophonie 3-3-0
La littérature comme outil d'expression des particularités culturelles nationales. Étude de quelques œuvres d'écrivains migrants du Québec à travers les thèmes de l'exil, la perception de l'Autre, l'identité / l'altérité culturelle, la mémoire, etc. Observation de la complexité historique des différences culturelles rencontrées dans une variété d'aires géographiques reliées à la francophonie, à l'exception de l'Europe (les Antilles, les Caraïbes, le Maghreb et l'Afrique noire).

FRA 355 Versification : voyage dans la poésie française et québécoise 3-3-0
Apprentissage des règles de la versification par l'entremise de lectures commentées et d'analyses de poèmes issus des littératures françaises et québécoises. Survol historique des mouvements poétiques depuis la Renaissance française jusqu'à aujourd'hui (La Pléiade, Mallarmé, les poètes maudits, etc.) ainsi que des grands moments de la poésie québécoise (le phénomène Nelligan, les poètes de la Solitude et de l'Hexagone, la poésie identitaire, etc.)

FRA 385 Teaching in the Community - Experiential Learning I 3-3-1
Experiential learning course where the student is paired with an immigrant or a refugee living in Sherbrooke or in the immediate area. During a 12-week period, the student will tutor French two hours a week and help that person with cultural and adaptation related matters. Student must keep a journal where elements of the language taught and linguistic problems encountered are noted and reflected upon, as well as a cultural differences and ways to overcome them.

Fine Arts

Faculty

James Benson,
B.F.A., M.F.A. Ph.D. (Concordia);
Professor, *Chair of the Department*

Darren Millington,
B.A. (Bishop's), M.F.A. (UQAM),
Ph.D. (Concordia); Professor

Regine Neumann
B.A. (Bishop's), M.F.A. (Alanus)
Associate Professor

Program Overview

The mission of the Department of Fine Arts is to produce independent, critical thinkers who are able to discover and synthesize diverse types of knowledge and understand the interconnections between the fine arts and other academic disciplines. Students completing the programs in Fine Arts develop a well-rounded perspective on the world; develop critical thinking skills and creative problem-solving abilities; and communication skills transferable to many environments within and beyond fine arts related fields.

Moreover, our desire is to provide students with a broad-based Fine Arts education, one which will allow them the widest possible scope for continued study leading towards visual arts-related careers. By providing students with increasingly more specialized courses, particularly in their third year of study, such as: FIN 301 Being an Artist: Ontological encounters in Aesthetics and Art Education; FIN 303 Preparation of Professional Portfolio; students are introduced to fields of study potentially leading to graduate study and careers in Art Education, Studio, or professions involving digital imaging. The aim of these courses, as well as the attitude that underlies their conception, is to instill in the student a sense of purpose. We want students to see their education at Bishop's as having a real intrinsic and extrinsic worth. We want students to see their Fine Arts training as connected to the world in which they will become creative, critical, and productive citizens.

Fine Arts students are normally streamed through their first two years of full-time study. This streamed sequence creates a familiar and fertile atmosphere wherein students develop a strong understanding of each other's creative work, which in turn, promotes a cross-fertilization of ideas and approaches integral to the Studio environment. As well, this student cohesiveness set within a well-structured curriculum enables professors to pursue curriculum content that may be thematically related. In short, goals and conceptual approaches sought after in a sculpture, drawing or photography class, may be reinvestigated and re-emphasized in a painting or digital imaging class. Similarly, issues arising out of Art History courses may be reinforced within the studio environment. The ultimate task as we see it is the creation of a unified, creative, and integrated learning environment for our students. We offer a number of programs designed to (to a greater or lesser extent), bring about this mandate.

It is important to note that the degree in Fine Arts is offered in distinct profiles. Under the oversight of the Department of Fine Arts are programs including the Major in Fine Arts Major, the Studio Honours, the Fine Arts Minor and the Studio Certificate.

Programs

Fine Arts Major (42 credits) MAJFIN

The Fine Arts Major requires a minimum of 42 departmental or cognate credits (14 courses) from three course groupings (courses listed below under the course descriptions): Studio (30 FIS), Art History or CLA Art History courses (9 FIH or CLA), and Comparative Arts (3 FIN). Any student who wishes exemption from a requirement should submit a request and relevant documentation to the Department Chair before registration is completed.

Students as a group are normally streamed as follows:

Year I

Fall	FIS 140 Foundation Studio
	FIS 160 Drawing I
	FIS 180 Colour: Theory and Practice
	1 Art History elective
	1 additional elective (not from Fine Arts)
Winter	FIS 170 Sculpture I
	FIS 181 Painting I
	FIS 260 Drawing II
	1 Art History elective
	1 elective course (not from Fine Arts)

Year II

Fall	FIS 271 Sculpture II
	FIS 281 Painting II
	2 FIS electives
	Any Art History elective

During the second and subsequent years, students are offered a number of elective courses which include third and fourth level courses in Drawing, Painting, Sculpture, first and second level Printmaking and Photography, as well as the comparative course requirements including Portfolio, Art Therapy, and Art Education. (For more detail, see courses listed below).

Studio (FIS) Courses

The studio course requirement is a minimum of 30 FIS credits including one at the 300-level. Normally, in the first year of full-time study these include 15 credits (5 FIS courses) from: FIS 140 Foundation Studio, FIS 160 Drawing I, FIS 170 Sculpture I, FIS 180 Colour: Theory and Practice, FIS 181 Painting I, and FIS 260 Drawing II. In the second year of full-time study, students will be required to choose a minimum of 12 FIS credits, (4 FIS courses) from the following: FIS 275 Introduction to Fibre Art, FIS 182 Photography I, FIS 190 Printmaking: Intaglio, FIS 271 Sculpture II, FIS 375 Fibre Art II, FIS 281 Painting II, FIS 291 Printmaking: Relief; FIS 296 Photography II, FIS 360 Drawing III, FIS 460 Drawing IV, FIS 372 Sculpture III, FIS 373 Sculpture IV, FIS 382 Painting III, and FIS 383 Painting IV.

While registration priority will be given to Fine Arts students, students from other programs who may wish to study studio art may gain admittance to these courses. A student who believes he or she may have grounds to request exemption from one of the 100-level studio courses is required to present a portfolio of work to one of the studio faculty before registration in order that a determination may be made. Normally, students must achieve a grade of at least 70% in 100-level studio courses before they may be admitted to 200-level studio courses.

Art History (FIH and CLA) Courses

The Art History course requires 9 FIH or CLA art history credits, these include: FIH 100 – The Art of Viewing, FIH 102 – Survey of Western Art II: Renaissance to Neoclassicism, FIH 220 – Twentieth Century Art to the 1960s, FIH 221 – Art from the 1960s to the End of the Twentieth-Century, CLA 110 – The Art and Archaeology of Ancient Egypt, CLA 205 – Greek Art and Architecture, CLA 206 – Early Christian Art and Architecture, CLA 207 – Early Roman Art, and CLA 208 – Art and Architecture of Imperial Rome.

Comparative Arts (FIN) Courses

The comparative arts course requirement is a minimum of 3 FIN credits. These courses require students to consider the arts in a broader liberal arts context, as they are by their nature interdisciplinary. These courses are normally taken in the second and subsequent years of full-time study. (It is important to note that these can include the courses listed under comparative arts section of course descriptions that are not offered by the Fine Arts department.)

All majors and honours students in Fine Arts must satisfy the Humanities Faculty requirement outlined at the beginning of the Humanities section of the calendar.

Fine Arts Studio Honours (60 credits) HONFIS

Similar to the Fine Arts Major, the Fine Arts Studio Honours includes three course groupings. However, it requires a minimum of 54 departmental or cognate credits (18 courses). This program includes Studio (42 FIS), Art History (9 FIH or CLA), and Comparative Arts (3 FIN: either FIN 301 or FIN 303). Any student who wishes exemption from a requirement should submit a request and relevant documentation to the Department Chair before registration is completed.

This program is designed to prepare students for further studies at the graduate level in studio related practice. Normally after having completed 30 credits as a major in the Fine Arts Studio concentration, students will have the option to apply for the Fine Arts Studio Honours. Eligibility for admission to this program is determined by the following criteria: an overall average no lower than 70% in courses within the Major program. A comprehensive portfolio including work completed as a Major in the program, and a statement of artistic intent will be required for applicants. Academic eligibility of students aspiring to the Fine Arts Studio Honours is established in their second year of full-time study.

Studio (FIS) Courses

As students are not eligible to apply to change to the studio honours program until having completed 30 credits, the course requirements are identical to the major during the first year of full-time study. Course requirements consist of 42 credits (14 FIS courses) in Studio. Normally, during the first 30 credits as with the major these include 15 credits (5 FIS courses) from: FIS 140 Foundation Studio, FIS 160 Drawing I, FIS 170 Sculpture I, FIS 180 Colour: Theory and Practice, FIS 181 Painting I, and FIS 260 Drawing II. Following the first year as a major, honours

students will be required to choose a minimum of 27 FIS credits, (9 FIS courses) from the following: FIS 275 Introduction to Fibre Art, FIS 182 Photography I, FIS 190 Printmaking: Intaglio, FIS 271 Sculpture II, FIS 375 Fibre Art II, FIS 281 Painting II, FIS 291 Printmaking: Relief; FIS 296 Photography II, FIS 360 Drawing III, FIS 460 Drawing IV, FIS 372 Sculpture III, FIS 373 Sculpture IV, FIS 382 Painting III, and FIS 383 Painting IV.

Art History (FIH and CLA) Courses

The Art History course requirement is 9 FIH or CLA Art History credits similar to the listing for the Fine Arts Major.

Comparative Arts (FIN) Courses

Unlike the major, in addition to the 51 credits listed above, students must choose 3 credits from either: FIN 301 Being an Artist: Ontological encounters in Aesthetics and Art Education, or FIN 303 Preparation of a Professional Portfolio.

All majors and honours students in Fine Arts must satisfy the Humanities Faculty requirement outlined at the beginning of the Humanities section of the calendar.

Fine Arts Minor (21 credits) MINFIN

The Fine Arts Minor requires a minimum of 18 FIS studio and 3 FIH or CLA credits.

Certificate in Studio Arts (30 credits) CONFIN

The Certificate in Studio Arts is a structured program of study in Fine Arts with an emphasis on studio courses offered by the Department of Fine Arts. For part-time community students who do not wish to pursue a degree program, the Certificate in Studio Arts presents a rounded introduction to studio practice. Courses leading to the Certificate in Studio Arts are offered in the regular Fall-Winter semesters, the evening summer session and the Fine Arts Summer School. Credits obtained in the certificate program may be applied eventually towards a major or minor in the degree program in Fine Arts. Students may not be enrolled simultaneously in a degree program and the Certificate in Studio Arts.

Admission requirements:
(See Regulations for Certificate Programs).

Transfer credits: A maximum of nine unassigned Fine Arts credits may be transferred from courses taken by a student at another university.

1) Required courses: *6 credits*
Taken from and FIH or CLA courses listed

2) The remaining 24 credits must be chosen from the Studio course list.

FIS 160 (formerly FIN 160)
Drawing I **3-0-6**

FIS 170 (formerly FIN 170)
Sculpture I **3-0-6**

FIS 180 (formerly FIN 180)
Colour Theory and Practice **3-0-6**

FIS 181 (formerly FIN 181)
Painting I **3-0-6**

And any 12 credits chosen from other 100- and 200-level studio courses *(see Fine Arts Studio section).*

Course Descriptions

Studio Courses (FIS):

Foundation Level

FIS 106 Beginning Drawing 3-0-6
This is an introduction to basic drawing from observation. It will introduce the student to drawing as a common language of expression in the visual arts. Students will begin to develop visual literacy of form, proportion, value, and movement. This course is for non-majors.
Students may not take this course for credit if they have received credit for FIS160

FIS 107 Beginning Sculpture 3-0-6
This is an introduction to the fundamentals of sculpture. It will introduce student to two sculptural languages: the glyptic (methodology of subtraction), and the plastic (methodology of substitution through mold making). This course is for non-majors.
Students may not take this course for credit if they have received credit for FIS 170

FIS 118 Beginning Painting 3-0-6
This is an introduction to basic painting. It will introduce the student to the fundamentals of painting as a common language of expression in the visual arts. Some rudimentary colour theory and techniques will be explored. This course is for non-majors.
Students may not take this course for credit if they have received credit for FIS 181

FIS 128 Beginning Photography 3-0-6
This is an introduction to digital photography. It is intended to give students a firm background both aesthetically and technically in the uses of photography as a fine arts medium. This course is for non-majors.
Students may not take this course for credit if they have received credit for FIS 182. Course requirement: A fully manual digital camera

FIS 140 Foundation Studio 3-0-6
An introduction to the media of studio art involving practice in drawing, sculpture and painting, combined with discussion of concepts in the analysis of visual experience and artmaking.

FIS 145 Artists' Books I 3-0-6
This course is an introduction to the conceptual foundations and practical aspects of artists' books. Students will learn to produce a series of sculptural book objects and single copy artist's books through hands-on exploration of traditional bookbinding skills, non-traditional book structures, and content and image development.

FIS 146 Papermaking 3-0-6
This course will introduce students to the history and technique of European and Japanese papermaking and explore the potential of handmade paper as a medium for creative expression. Students will learn to make paper by hand, from preparing the fibres to sheet-forming techniques, including various working methods with texture, surface, and finishes.

FIS 160 Drawing I 3-0-6
This course is based on the premise that skills of visual observation derived from drawing are crucial to further studio practice. Students will explore the notions surrounding the articulation of physical space through drawing and come to an understanding of pictorial syntax by developing their skills of observation of form, proportion, value, and movement. Assigned projects will address fundamental and conceptual problems suggested by historical and recent practice.
Students may not take this course for credit if they have received credit for FIS 106

FIS 170 Sculpture I 3-0-6
This course is intended to introduce students to a variety of sculptural languages. These may include the glyptic, the plastic, and the assemblage and their corresponding techniques of subtraction, substitution and addition respectively. Although group discussions will be employed, this aesthetic inquiry will primarily take the form of individual hands-on activity as the basis of group critical/ theoretical study.
Prerequisite: FIS 140 or FIS 160
Students may not take this course for credit if they have received credit for FIS 107

FIS 180 Colour: Theory and Practice 3-0-6
This course is designed to familiarize students with aesthetic concepts and expressive uses of colour in painting. Emphasis is on the understanding of colour contrasts as well as the optical, sensory, emotional, and psychological effects of colour relationships. The introduction of historical contexts, and contemporary artistic practices will provide students with a greater understanding and critical awareness of the varied approaches to colour. Class will proceed through assignments using a variety of mediums.

FIS 181 Painting I 3-0-6
This course is an introduction to the visual language and the materials and techniques in painting. Through observational study, and with an emphasis on the language of colour, pictorial syntax, and the articulation of space, students will develop a number of personal images. These projects, in conjunction with weekly studio critiques will increasingly challenge and help develop students' critical and creative thought processes. The study of key painting approaches in historical and contemporary painting will be an integral component of the course. Students are expected to develop a portfolio of the works and preparatory studies completed in class.
Prerequisite: FIS 140 or FIS 160
Students may not take this course for credit if they have received credit for FIS 118

FIS 182 Photography I 3-0-6
This introductory course will familiarize students with the concepts and fundamental techniques of digital photography with emphasis on individual projects. A survey of photographic genres and contemporary practices present students with various approaches that expand ideas about photographic representation. The basics of photography from shooting to printing will be experimented by the student.
Course requirement: A fully manual digital camera
Students may not take this course for credit if they have received credit for FIS 128
Prerequisite: FIS 140 or FIS 160

FIS 190 Printmaking: Intaglio 3-0-6
This course introduces students to various techniques and experimental processes used in creating intaglio prints. Drypoint, etching, as well as various contemporary approaches to plate making and printing will be covered. Technical demonstrations, presentations, and individual projects will familiarize students with contemporary practices and concepts in print media. Discussion and critique of work aim at furthering student's aesthetic thinking and skills.
Prerequisite: FIS 140 or FIS 160

Intermediate Level

FIS 245 Artists' Books II 3-0-6
A continuation of exploring the book as a form of artistic expression. The focus will emphasize the relationship between form, material, structure, and content. Students will explore innovative methods and a broad range of practical and theoretical approaches to learn how to conceptualize and produce artists' books intended for the production of multiple copies.
Prerequisites: FIS 140, FIS 145, and FIS190 or FIS291, or permission of instructor

FIS 246 Papermaking II 3-3-6
This advanced course introduces students to contemporary studio practice in papermaking and develops conceptual thinking through non-traditional techniques in the use of paper fibres and handmade paper.
Prerequisites: FIS 140 and FIS 146

FIS 260 Drawing II 3-0-6
This course will concentrate on the variety of approaches to drawing from observation and the imagination. A variety of exercises in figurative drawing will be employed that are directed towards the development of disciplined observation and technical control of the the graphic media. Consideration will be given to how and why the figure is essential to contemporary practice.
Prerequisite: FIS 160, formerly FIN 160

FIS 271 Sculpture II 3-0-6
This course will involve an aesthetic inquiry in a variety of sculptural languages moving from the graphic to the plastic. Based on a theme, students will become aware of the process by which his/her imagery evolves from a low relief to a sculpture in the round. Attention is paid throughout the course to understanding and articulating form in 2- and 3-dimensional space, and to helping students develop personal ways of working alongside, and in response to, the fellow students and current issues in contemporary sculpture.
Prerequisite: FIS 170, formerly FIN 170

FIS 272 Moldmaking and Casting 3-0-6
This course offers instruction in the practical aspects of mold making and casting in a variety of materials and techniques. The objective is to provide students with the principles of this traditional technology and infuse these techniques into their practice and creation of sculpture. A foundation in how objects around us are reproduced is essential for the modern sculptor in a culture of mass production. Contemporary issues of art and culture are also discussed.
Prerequisite: FIS 271

FIS 275 Fibre Art I 3-0-6
An introduction to the nature and possibilities of fibres and to their use in art. Two and three-dimensional studio projects using techniques such as wrapping, fabric manipulation, dyeing, and papermaking, will take into account the characteristics of the material and the process.
Prerequisites: FIS 140, FIS 260, FIS 181, FIS 170

FIS 276 Collage 3-0-6
In this course students will explore the multiple possibilities of collage, a contemporary medium derived from the traditions of painting and drawing. In studio projects using two- and three-dimensional supports in a variety of formats, students will experiment with paper, found objects, photocopies, paint, and other media. Development of visual vocabulary, technical skills and creative expression of personal concepts in a non-traditional means of expression will be the focus of this course
Prerequisites: FIS 260, FIS 170, FIS181

FIS 281 Painting II 3-0-6
This course will involve a further exploration of concepts and techniques in painting, emphasizing the individuation of students' pictorial language and approach. Class investigations will examine various approaches to representational and abstract painting. Studio work is complemented by in-depth discussion, studio critiques, as well as the personal research of key issues in historical and contemporary painting. Students are increasingly expected to develop a personal portfolio of their works.
Prerequisite: FIS 180 or FIS 181 (formerly FIN 180 and FIN 181)

FIS 285 Landscape Drawing and Painting I 3-0-6
Based on direct observation, this course will focus on the basic elements of line, shape, texture, value and colour as they unfold in nature. Students will learn to apply basic notions of composition and perspective while choosing the medium and format most appropriate to translate their impressions into visual language.
Prerequisites: FIS 260, FIS 181

FIS 291 Printmaking: Relief 3-0-6
This course offers an introduction to traditional techniques and experimental processes used in the pursuit of relief printmaking. Class involves an overview of techniques and materials including woodcut, use of a press and hand-printing relief processes. Conceptual concerns related to print media in a contemporary context are discussed and explored through technical demonstrations, presentations and individual assignments. Discussion and critique of work aim at furthering student's aesthetic thinking and skills.
Formerly FIN 191
Prerequisite: FIS 140 or FIS 160

FIS 296 Photography II 3-0-6
This course develops and expands on digital image making techniques explored in Photo I. Students are encouraged to experiment and to integrate various contemporary issues and concepts in their assignments. Group discussion around body of images and the presentation of various contemporary approaches and practices in photography will encourage critical thinking.
Course requirement: A fully manual digital single lens reflex camera (DSLR).
Prerequisite: FIS 182, formerly FIN 182

Advanced Level

FIS 302 Photography III 3-0-6
This advanced course will provide students with the opportunity to explore hybrid or cross-disciplinary approaches to the photographic medium. Course range is determined by instructor and may include special topics such as installation, site-specific projects, projections, non-traditional uses of photographic images, web, inter-media collaborations, artist books and time-based mediums. Lab work will be digital.
Prerequisite: FIS 296, formerly FIN 296

FIS 360 Drawing III 3-0-6
This course is a continuation of studies in life drawing. The figure will be considered using a range of approaches with emphasis on observation, anatomy, and spatial structure. Group discussions and presentations complement the studio work.
Prerequisite: FIS 260
Students may not take this course for credit if they have received credit for FIS 261

FIS 372 Sculpture III 3-0-6
This advanced course will engage the student in a more intensive specialized study in sculpture. Assignments are designed to provide further investigation into the history of making and thinking in sculpture and to raise questions pertinent to contemporary practice. The opportunity exists to explore new techniques and materials while honing familiar skills. This inquiry is designed to help students become self-directed. Individual and group discussion, play a significant role in the development of a body of work.
Prerequisite: a grade of at least 80% in FIS 271

FIS 373 Sculpture IV 3-0-6
This course provides the opportunity for a more advanced program of individual study in sculpture based on visual languages and techniques determined by the instructor. Group discussion of student projects, and readings, that address current art practice, are core to this course. Individual and group critiques monitor the progress of each project.
Prerequisite: FIS 372

FIS 375 Fiber Art II 3-0-6
This course is a continuation of Introduction to Fiber Art I.
Prerequisite: FIS 275

FIS 382 Painting III 3-0-6
This course challenges the student with several in-depth projects that will encourage the development of individual themes through independent studio practice. Students will be expected, in both verbal and written form, to situate their artistic explorations within historical and contemporary approaches in painting. Studio work will be complemented by critical individual and group discussion as well as through research of pertinent approaches and concepts in historical and contemporary painting. The ongoing development of a personal portfolio of work is also expected of the student.
Prerequisite: a grade of at least 80% in FIS 281

FIS 383 Painting IV 3-0-6
This course will allow advanced students to explore the distinctions and similarities between painting and other visual art disciplines. As current art practice reflects an enormous range of possibilities of how art disciplines can interrelate, painting often becomes blurred, as hybrid approaches yield works that do not fit neatly into traditional historical categories. This course will examine connections between painting and the other studio disciplines through individual projects, historical analysis, and critique. Students will explore definitions and relationships and will consider how these forms of expression may overlap and how they may diverge. It is expected that students will gain a better understanding of how painting and other forms of visual expression intersect, and that students consider and arrive at new ways of connecting these distinct disciplines in their own work. The ongoing development of a personal portfolio of work is also expected of the student.
Prerequisite: FIS 382

FIS 384 Photography IV 3-0-6
The advanced student is expected to create a body of work exploring an important issue from a personal point of view. The student will also contextualize his/her work within contemporary photographic practices and issues.
Prerequisite: FIS 302

FIS 385 Printmaking: Contemporary Practice 3-0-6
This course is designed to encourage printmaking students to develop a consistent personal approach to subject matter and techniques in the print media of their choice. Students are expected to be self-motivated, explore new printmaking techniques and develop their technical abilities through continuous experimentation and research. Participation in critical discussion and critique aims at furthering their intellectual understanding of contemporary print media.
Prerequisite: FIS 190 Printmaking: Intaglio or FIS291 Printmaking: Relief

FIS 386 Landscape Drawing and Painting II 3-0-6
This course is a continuation of Landscape Drawing and Painting 1
Prerequisite: FIS 275

FIS 390 Independent Study in Studio Art I 3-0-0

FIS 391 Independent Study in Studio Art II 3-0-0

FIS 392 Independent Study in Studio Art III 3-0-0

Students who have accumulated 60 credits in the program and who have completed the course work in a given area may submit a formal proposal to the department outlining a project to be undertaken independently in consultation with the instructor. The Independent Study option is available only to Studio Honours students who have been in the Bishop's program for at least a year and who are currently pursuing other courses in the department on a full-time or part-time basis. Departmental approval is contingent on acceptance of the proposed project or course of research by the supervising instructor. Project proposals will be received no later than the add/drop deadline.

FIS 395 Advanced Studio Problems I 3-0-6
The advanced student is invited to apply his/her acquired knowledge and techniques in two or three major projects that follow a conceptual approach and often extend image making from the personal to the public. Dialectic and deconstructive approaches are discussed and investigated while a clear discernment in the selection of imagery and materials is encouraged.
Prerequisite: 15 FIS credits

FIS 396 Advanced Studio Problems II 3-0-6
The further development of an emerging practice.
Prerequisite: FIS 395

FIS 400 Special Topics in Drawing 3-0-0
Students who have accumulated 48 credits in the program and who have completed all the course work in a given area may be invited by an instructor to join together in advanced study in a specific discipline: Drawing, Painting, Sculpture, or Fibres. Normally, this option is available only to Studio Honours students who have been in the Bishop's program for at least a year and who are currently pursuing other courses in the department on a full-time or part-time basis. Registration is by invitation only.

FIS 401 Special Topics in Painting 3-0-0
Students who have accumulated 48 credits in the program and who have completed all the course work in a given area may be invited by an instructor to join together in advanced study in a specific discipline: Drawing, Painting, Sculpture, or Fibres. Normally, this option is available only to Studio Honours students who have been in the Bishop's program for at least a year and who are currently pursuing other courses in the department on a full-time or part-time basis. Registration is by invitation only.

FIS 402 Special Topics in Sculpture 3-0-0
Students who have accumulated 48 credits in the program and who have completed all the course work in a given area may be invited by an instructor to join together in advanced study in a specific discipline: Drawing, Painting, Sculpture, or Fibres. Normally, this option is available only to Studio Honours students who have been in the Bishop's program for at least a year and who are currently pursuing other courses in the department on a full-time or part-time basis. Registration is by invitation only.

FIS 403 Special Topics in Fibres 3-0-0
Students who have accumulated 48 credits in the program and who have completed all the course work in a given rea may be invited by an instructor to join together in advanced study in a specific discipline: Drawing, Painting, Sculpture, or Fibres. Normally, this option is available only to Studio Honours students who have been in the Bishop's program for at least a year and who are currently pursuing other courses in the department on a full-time or part-time basis. Registration is by invitation only.

FIS 460 Drawing IV 3-0-6
This course will focus on Drawing in its relation to contemporary practice. Experimental aspects of drawing will be explored in a variety of media. Group discussions and presentations complement the studio work.
Prerequisite: FIS 360

Studio Cognates

Fine Arts majors normally will be permitted to take 6 cognate credits that will count towards the Studio component from among: DRA 101, 160, 161, 250, 251, and 262. With permission of the department, studio honours students may be permitted to take additional cognate courses. Fine Arts minors may apply one of the above cognates towards the minor.

Comparative Arts courses (FIN):

Majors are required to take 6 credits from the following list.

FIN 222 Art Therapy 3-3-0
This course acquaints students with the field of art therapy, by addressing relevant psychological background, theory and research as well as are therapy history approaches, and research. The course will include pertinent, gently guided practical experiences introducing students to therapeutic possibilities of art making.

FIN 301 Being an Artist: Ontological encounters in Aesthetics and Art Education 3-3-0
This course investigates various historical and critical approaches concerned with what it means to be an artist. As students consider their rationale for creating, they will by extension, seek to share these insights. Whether as practicing artists or art educators, this knowledge will be considered and discussed amongst their peers.
Prerequisites: FIS 160, FIS 170, FIS 181, and either one of FIS 360, FIS 372, or FIS 382

FIN 303 Preparation of a Professional Portfolio 3-3-0
The purpose of this course is to encourage students to situate their works within the broad stream of contemporary art as a means of either continuing their study in a variety of fields at the graduate level, or as a preparation for a career as practicing artists. The students should use this course to prepare a professional portfolio of their works, as well as to consider some of the conceptual approaches within which, or against which, they will be operating as contemporary artists.
Prerequisites: FIS 160, FIS 170, FIS 181, and either one of FIS 360, FIS 372, or FIS 382

FIN 394 Independent Study 3-0-0
Students who have accumulated 60 credits in the program and who have completed the course work in a given area may submit a formal proposal to the department outlining a project to be undertaken independently in consultation with the department as well as the instructor. Departmental approval is contingent on acceptance of the proposed project or course of research by the supervising instructor. Project proposals will be received no later than the add/drop deadline.

FIN 397 Graduating Exhibition 3-3-0
This course is intended for advanced students who intend to continue studio studies at the graduate level, or as preparation for a professional career as practicing artist. Students will consider the trajectory of their work as a participant in a group exhibition within the context of a professional gallery
Prerequisites: FIS 360, FIS 372, FIS 382, or permission of Instructor

Additional Comparative Arts courses:

AAD 250 Arts Administration I
AAD 251 Arts Administration II
AAD 252 Arts Administration III
CLA 110 The Art and Archaeology of Ancient Egypt
CLA 205 Greek Art and Architecture
CLA 206 Art and Architecture of Late Antiquity
CLA 207 Early Roman Art
CLA 208 Art and Architecture of Imperial Rome
CLA 366 Topics Archaeology II
FIN 235 Museology
FIN 388 / HIS 298 Museums and Communities
PHI 346 Topics in Philosophy of Art
PHI 364 Topics in Postmodern Philosophy
RSC 237 Film and Religion
FIN 292 / SOC 291 Sociology of Art

History and Global Studies

Faculty

Gordon Barker,
B.A. (McGill), M.A., Ph.D. (William and Mary)
Professor

Cristian Berco,
B.A. (Toronto), M.A., Ph.D. (Arizona); Professor
Chair of the Department

Jean L. Manore,
B.A. (Western), M.A., Ph.D. (Ottawa); Professor

David Webster,
B.A. (York), M.A., Ph.D. (British Columbia)
Professor

Program Overview

In an increasingly compartmentalized and specialized world, historical study is one of the best ways to promote an ability to synthesize information, to expand cultural awareness, and to gain access to the many creative ways in which humans have responded to the challenges which face them. In addition, historical study deepens a number of specific skills which are invaluable assets for graduates entering the labour market and taking on the duties of citizenship, such as the ability to think critically, to devise strategies, to solve complex problems, to engage in research, and to present conclusions in an organized, reasoned and coherent way, both orally and in writing.

Graduates who have an ability to work across cultures and who are able to engage the world both as workers and as citizens are valued in today's increasingly globalized societies. The study of history is ideally suited to produce such individuals. The Department of History and Global Studies is keenly aware that the study of the past is not just about dates and events; it is primarily about developing in the individual student the ability to understand the world and to undertake reasoned, effective, well-informed action as a result. Our program is designed to enable you to accomplish these goals.

We believe that all graduates, whether Majors or Honours, must possess the ability to undertake self-directed intensive research, to be familiar with a wide range of past societies and to be aware of the interpretive and methodological options for analyzing them. Our programs are constructed to allow students to acquire a deep historical knowledge and to develop both historical and general, transferable skills.

Courses in our program lead to a B.A. with either an Honours, Major, or Minor in History and Global Studies. Students may also take advantage of pursuing historical studies in interdisciplinary contexts. Such programs include a B.A. in Arts Administration (Public History Concentration). Finally, students may also be interested in combining their History and Global Studies with a Pre-Law Minor. Further information on those programs can be found in their respective section of the Academic Calendar.

Areas of Specialization

The History and Global Studies Department offers introductory courses which cover the historical development of four main geographic areas: Canada, the United States, Europe and the Global South, often within a global context. In the senior years, courses reflect the research interests of its faculty, which include gender and family history, race relations, human rights, and Indigenous history, cultural theory, and the history of disease.

Programs and Requirements

History and Global Studies Honours (54 credits) HONHIS

An overall average of 70% is required to obtain an honours. The last 30 credits of the program must be completed at Bishop's.

The 54 credits required for the Honours degree must include:

Program Requirements *Honours*		
Calendar Category	**Courses**	**Credits**
Introductory Courses	2 out of:	6
	HIS 111	
	HIS 105	
	HIS 108	
	HIS 109	
Historiography and Methods	HIS 100	3
	HIS 240	3
National Histories	1 Canada Course	3
	1 US Course	3
	1 Europe Course	3
	1 Asia, Lat Am, OR MENA Course	3
	1 Global Course	3
Professional Courses and Internships	2 courses* *May include one internship	6
Seminars	3 courses	9
Other	1 Internship OR 1 Senior Paper	3
Electives	3 HIS xxx OR cognates/ cross-listed courses	9
Total	18 courses	54 credits

History and Global Studies Major (42 credits) MAJHIS

A minimum of 24 credits must be completed at Bishop's, including:

Program Requirements *Major*		
Calendar Category	**Courses**	**Credits**
Introductory Courses	2 out of:	6
	HIS 105	
	HIS 108	
	HIS 109	
	HIS 111	
Historiography and Methods	HIS 100	3
	HIS 240	3
Surveys	1 Canada Course	3
	1 US Course	3
	1 Europe Course	3
	1 Asia, Lat Am, or MENA Course	3
	1 Global Course	3
Professional Courses and Internships	1 course* *May include one internship	3
Seminars	2 courses	6
Electives	2 HIS xxx	6
Total	14 courses	42 credits

History Minor (21 credits) MINHIS

- 9 credits in 100-level courses
- 9 credits in 200-level courses
- 3 additional credits of either history, cognate, or cross-listed courses

Indigenous Studies Minor (24 credits) MININD

The Indigenous Studies Minor is designed to introduce students, through an interdisciplinary approach, to the global processes of cultural encounters and the resultant responses of resistance, accommodation, and adaptation. Students will be exposed to theories and world-wide applications of, and responses to, imperialism and colonialism, as well as decolonization and post-colonialism.

Program prerequisites:
No specific prerequisites are necessary, except for the ESG courses which will be subject to the instructor's approval.

Course sequence:
The Minor requires the completion of 24 credits; one of which must be either HIS 108, A Global History of Indigenous Peoples, or ENG 123 Introduction to Indigenous Literatures. The other mandatory course would be at the higher end of the student's scholastic learning. Students take either HIS 300 The Law of the Land: Indigenous Treaties with Canada or ENG 358 Approaches to Indigenous Literary Cultures in Canada or an approved SOC seminar. Both sets of mandatory courses are designed to give students the opportunity to experience Indigenous Studies within an interdisciplinary framework. The remaining 18 credits must be taken from the list of courses below. Note that the courses will be offered on a rotational basis so students may wish to consult with the course instructor or the ISM coordinator when considering their course options.

The required courses for the minor are the same for the 120-credit and 90-credit programs.

ONE of the two following courses:

HIS 108	A Global History of Indigenous Peoples
ENG 123	Introduction to Indigenous Literatures in Canada

SIX (18 credits) from:

ABE 101	Abenaki Language and Culture I
ABE 102	Abenaki Language and Culture II
AGR 100	Intro to Sustainable Agriculture and Food Systems
AGR 172	Permaculture pt.2
AGR 344	Indigenous Food Systems
HIS 269	First Nations/Settler relations in Canada
HIS 255	History of Modern Southeast Asia
HIS 257	Latin America to 1800
HIS 279	The Middle East in the Twentieth Century
HIS 289	Transatlantic Slave Trade and the Atlantic World, 1500 to 1867
EDU 205	Education, Colonialism and De-Colonization
ENG 228	Introduction to Post-Colonial Literature
ENG 375	Colonial Narratives
ESG 266	Environmental Policy
ESG 350	Environmental Justice
POL 236	Introduction to Middle East Politics
SOC 205	Family I
SOC 233	Carceral Studies and Justice Clinic
SOC 235	Women and the Penal System
SOC 309	Advanced Seminar in Global Colonization and Decolonization
SOC 333	Justice Clinic
UNI XXX	Belize Field Trip
UNI XXX	Japan Field Trip

ONE of:

HIS 300	The Law of the Land: Indigenous Treaties in Canada
ENG 358	Approaches to Indigenous Literary Cultures in Canada
SOC 309	Advanced Seminar in Global Colonization and Decolonization
	OR
SOC 402	Honours I: Special Topics (with permission of instructor)
HIS 377	Teaching internship, in years when this course is attached to HIS 108
HIS 293	Research internship (if on an Indigenous Studies topic)

Micro-Certificate in Archives (15 credits) MCEARC

This Micro-Certificate aims to give students the opportunity to earn a credential and good knowledge of archival creation, management and research and/or museum curation through an experiential learning micro-certificate that will boost job prospects for our graduates by providing them with experience in archiving and information management systems, both paper and digital, and/or museology.

Required:Five of the following:

HIS 100 Theory and Practice
HIS 225/FIN 235 Museology
HIS 239 History and the Archives
HIS 275 Digital History
HIS 298/FIN 388 Museums and communities
HIS 391 Archival or Institutional Internship or a paid internship at the Eastern Townships Resource Centre, subject to chair's approval
ENG 395 Women Writers and their Archives

Micro-Certificate in Canadian Studies (15 credits) MCECAS

This Micro-Certificate aims to have students, both domestic and international, engage with the various ideas, myths, and presentations of Canada and in so doing explore the "great" questions of today and in the past: national development and progress, identity politics, race and racism, colonization and decolonization, gender, military involvement, social justice, climate change, etc. In exploring these ideas and issues, students will have a better understanding of the challenges Canada has faced and is facing. They will also be able to adapt to changing circumstances, as well as challenge existing circumstances in ways that address the pressing social and political issues of the day.

CDN 100	Introduction to Canadian Studies
DRA 201	Contemporary Canadian Drama
DRA 311	Production Dramaturgy I
DRA 312	Production Dramaturgy II
DRA 313	Production Dramaturgy III
ENG 252	English-Canadian Literature to the First World War
ENG 253	English-Canadian Literature from the First World War to the Present
ENG 275	The Contemporary Canadian Novel
ENG 359	Approaches to Canadian Culture
FRA 166	Textes en contexte : Initiation de la littérature québécoise
FRA 181	Histoire socioculturelle du Québec I
FRA 182	Histoire socioculturelle du Québec II
FRA 187	Introduction au theatre québécois
FRA 208	Histoire du français au Québec
FRA 255	Littérature et cinema au Québec
FRA 258	La télévision: miroir de la société québécoise
FRA 252	De la contreculture a la contestation ouverte : les années 1960 et 1970
HIS 109	New World The Americas to 1850
HIS 207	Canada 1867-1945
HIS 211	Canada Since 1945
HIS 221	Pre-Confederation Canada
HIS 227	The Stuff of History: An Introduction to Material Culture
HIS 239	History and the Archives
HIS 240	History and Heritage
HIS 241	Canada and the World in the 20th Century
HIS 263	Pre-Industrial Québec, 1608-1840
HIS 265	Québec: Political Change and Industrialization 1840-1930
HIS 267	History of Sport in Canada
HIS 269	First Nations/Settler Relations in Canada
HIS 288	Women in 19th and 20th Century Canada
HIS 391	Archival or Institutional Internship (relevant to the study of Canada)
HIS 392	Research Internship (relevant to the study of Canada)
HIS 399	Senior Research Paper in History (relevant to the study of Canada)
HIS 300	The Law of the Land: Indigenous Treaties with Canada
HIS 302	British North America
HIS 396	Public History
POL 112	Introduction to Canadian Politics
POL 118	Constitutional Law and Canadian Government
POL 216	Canadian Provincial and Territorial Politics
POL 214	Public Administration
POL 312	Canadian Federalism
POL 317	Canadian Welfare State
POL 315	Indigenous-Settler Intergovernmental
POL 318	Canadian Elections, Parties and Voters
POL 410	Selected Topics in Canadian Politics and Public Policy
SPO 390	Sport and Social Issues

Double Counting

The maximum number of courses that can be double counted towards a History Major or History Honours degree is 4 courses. For a History Minor, the maximum number of courses is 2.

List of Courses

Introductory Courses

HIS 105 Introduction to Global Studies: A Century of Conflict and Resistance 3-3-0

From the First World War to the present, the planet has faced multiple challenges - political, economic, social, environmental, cultural, health-related, and many more. From the First World War and the "Spanish flu" until today, people have faced global processes and transformations, the rise of totalitarian movements, wars, cold wars and other conflicts, decolonization, economic crisis, genocides, racism, natural and man-made environmental disasters, pandemics and other challenges. They have responded with calls for human rights, global understanding, economic and ecological justice, the empowerment of women, and other movements. This course surveys the past century of conflict and resistance and introduces the field of global studies through close reading and critical inquiry into how the world got to where it is today, and how people have confronted global challenges

HIS 108 A Global History of Indigenous Peoples 3-3-0

This introductory course is designed to acquaint students with the global processes of contact and colonization through the presentation of colonial and post-colonial theory and the examination of specific case studies within Asia, Africa and North America. While largely historical in content, guest speakers and other resources will be used to expose students to interdisciplinary approaches to studying these continuing phenomena.

HIS 109 New World: The Americas to 1850 3-3-0

An introduction to the history of North and South America from the pre-Columbian era to the mid-19th century. The main topics include a survey of pre-Columbian civilizations, contact between native Americans and Europeans, the rise and fall of European empires in the Americas, the creation and growth of independent nation states in the New World.

HIS 111 History of Pandemics 3-3-0

This course explores a series of historical pandemics, from ancient plagues, the Black Death and Columbian epidemic diseases in the premodern world to 19th century cholera outbreaks, the Spanish Flu, and the AIDS crisis in modern times. Considering the widespread reach and global consequences of these pandemics, the course pays particular attention to the sociocultural, medical, and institutional dimensions of illness.

Historiography and Methods Courses

HIS 100 Theory and Practice 3-3-0

This course introduces students to the discipline of history through its theoretical underpinnings, their application to research, and practical research methodologies. The course will survey the various approaches to historical research from the 19th century professionalization of the discipline to late 20th century cultural history and beyond. While engaging with these various frames for understanding the past, students will also be introduced to basic research methods, including how to analyze and organize primary and secondary materials, reporting research results, and proper notation and referencing techniques.

HIS 240 History and Heritage 3-3-0

This course is designed to introduce students to the practice and presentation of history in public institutions and spaces, such as museums, archives and historic sites. It will explore practical applications of history, the history vs heritage debates and the theoretical underpinnings of public history including the use and creation of memory, ideas of performativity and voice, and identity studies, and analytical techniques.

Global Courses

HIS 201 / CLA 201 Ancient Greek and Roman Slavery 3-3-0

This course explores the institutions and lived experiences of slavery in ancient Greece and Rome. We will examine how slavery was defined, justified, and practiced, drawing on literary texts, legal sources, inscriptions, and material evidence. Topics include the roles of enslaved people in households, agriculture, and industry; the dynamics of power, resistance, and manumission; and the enduring impact of ancient slavery on later cultures and historical thought.

HIS 204 Playing the Past: Understanding History through games and simulations 3-3-0

Through games and simulations of past events, students play historical figures in order to understand major events in the past and significant historical processes. Students will use historical sources to simulate events such as the Black Death in medieval Europe, Indigenous-settler relations, the French revolution, Korean adaptation to European incursions, international responses to apartheid in South Africa and genocide in Rwanda, or global climate change conferences (games change from year to year). The course builds oral and written communication skills, understanding of the past and its relevance to today's issues

HIS 206 The History of Night: An Exploration of the 'Darker' Side of Life 3-3-0

Half of our existence as human beings resides in the night, and while most of that time is spent sleeping, the night has been a dominant presence in our waking lives as well. Night-time has historically been associated with criminality, ghosts and goblins, and sexual deviance, but the night-sky has also represented contemplation of eternity and our beginnings. This course will explore ideas of night as an historical subject of inquiry. It will examine the various ways that night has been culturally constructed as an object of fear but also as a place of inspiration and wonder.

HIS 208 History of Torture 3-3-0

From the mutilated body as a form of public warning in the pre-modern world and the use of legal torments in medieval trials to the extra judicial application of torture in various modern contexts, this course examines the history of torture from a thematic perspective. In particular, the course will analyze the changing factors that shaped how societies across time and space resorted to such extreme measures. This will include torture in jurisprudence and practice, changing scientific understandings of the body and pain, the involvement of state and non-state actors in rationalizing and employing torture, and the sociocultural aspects informing its application, whether in the private or public realms.

HIS 209 Engaging with Activists: the Tuan Luu Global Studies Webinar 3-3-0

A wave of activism for a better world is sweeping the global South ("Third World") but is little-known in Canada. Through online presentations from activists in Asia, Africa and Latin America, reading of their work and direct engagement with their ideas and actions, students will gain knowledge about activist struggles in global perspective, global justice themes, and activist strategies

HIS 228 Remembering Atrocities: Truth and Reconciliation in Global Context 3-3-0

One major method for reconciling post-conflict societies to the traumatic memories of conflict in recent years has been the "truth commission." This course surveys truth and reconciliation commissions in throughout the world and the ways in which they are used to construct alternative national narratives in the search for usable pasts.

HIS 229 Human Rights and Humanitarian Organizations 3-3-0

Have non-governmental organizations made a difference? How have they interacted with and altered the international system? This course examines the border-crossing activities and influence of transnational human rights, humanitarian and other non-governmental organizations from 19th century struggles against colonialism to 20th century campaigns to ban land mines and promote universal human rights.

HIS 238 The Cold War in Global Context 3-3-0

This course will analyze the origins, evolution and consequences of the Cold War from the end of World War II to the collapse of the Berlin Wall. Among the topics to be studied are the ideological and geopolitical foundations of Soviet-American antagonism, the assumptions and objectives of each bloc, the emergence of the Third World and the impact of Cold War on its evolution, the building of non-alignment and neutrality as responses to a bipolarized world, and political/diplomatic competition and 'hot wars', in particular in Asia and Africa.

HIS 242 History of Animals: Prey, Predator and Partner 3-3-0

This course explores the various ways in which humans have interacted with animals throughout modern history. Human understandings of animals, whether as predators, prey or partners will be examined, as will changing societal attitudes over the treatment of animals, as reflected, for example, in the rise of animal welfare and animal rights organizations. While the focus will be on North America, examples from other continents may be included.

HIS 245 Global History of Water 3-3-0
Water's importance to human societies is pervasive, yet as an historical agent, it is little studied. This course seeks to correct that by examining, within a global context, water systems such as oceans, rivers and lakes and how they have shaped and supported cultures, economies and political territories. It will examine water systems as foundational myths, as coursed for food and energy resources and as vehicles for imperialist and nationalist aspirations.

HIS 249 The Hispanic World in the 17th Century 3-3-0
By 1600, Spanish kings boasted that they ruled over an empire on which the sun never set referring to the vast territories they controlled in Europe, the Americas, and the Far East. Over the next century, internal demographic and economic crises as well as setbacks in war and trade would test the integrity of the empire. This course explores Hispanic societies and cultures, as they grappled with rapid change, unexpected pressures, and increasing global interconnectedness during the seventeenth century.

HIS 268 Changing the World: A Global History of Activism and Protest 3-3-0
For centuries people have tried to change the world in campaigns for human rights, peace, and the environment. How have they done so? When have they succeeded, and why? In this course, we examine activist movements in historical perspective, with a focus on the 20th century and attention to different parts of the world. Examples to be studied may include the anti-slavery movement, Indigenous rights campaigns, movements for decolonization, and 1960s protest movements on both sides of the Cold War divide.

HIS 270 History of the Corporation 3-3-0
Alongside governments, corporations have been enormously influential in shaping today's world. Located at the intersection of economic and political history, this course examines the evolution, growth, and rise to influence of corporations in global perspective, drawing on case studies from Asia, Europe, and North America. It will also examine global trade, including in commodities from asbestos to zinc, such as cotton, coal, and chocolate.

HIS 285 The Pacific World 3-3-0
Contacts and exchanges across the Pacific Ocean go back for centuries. As with other bodies of water, exchanges within the Pacific allow the region to be considered as a "world" unto itself that was also in contact with other world regions. The Pacific World surveys economic, political and social currents within the Pacific region over the past five centuries, with the emphasis on the 20th century and on contacts between North America and Asia during this period.

HIS 289 The Transatlantic Slave Trade and the Atlantic World, 1500 to 1867 3-3-0
This lecture course examines the development of the transatlantic slave trade and its role in the integration of the Atlantic World, 1500 to 1867. Students will explore the growth of the trade, its impact on Africa, the rise of New World slavery in the Americas, its contribution to European and American expansion through to the second half of the 19th Century, and how the trade shaped social, cultural, economic, and racial development globally. Students will study the Transatlantic Trade's sources of slaves by age, gender, and country of origin, as well as recent documentation of disease, death, and slave rebellions on the Middle Passage. The abolition of the trade will be dealt with. Issues of memory and reconciliation will also be addressed.

HIS 294 The Age of Imperialism, 1870-1914 3-3-0
Few nineteenth-century topics have generated more controversy than the establishing of a European overseas hegemony. The course examines the motives behind expansion within the metropolitan states and the impact of the European presence on those areas of the globe which became the objects of a European embrace.

HIS 296 The Americas: A Comparative Colonial History 3-3-0
Examines the rise and fall of the great European empires in the Americas, with an emphasis on the process of implantation and growth of new societies. Topics to be examined include contact with Native peoples, demographic features of early colonial populations, slavery and colonial economies, the rise of colonial elites and their challenge to imperial authority.

National Histories and Area Surveys

Canada

CDN100 Introduction to Canadian Studies 3-3-0
This course surveys the political, economic, social and cultural development of Canada from the pre-contact period to the twentieth century. The objective of the course is to provide students with an introduction to the study of Canada by thinking through narratives about origins, identities, and destinies. For that conversation to be meaningful, energetic, and controversial, students will explore basic facts and the recurring themes in Canadian history, culture, and society.

SOC 102/
HIS 102 Québec History and Society 3-3-0
How did Quebec society reach its present state? Topics include the French-Indigenous relationship, religion, the evolution of a market-oriented economy, conflicts between French and English Canada, Quebec's international relations, and successive waves of industrialization and urbanization. The course will also deal with cultural development and the emergence of multiple social identities including nationalism(s) in Quebec, language politics, inter-culturalism and feminism.

HIS 207 Canada 1867-1945 3-3-0
This course will trace the political, social, economic, and cultural history of the Canadian federation from 1867 to 1945. Special attention will be given to such topics as geographic expansion, relations among the founding peoples, the Riel Rebellions, the move towards Canadian autonomy, foreign relations, the world wars, the role of women in society, the Great Depression, and politics and reform movements.

HIS 211 Canada Since 1945 3-3-0
This course will trace the political, social, economic, and cultural history of Canada since the end of World War Two. Special attention will be given to such topics as postwar economic prosperity, relations with the United States, the "golden age" of Canadian foreign policy, the baby-boomer generation, feminism and the rights of women, constitutional change, bilingualism, Pierre Trudeau, and multiculturalism.

HIS 221 Pre-Confederation Canada 3-3-0
A history of the various Canadian peoples and communities of pre-Confederation Canada beginning with First Nations through the establishment of French-Canadian society on the St Lawrence, the Anglo-American settlers of early Nova Scotia, the Loyalists of Ontario and the Maritime provinces, and including the migrants of the early nineteenth century. The focus of the course will be on social, economic, and cultural development.

HIS 241 Canada and the World in the 20th Century 3-3-0
Topics include Canada and imperialism, the two world wars, the development of Canadian foreign policy, the golden age of Canadian diplomacy, Canada and the League of Nations, and the United Nations.

HIS 260 Human Rights in Canada 3-3-0
Does Canada have a unique human rights culture? How have ideas of rights evolved over time and been applied in Canada? This historical examination of human rights in Canada, including the history of racism, sexism, and heterosexism, will also explore resistance to oppression, including the efforts of human rights advocates. This is done through reading, films, lectures, and class discussion.

HIS 263 Pre-Industrial Quebec 1608-1840 3-3-0
This course traces the establishment, growth and eventual decline of traditional French-Canadian society in the St. Lawrence valley from the founding of New France in 1608 to the end of the eighteenth century. Topics to be explored include the French-Indigenous relationship, the seigneurial regime and the role of the Church, the evolution of a market-oriented economy, the advent of representative institutions and the crisis of the colonial order in the first decades of the nineteenth century.

HIS 267 History of Sport in Canada 3-3-0
This course will examine the development of Indigenous, recreational, and professional sports in Canada. It will include examinations of specific themes within sports history such as gender, race and colonialism, and it will examine sport's contributions to the creation of national identities. Additionally, it will provide an historical view of specific contemporary issues like violence and drug use in sports, and its use as an agent of international diplomacy.

HIS 269 First Nations/Settler Relations in Canada 3-3-0
Through a variety of lectures, readings and films, this course will focus on the legal and political issues and events that have shaped First Nations/settler relations from 1763 to the present. Topics to be examined include: treaties, education, the Indian Act, Aboriginal protest movements and self-government negotiations.

HIS 288 Women in 19th and 20th Century Canada 3-3-0
This course will expose students to a variety of issues and experiences that have been historically relevant to women. Particular attention will be paid to the experiences of Aboriginal women, the impact of changing technology on women's work and women's participation in politics.

HIS 297 A History of Communications 3-3-0
Examines the evolution of different modes of communication from the advent of writing systems, through the printing press to the electronic media of the twentieth century. The focus of the course will be on the social, cultural, and economic impact of communication revolutions.

United States

HIS 214 The United States, 1877-1945 3-3-0
This course will examine American political, social, cultural, economic, diplomatic, and military history from the era of reconstruction until the end of World War II. Special emphasis will be placed upon industrial growth, continental expansion, the closing of the frontier, urbanization, immigration, progressivism, the two world wars, the depression, and America's rise to global power.

HIS 215 The United States to 1877 3-3-0
This course traces the evolution of American society from the Colonial period, through the Revolutionary Era to the Civil War and Reconstruction. Among the topics to be discussed are the colonial experience, the forging of American republicanism, the Constitution, the growing complexity of ante-bellum society, the problem of slavery and the crisis of American federalism.

HIS 217 The United States Since 1945 3-3-0
This course will examine American political, social, cultural, economic, diplomatic, and military history since 1945. Emphasis will be placed on the postwar economic boom, social change, civil rights, the cold war confrontation, the war on poverty, the 1960s and the war in Vietnam, Nixon and Watergate, Reaganism, and the culture wars of the 1990s.

HIS 250 The American Civil War and Reconstruction 3-3-0
This course surveys events contributing to sectional strife in the late antebellum period and explores scholarly interpretations of both the Civil War and Reconstruction. It also deals with how these formative periods have been remembered by succeeding generations of Americans. The course examines the military campaigns and draws on recent advances in social, cultural, and African-American history to study the home fronts and identify social changes in both the North and South that help to provide new perspectives on Emancipation, the politics of Reconstruction, and the onset of Redemption.

HIS 262 Women in America, 1765-1920 3-3-0
This course focuses on the experience of women from colonial times to the adoption of the 19th Amendment in 1920. Drawing on the growing literature on Women's History and recent scholarship on gender, sexuality, and race, students will explore the conditions and challenges women faced during the Revolutionary Era through to the nineteenth century. The course will examine changing perceptions of gender, women's roles in the public and private spheres, female education and work experience, and the impacts of the Revolution, Civil War, and World War I on women. Slavery and women's demand for the franchise will also be discussed.

HIS 282 United States Presidential Elections 3-3-0
United States Presidential Elections: This is contemporary history course that examines the United States Presidential Election and explores how key issues, particularly race, gender, sexuality, class, and urban/suburban/rural demographics, as well as foreign policy concerns influence campaigns and shape results. Students will analyze key primaries, nominating conventions, presidential candidates' debates and campaigns. Special attention will be placed on battleground states.

HIS 290 Survey of the African American Experience, 1619 to 1896 3-3-0
Through a combination of lectures and discussions, this course explores the African-American experience in slavery and freedom from colonial times to the late nineteenth century. Topics include: frontier race relations, the Atlantic and domestic slave trade, industrial as well as plantation slavery, slave resistance and revolt, African-American religiosity and culture, free blacks in antebellum America, black abolitionism, the role of African Americans in the Civil War and Reconstruction, and the emergence of segregation. Drawing on recent advances in cultural and social history, the course also focuses on legislation, executive policy, and landmark Supreme Court opinions.

HIS 292 American Foreign Relations in the Twentieth Century 3-3-0
The participation of the United States in world affairs from the Spanish-American War to the Cold War: the conflict of ideals and self-interest, of ideology and realism, in the conduct of foreign policy.

Europe

HIS 232 France: Enlightenment & Revolution 3-3-0
An examination of eighteenth-century social and political controversies, key enlightenment figures and intellectual trends, the 1789 Revolution, counter-revolution, the Terror, and Napoleon.

HIS 234 The Italian Renaissance 3-3-0
This course will examine the Italian Renaissance as a pivotal moment for social, cultural, and political change. By examining the relationship between developments in art, literature, and popular mentalities of the time, the course will explore the Italian Renaissance as a catalyst for the broader transformation of the early modern world.

HIS 237 The Formation of Modern Europe 1815-1914 3-3-0
This course will provide an analysis of the concepts, forces and movements which created modern Europe in the nineteenth century. It will study the articulation of ideologies, the contest for emancipation in its various forms, the construction of new concepts of citizenship and political power, the technological and economic growth of the period, with its associated social tensions, and the growing rivalries among the emerging nation-states of the Continent. It will end by looking at the internal and external conflicts - socioeconomic, political, and cultural - that set the stage for the murderous struggles of the early 20th century.

HIS 244 Europe from the Black Death to the Wars of Religion 3-3-0
This course surveys early modern Europe, from the trauma of the Black Death in 1348 to the end of the Wars of Religion and the Peace of Westphalia in 1648. Over these three centuries, European society grappled with the slow loss of traditional medieval certainties in a rapidly changing world. Factors to explore include the Renaissance, the breakdown of the Christian unity, the encounter with the Americas, and the persecution of marginalized groups.

HIS 248 Tudor and Stuart Britain 3-3-0
This course will focus on the transition of Britain from an island divided between two feudal polities and societies into the first recognizably modern state. It will deal extensively with the stresses, resistances and complexities involved in this process. Themes which will be particularly highlighted include the rise of the Tudor state in England, religious conflicts in both island kingdoms and their impact on social and political developments, mid-17th century wars and civil wars, the transition to a market economy, popular culture and popular beliefs, and the emergence of a unified Britain as a European and world power. These themes will be explored through a combination of lectures, texts and the extensive use of documentary sources.

HIS 251 The Black Death 3-3-0
This course focuses on the Black Death, the epidemic that, between 1347 and 1350, decimated Europe's population and ushered substantial institutional, social, and cultural changes. Given the wealth of material on the topic, the course will combine primary sources and available scholarship to explore the outbreak itself, its immediate effects and its long-term repercussions of social, cultural, and medical import.

HIS 252 The Medieval Mediterranean World 3-3-0
This course explores the Medieval Mediterranean World from the historical perspectives of its three main regions: The Middle East, North Africa and Southern Europe. Themes to be examined include religion and politics, gender, and sexuality, as well as the production and transfer of knowledge.

HIS 253 A History of Medieval Europe 3-3-0
This course is an introduction to the history of Europe from the breakdown of the ancient world to the beginning of Modern Europe. After a survey of the Germanic, Roman and Christian roots of medieval society, special attention is given to those institutions and developments which characterized the civilization of the high Middle Ages: the 12th century renaissance, the Christian ideal, the medieval university, relations between church and state, feudal society, the crusades, chivalry and the medieval style in the fine arts.

HIS 280 Europe under the Dictators, 1917-1945 3-3-0
This course explores European history from the Russian Revolution to the Second World War by focusing on the brutal dictatorships that emerged in Bolshevik Russia, the Stalinist Soviet Union, Fascist Italy and Nazi Germany. Key themes include the principles of communist and fascist ideologies; the character and experiences of the dictators themselves (Lenin, Stalin, Mussolini and Hitler); the role of terror, state violence and resistance in everyday life in the Soviet Union, Italy and Germany; the responses of women and targeted minorities to state violence and oppression; the nature of the Second World War as an ideological conflict, including its ultimate horror of the Holocaust.

HIS 281 The Secret World: Spies, Saboteurs and Secret Agents 3-3-0
Secret intelligence, as an historical agent, is a large and controversial part of modern governance: we need to view it as an aspect of international statecraft, which raises legal, constitutional, and ethical issues. This course focuses upon the growth of the 'secret world' of modern intelligence communities across the twentieth century. It will consider: the creation of the modern intelligence community during the two World Wars and its massive expansion during the Cold War; the role of special operations and covert action (including state-sponsored assassination); the motivations and impact of spies and traitors, particularly the ideologically-driven agents working for the Soviet Union.

HIS 295 European Diplomacy since 1914 3-3-0
This course examines the international relations and foreign policies of the major European states from the beginning of World War I to the Cold War and the emergence of modern Europe.
Cross listed as POL 277

Asia, Latin America, Middle East and North Africa (MENA)

HIS 255 History of Modern Southeast Asia 3-3-0
The dozen countries south of China and east of India are diverse but nevertheless form a coherent region of study. In this course, the national experiences of each country are compared since about 1800. Topics to be covered include the emergence of indigenous political units, trade, European and American colonial rule, the rise of nationalism, the impact of the Pacific War in the 1940s, economic development after independence, the creation of regional organizations, human rights, and environmental change.

HIS 256 Latin America 1800 to the Present 3-3-0
This course will survey the history of Latin America and the Caribbean from c. 1800 to the present day. The course will deal with the major social, economic and political processes of the period. The class will also provide insight into problems of development and underdevelopment as well as a discussion of the movements for social change.

HIS 257 Latin America to 1800 3-3-0
This course will provide a survey of the history of Latin America and the Caribbean from pre-Columbian times to the wars of independence. Topics to be explored include the nature and development of pre-Columbian cultures and civilizations, the impact of European contact and transatlantic migrations, the formation and evolution of colonial societies, economies and cultures, and the origins of national political movements in the late 18th century.

HIS 277 South: The Making of the Third World 3-3-0
The majority of the world's people live in the Global South, a region covering Africa, Asia, the Middle East, Latin America and the Pacific that is often called the "Third World." How was this region created and how has it been re-made over time? What are its key features? This course examines the origin, growth and evolution of the Global South with a stress on colonial legacies, economic development, social change and political assertion and non-alignment.

HIS 279 The Middle East in the Twentieth Century 3-3-0
The course is a study of the forces and events that have shaped the contemporary Middle East since the First World War. It explores the role played by Western colonial powers in forging a new political and territorial order in the region, the rise and growth of nationalism and the struggles for independence that marked the first half of the century. It examines the stormy relations between the Middle East and the West after the Second World War and the ways in which the involvement of major world powers in the area and internal regional developments molded the political evolution of the contemporary Middle East. Special attention will be given to the growing dominance of the United States, the resurgence of Islam, the Arab-Israeli conflict and the Gulf wars.

HIS 283 A History of Chinese Civilization 3-3-0
This course introduces China's history and cultural heritage from antiquity to the 19th century C.E. Political history, modes of governmental and socioeconomic organization, and developments in thought and religions will be examined in three major epochs: a formative age, from antiquity into the third century B.C.E.; an early imperial age, from the third century B.C.E. to the 10th century C.E.; and a later imperial age, from the 10th century C.E. to the late 18th century C.E.

HIS 284 History of Modern China 3-3-0
The course examines China's transformation into a modern nation-state. Topics to be discussed include China's four political revolutions, the role of Japanese aggression and civil war, the construction of an industrializing economy, as well as the transformation of Chinese society and culture.

HIS 291 Women in the Islamic World 3-3-0
This course examines the history of the Islamic world from the pre-Islamic era to modern times, through women's lives. Following a mix of thematically and chronologically organized topics, this course covers key historical events, mainly in the Middle East and North Africa, such as women's status in early Arabia, gendered citizenship in the Islamic state and Islamism's contemporary debate over gender.

Professional Courses

HIS 225 /
FIN 235 Museology 3-3-0
An introduction to theoretical and practical aspects of museology. The history and function of art museums, collection and conservation, museum administration and the organization of exhibitions are treated in the course, which includes projects in exhibition management.

HIS 227 The Stuff of History:
An Introduction to Material Culture 3-3-0
The purpose of this course is to expose students to the nature and role of material culture in various public history venues, notably museums and archives. Students will be introduced to theoretical and methodological approaches to material culture and gain experience in working with artifacts as historical evidence. Themes to be discussed include: provenance, artifact conservation, and the role they play in commemoration and preservation of historical memory. Assignments will include the creation of "artifact biographies" and essays on issues pertaining to material culture history.

HIS 236 /
FIH 246 Public Art and Monuments 3-3-0
An exploration of art made for public spaces and public viewing taking into consideration aspects such as: site, natural environment or urban settings, commemoration and politics, the public sphere and the audience.

HIS 239 History and the Archives 3-3-0
Archives house the history that people access to find out about their past. In archives, they can discover their personal genealogy or the root causes of political or economic crises; it is there, they can recover the institutional or cultural memory of people, communities, or nations. How archivists collect, organize, and preserve this diversity of histories will be the focus of this course. Through lectures, readings and discussions, students will be introduced to the practices of archival sciences and management and will be provided with the necessary preparation for participating in HIS 391, as an archives intern.

HIS 275 Digital History 3-3-0
Digital history uses computers and other tools to analyze and present historical research in ways that relate to current issues. This is a skills course on how to digitize and analyze textual and visual information; share findings online through web sites, open access publishing and other methods; and apply historical methods to online information. No technological knowledge is required to enroll, but curiosity and a passion for telling stories digitally is an asset!

HIS 298 Museums and Communities 3-3-0
This inter-disciplinary lecture/seminar course offers students an introduction to a range of theoretical approaches and contemporary developments in the field of Museology. Through case studies and actual work with community groups, students will have the chance to experiment with key processes around critical museum work today (rational, documentation, mediation, scenography).
Cross listed as FIN 388

Seminars

Prerequisite for all 300-level History seminars is HIS 100 or permission of the instructor

HIS 300 The Law of the Land:
Indigenous Treaties with Canada 3-3-0
Foundational to Canada's geography, economy, and politics are the numerous treaties negotiated between it and the Indigenous Peoples who lived and live within its borders. Central to the treaties are differing interpretations as to who owns or controls Indigenous territories and who owns or controls the resources within them. This course, using settler documents, oral accounts, government legislation and court decisions, from the late 1700s to the present, will examine the historic understandings of the treaties and how they represent the "law of the land" within this country.

HIS 301 Colonial America 3-3-0
Examines through readings and seminar discussions, the social, economic, cultural and political development of the Anglo-American colonies to 1776. Topics to be covered include the formation of colonial societies, the creation of slave and free economies, religious and political thought in transition, and the Anglo-American colonies as part of the British empire.

HIS 302 British North America 3-3-0
Examines the history of the British North American colonies from a regional and thematic perspective. Topics include economic growth in an imperial context, immigration, the rebellions in the Canadas, regional and ethnic identities, and relations with the United States.

HIS 307 The American Civil War 3-3-0
A seminar course which will analyze both the cause of the conflict and its political, social, military, and diplomatic consequences.

CLA 321/
HIS 321 Laws and Outlaws in Ancient Rome 3-3-0
See CLA 321.

CLA 300/
HIS 322 Elephants, Sparrows, Griffins, and More: Animals in Ancient Greece and Rome 3-3-0
See CLA 321.

HIS 338 War and Society in Europe, 1914-1945 3-3-0
The first half of the 20th century in Europe was unprecedented in terms of the extent and intensity of war-related destruction and general social turmoil. Through assigned readings and discussions, this seminar course examines the causes and the impact of violent conflict in this period.

HIS 353 The War in Vietnam 3-3-0
This course examines, through a series of seminars, the causes and events of the Vietnam War, its political and social impact on the United States, as well as its effects on international relations.

HIS 354 Gender and Sexuality in the Pre-Modern World 3-3-0
This seminar course examines both the construction and everyday practices of gender and sexuality before the rise of modern viewpoints and sensibilities on the subject. By looking at various cultural groups, discussions will focus on the legal, socio-economic, and cultural processes that shaped pre-modern understandings of these changing concepts. Issues such as the role of women in society, gender identity, masculinity/femininity, and marginalized sexual or gender practices will be analyzed taking into account the development of different perspectives within the historical profession.

HIS 393 Inquisitions, Law and Society 3-3-0
This seminar course focuses on the changing faces of inquisitorial practice, from the nascent medieval Inquisition and infamous characters like Bernard Gui to the modern papal version, not forgetting of course Torquemada's Spanish Inquisition and its less known Portuguese cousin. Relying on a thematic approach, the course will particularly examine the social and legal contexts of inquisitorial practice.

HIS 394 The Social History of Disease in the West 3-3-0
This seminar course will explore the construction of disease and its social and political repercussions by focusing on specific epidemics that have indelibly left their mark on the West. In particular, students will utilize primary sources within a corpus of historical literature to unravel the complex interactions brought about by epidemics such as the Black Death in Medieval Europe, Syphilis across the Early Modern World, Smallpox in the Americas, and most recently AIDS.

HIS 396 Public History 3-3-0
This course is designed to introduce students to both the theory and practice of public history by examining sources from both Canada and the United States. By focusing on the origins and current issues of the field and by highlighting certain public history domains such as government consulting, museums and heritage sites, and the media, students will learn about information management, the demands of the client-contractor relationship and the ethical issues and controversies which make public history exciting and challenging. Students are strongly encouraged to take HIS 240 before HIS 396.

HIS 397 Asia: Constructing a Region 3-3-0
Asia was imagined by Europeans and constructed from outside; yet Asians have increasingly asserted "Asian ways." This course interrogates the idea of Asia and its shifting borders, from orientalism to the discourse of the "Pacific Rim" to pan-Asian and nationalist narratives that place China, Japan, India or Southeast Asian states at the centre. Stress is placed on decolonization, nationalism, economic development through modernization paradigms and their challengers, internal challenges to the developmentalist state, and the interplay of local and international currents.

HIS 398 New Histories of the United Nations and Global Studies 3-3-0
The United Nations has been derided as a useless talking shop, and praised as the best hope of humanity. This course aims to examine the UN, along with its predecessor and affiliated international organizations, on their own terms, as international actors in their own right. It exposes students to newer theoretical approaches in transnational history and highlights the role of international organizations in global politics, economics, and social relations.
Prerequisite: HIS 100 or HIS 277

Internships and other Capstone Courses

HIS 375 Global Studies Internship 3-3-0
Unpaid 3-credit 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 pre-established objectives which will include a written reflection component. The course requires some in-person preparation before departure. A reflection paper is expected after completion of the overseas experience. Note: American students on financial aid cannot take this course for credit. Unpaid internship
Prerequisite: Permission from the instructor.

HIS 376 Global Studies Internship 6-6-0
Unpaid 6-credit 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 pre-established objectives which will include a written reflection component. The course requires some in-person preparation before departure. A reflection paper is expected after completion of the overseas experience. Note: American students on financial aid cannot take this course for credit. Unpaid internship
Prerequisite: Permission from the instructor.

HIS 377 Teaching Internship in History 3-3-0
Unpaid internship working directly with a Bishop's professor. Students will assist in teaching the course through such tasks as leading discussion groups and develop 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 3-3-0
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 a variety of projects such as writing a major report, preparing an archival inventory or a finding aid.
Prerequisite: Permission of the department chair.

HIS 392 Research Internship 3-3-0
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 3-3-0
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 3-3-0
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 160, CLA 223, CLA 229, CLA 261, 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.

Liberal Arts

Faculty

Jenn Cianca,
B.A. (Bishop's), M.A. Ph.D. (Toronto);
Full Professor
Chair of the department

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

Program Overview

The Liberal Arts Program 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. 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. Up to two courses may be counted towards the requirements of both Majors. The Liberal Arts Program also offers an Honours program, which requires the completion of a comprehensive research thesis.

Programs

Liberal Arts Honours (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 Faculty 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 3-3-0
Each student researches, writes, and publicly 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 3-3-0
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. 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 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	Causation and Creativity
LIB 216/ RSC 208	The Divine and Ultimate Concern
LIB 217	Space, Place & the Human Experience
LIB 218	The History and Philosophy of Science

2. First Year Requirements

- All Liberal Arts Majors must take CLA 100 along with 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 FIH 101 or FIH 102 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. Graduating Year Seminar

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

4. 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.

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

6. Natural Sciences/Mathematics Requirement

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

7. 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 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 dramatic change in Western art, but the claim that all forms of harmony and beauty, including the personal and the political, are conservative? Or is the beautiful in some important sense still of "transcendent" importance to human life? This course will explore the fate of the beautiful, from the Greeks to 21st century life.

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 Causation and Creativity 3-3-0

This course explores the emerging thesis that contingency, improvisation and creativity characterize not only human freedom but also nature as well. Reality, according to this diverse family of theories, continually transcends itself in unexpected and unpredictable ways. This course will thus require a detailed philosophical study of the relationship of causation, contingency, improvisation and creativity in specifically human spheres, like poetry, music, and ethics, but also as potentially operative in both inanimate and animate nature as well. We will test the idea, moreover, that even space and time are the products of contingency. Students will study philosophers, artists, historians, physicists, chemists and biologists who both explore and contest this thesis.

LIB 216 / RSC 208 The Divine and Ultimate Concern 3-3-0

The divine is that about which we are "ultimately concerned"—so said 20th century German philosopher and theologian Paul Tillich. Is this just a last-ditch attempt to salvage faith and spirituality in the midst of charges that religion is, at best, an "opiate of the masses" (Marx) and, at worst, "patently infantile" (Freud)? Or again, is the role of religion being taken over by its long time sister in spirit—art? This course will explore the troubled and passionate place of religious experience and the aesthetic in Western civilization.

LIB 217 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 roots in the pre-Modern philosophy of Nature; its flowering in the Scientific Revolution; the Modern era, in which science and scientific methods are 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. This course will be taught two out of every three years.

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.

ITA 270 Venice And Its Mystique 3-3-1*

"As the Twentieth century draws to a close, no one knows quite what to expect, if anything, of the future. There is a strong need for magic, for a place that is outside of time, for a postponement of reality. For Venice." —Gore Vidal

Once the crossroad of western and eastern civilizations, over the centuries Venice has been seen as the symbol of freedom and cosmopolitanism, but also as the city where artistic and cultural production can thrive. Venice surreal setting and the lushness of its artifacts have become emblematic of the cultural production of Western civilization, creating a unique landscape of unsurpassed aesthetic richness. It is in this exceptional urban scenery, that blends together water, art and culture, that this five-week course will take place. This language and culture course will provide students with a basic knowledge of Italian and familiarize them with the history and culture of one of the few cities that can fulfill our "need for magic," the "Serenissima." This course will be taught in English. Students who wish to count the course for Italian credit will submit their assignments in Italian and participate in certain additional activities in Italian.

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

GER 292 /
LIB 292 The Problem of Education 3-3-1
For 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 humanistic 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 – but 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: Hartman 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.

GER296 /
LIB296 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 variations on the theme – from Gounod's opera to Murnau's expressionist film, from Mann's novel Doktor Faustus to Kurosawa's film Ikiru, to name but a few.

GER297 /
LIB297 From Cosmos to Chaos:
The Discourse on Nature in German Culture 3-3-1
The aim of this interdisciplinary course is twofold: to introduce students to the emergence and evolution of ecological thought in German culture from the Middle Ages to the present, and to reflect on the resonance of such thought in 21st century's most pressing preoccupation: the destruction of our planet and the extinction of species. Particular attention will be given to the spiritual, artistic, and literary expression of humans' relationship to nature. Among the famous thinkers and artists whose works will be studied are Hildegard von Bingen, Alexander von Humboldt, Joseph Beuys, W. G. Sebald.

LIB 303 /

CLA 303/
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 384 /
ITA 384 Dante's Divine Comedy 3-3-1
According to Dante Alighieri, none of us can salve 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.

ITA 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.

LIB 387 Exuberant Beauty: The Poetry, Visual Art and
Philosophy of William Blake 3-3-0
For William Blake beauty is not the delicate, the calm or the harmonious, but the exuberant. For Blake the pathway to wisdom is not prudence or fear, but excess. This extraordinary poet, visual artist and philosopher created a new world of culture in which humans are fulfilled only in the creative imagination. His poetry, engravings and paintings are unique and brilliant and his philosophy stakes revolutionary claims that are usually credited to later thinkers like Hegel and Nietzsche. In this course we will study Blake's works with an eye to understanding his philosophical originality. We will follow the great literary critic Northrop Frye's advice to "Read Blake or go to hell."

Liberal Arts Independent Studies

LIB 230 Independent Study I 3-3-0
Students pursue a course of directed, independent study on an interdisciplinary theme under the supervision of a faculty member.

LIB 231 Independent Study II 3-3-0
Students pursue a course of directed, independent study on an interdisciplinary theme under the supervision of a faculty member.

LIB 232 Independent Study III 3-3-0
Students pursue a course of directed, independent study on an interdisciplinary theme under the supervision of a faculty member.

LIB 233 Independent Study IV 3-3-0
Students pursue a course of directed, independent study on an interdisciplinary theme under the supervision of a faculty member.

Social Justice and Citizenship Minor (24 credits) MINSJC

A healthy democracy requires that its citizens have the insight and skills to freely govern themselves. The university is therefore a vital institution to democracy. Accordingly, Bishop's University is committed to help its students learn "to practice the respectful and informed dialogue that sustains democracy [and] to exercise the rights and responsibilities of good citizenship."

While each department and program in the university implements this principle in its own way, the Social Justice and Citizenship Minor takes this goal as its explicit aim. Each student enrolled in this minor completes eight courses (24 credits) made up of a mandatory theory course (LIB 212 or LIB 217), an internship of either one or two semesters (LIB 222 and LIB 223) and a further five or six courses chosen from the elective list below. In LIB 212, "In Search of Justice," students seek to understand the nature of human freedom, the institutions and cultural practices that seek to cultivate it, and the forms of power and manipulation that threaten and undermine it. In LIB 217, "Space, Place, and the Human Experience," students explore questions of social justice inside a spatial framework, in an attempt to understand how place making and spatial structures play into the formation of society & culture. In LIB 222 and LIB 223, "Citizenship and Democratic Practice," students not only learn about the agents of democratic practice in civil society (individuals, artistic and cultural communities, social movements, NGOs, churches, etc) but are also required to participate in supervised internships in local and regional community and civil society organizations.

Elective Course List for the Social Justice and Citizenship 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 Classical Tradition: the Use and Abuse of Classics
CLA/HIS 201	Ancient Greek and Roman Slavery
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 214	Human Will and Nature
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 240	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 Idelogy
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

Modern Languages, Literatures and Cultures

Faculty

Modern Languages, Literatures and Cultures
German Studies

Sophie Boyer,
B.A., M.A., Ph.D. (McGill);
Professor

Hispanic Studies

Gilberto D'Escoubet,
B.A., M.A. (Université de Montréal);
Senior Instructor

Jordan Tronsgard,
B.A., M.A. (Calgary), Ph.D. (Ottawa);
Professor
Chair of the Department

Program Overview

The Department of Modern Languages, Literatures, and Cultures offers: Hispanic Studies Honours and Major, International Modern Languages Major (Exchange), Modern Languages Major, German Studies Major (Exchange), as well as German Studies Minor, Hispanic Studies Minor, and Japanese Studies Minor (Exchange).

Modern Languages Major (Exchange) (54 credits) MAJMLA

This major is equally divided between two language Concentrations (27/27), which will be specified on the student's final transcript. At least one semester of study abroad through the exchange program is required.

Modern Languages Major (42 credits) MAJMLA

This major is equally divided between two language Minors (21/21), which will be specified on the student's final transcript. The languages available for Concentrations and Minors are German, Japanese and Spanish, as well as English Language Studies or French (offered by the Département des études françaises et québécoises). Students may choose one of their Minors in English or French, but completing English or French Minors is not permitted for the Modern Languages Major. Unless otherwise specified, credits in any language course will count toward the required credits for that language's Concentration or Minor.

*** 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 Hispanic Studies Honours, students taking the Hispanic Studies Major 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 Modern Languages Major 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 Evaluation Skills for the Humanities Lab (ILT 102). This one-credit laboratory course should be taken in the first or second year of studies.*
4) *Unless otherwise stated, all courses will be taught in the language specified in the course title.*

Modern Languages Certificate (30 credits) CONMLA

The Certificate is designed to provide part-time students with a working knowledge of at least two of the modern languages taught at Bishop's University: French, German, Japanese, and/or Spanish.

Students must choose two main languages of concentration and complete at least 12 credits in each. The 6 remaining credits may be taken in either of these two main languages, or in one other language. Please consult course offerings under individual languages within the Department of Modern Languages, Literatures, and Cultures, the Department of English and the Département des études françaises et québécoises.

Credits obtained in the certificate program may be applied towards a degree program in Modern Languages; however, students may not be enrolled simultaneously in a degree program and in the Modern Languages Certificate.

Modern Languages Course

MLA (Modern Languages) courses are offered by the Department of Modern Languages, Literatures and Cultures through the collaboration of the different language sections. These courses may be taken as free electives or as part of the Humanities Faculty Requirement.

MLA 101 Issues in Language and Linguistics 3-3-0
Does language actually shape the world that surrounds us? Are there definitive language universals? Are all languages of equal complexity? This course will provide students with an overview of issues in the study of languages. It will introduce them to basic concepts in linguistics, familiarize them with the main components of language and common pursuits of linguists, and expose them to some long-standing debates in the field.
No prerequisite
Anti-requisite: EDU105

MLA 201 Special Topics in Modern Languages 3-3-0
Individual study projects for an area within Modern Languages including approaches to linguistics, literatures and/or cultures.
Prequisite: Permission from the MLA Department and instructor

Abenaki Language Courses

ABE 101 Abenaki Language and Culture I 3-3-1
This course will provide an introduction to the basic elements of the Abenaki language and culture. Emphasis will be on basic grammatical structures and vocabulary, listening comprehension and pronunciation. Key features of Abenaki culture will be examined, such as oral tradition, historical and cultural context.
No prerequisite

ABE 102 Abenaki Language and Culture II 3-3-1
This course is a continuation of ABE101. Further development of vocabulary building, grammar skills and fluency. Further exploration of various aspects of Abenaki culture.
Prerequisite: ABE 101 or equivalent

Mandarin Courses

CHI 101 Introduction to Modern Chinese (Mandarin) I 3-3-1
Designed for students with no previous knowledge of Chinese, this course provides an introduction to the basic elements of modern vernacular (Mandarin) Chinese. Emphasis will be on basic grammar, vocabulary, written characters, listening comprehension and pronunciation. Students will also be introduced to various aspects of Chinese culture.

CHI 102 Introduction to Modern Chinese (Mandarin) II 3-3-1
This course is a continuation of Chinese 101a. It aims at further developing listening, speaking, reading and writing skills in Modern Chinese.
Prerequisite: CHI 101 or equivalent

German Studies

The German Studies Section offers courses in the following categories: Language, Literature, Cinema and Civilization, and Independent Studies. Third-year course offerings will vary regularly over a three-year cycle.

All Literature, Cinema, and Civilization courses are offered in English. Students in a German Studies program who have completed at least GER 102 or equivalent will attend a weekly lab-hour where texts will be read and discussed in German. Written work in German will also be assigned within the framework of the lab-hour.

Please note:

(1) Modern Languages Majors with the German Studies Concentrations, adjunct concentration students, and German Studies Minors must take GER 203 Intermediate German: Topics and Texts I concurrently with GER 201 Intermediate German Language I, and GER 204 Intermediate German: Topics and Texts II concurrently with GER 202 Intermediate German Language II.

(2) Independent Study Courses are only offered to students with high academic standing.

German Studies Major (Exchange) (42 credits) MAJGIN

The German Studies Major (Exchange) requires the completion of 42 credits in German and MLA 101. Among the German credits, at least 12 must be drawn from courses in literature, film and civilization. With departmental approval, some of these courses may be double-counted for another program concentration.

This program requires the completion of German course credits abroad; students are thus expected to spend at least one semester at a partner university in Germany. Students should apply for acceptance to this program before going on exchange, and they should consult with the Head of the German Studies Section regarding the selection of appropriate exchange courses.

German Studies Minor (21 credits) MINGER

International Exchange

All Bishop's students wishing to take part in the International Exchange Program to Germany have to provide proof that they possess a level of proficiency in German adequate to the demands of such a program in one of two ways: 1-certification by Bishop's German Studies Section or, 2-an official certification issued by the Goethe Institut called TestDaF (Test Deutsch als Fremdsprache). The German Studies section certifies that a student has an adequate degree of proficiency in German once they have completed 18 credits at our institution if they are beginners without a previous background in German (GER 101, GER 102, GER 201, GER 202, GER 203, and GER 204) [Students who have previously taken German-language courses at the CEGEP or High School levels are excused from the first two courses (GER 101, GER 102)] Students who do not wish to take German-language courses at Bishop's can provide proof of their proficiency level in German by producing a document that attests they have successfully passed the TestDaF. In order to qualify for the exchange program, the student has to pass the TestDaF at the B2 (Advanced level), which is the equivalent of the curricular plan at Bishop's. Under no circumstances can the German Studies section certify the level of proficiency of students who have not completed the courses required by its curricular plan.

List of German Courses

Language Courses

GER 101 Introductory German Language I 3-3-1
This course provides students with a sound basis for learning German as it is used in spoken and written communication today within the context of German-speaking culture. It also familiarizes students with contemporary life and culture in German-speaking countries. Language laboratory exercises are included.
No prerequisite

GER 102 Introductory German Language II 3-3-1
Continuation of GER 101. This course offers systematic practice in the four language skills of listening, speaking, reading, and writing. It also provides a firm foundation in the basic elements of German grammar. Language laboratory exercises are included.
Prerequisite: GER 101 or equivalent

GER 201 Intermediate German Language I 3-3-1
This course is designed to increase students' ability to function in German. It offers a comprehensive review of German grammar through written and oral assignments. Authentic cultural texts and video activities, as well as the systematic development of vocabulary, help students further develop their communicative skills. Language laboratory exercises are included.
Prerequisite: GER 102 or equivalent

GER 202 Intermediate German Language II 3-3-1
Continuation of GER 201. Further emphasis on active vocabulary building and grammar review. Language laboratory exercises are included.
Prerequisite: GER 201 or equivalent

GER 203 Intermediate German: Topics and Texts I 3-3-0
The purpose of this course is to provide students with an authentic context for the assimilation of vocabulary and culture necessary for oral and written communication. Methodology includes the use of dialogues, journalistic and literary texts, video and audio material on specific topics relevant to the German-speaking world.
Prerequisite: GER 102 or equivalent

GER 204 Intermediate German: Topics and Texts II 3-3-0
Continuation of GER 203. Further emphasis on written assignments and speaking activities such as small group discussions and oral reports.
Prerequisites: GER 201 and GER 203 or equivalent

GER 301 Advanced German Language: Reading and Translating German I 3-3-1
This practical course will introduce students to reading and translating German. We will read a contemporary novel in German. We will also practice translating shorter German texts of different genres into English (students may be allowed to translate into French). This course will enable students to enrich their vocabulary, review German grammar, familiarize themselves with translation from German and develop their cultural competency with regard to the German-speaking world. Language laboratory exercises are included.
Prerequisites: GER 202 and GER 204 or equivalent

GER 302 Advanced German Language: Reading and Translating German II 3-3-1
Continuation of GER 301. Language laboratory exercises are included.
Prerequisite: GER 301 or equivalent

GER 303 Advanced German Language: Language and Culture I 3-3-1
This course provides students with a review of German grammar as well as an overview of German history and culture. This course will enable students to review and practice grammatical structures previously learned and to develop their cultural competency by engaging with key developments within German-speaking cultures, including aspects of history, philosophy, literature, music and visual arts. Language laboratory exercises are included.
Prerequisites: GER 202 and 204 or equivalent

GER 304 Advanced German Language: Language and Culture II 3-3-1
Continuation of GER 303. Language laboratory exercises are included.
Prerequisite: GER 303 or equivalent

GER 305 Advanced German Language: Language, Literature and Film I 3-3-1
This course provides students with a review of German grammar as well as an overview of German literature and German cinema. This course will enable students to review and practice grammatical structures previously learned and to acquaint themselves with key German-language texts and films. Language laboratory exercises are included.
Prerequisites: GER 202 and GER 204 or equivalent

GER 306 Advanced German Language: Language, Literature and Film II 3-3-1
Continuation of GER 305. Language laboratory exercises are included.
Prerequisite: GER 305 or equivalent

Literature, Cinema, and Civilization Courses

GER 235 Gods and Heroes, Devils and Witches: Introduction to German Literature and Culture 3-3-1
This course provides students with an introduction to German literature and culture, from the Middle Ages to the end of the 19th century. The selected texts depict popular characters that have shaped, inspired and influenced the German national narrative. Students will get acquainted with Germanic mythology, the story of Dr. Faustus, popular fairy tales and operas by Richard Wagner, amongst others. It will examine a representative selection of German literary masterpieces from various periods and genres.
No prerequisite

GER 250 German History in Recent German Films 3-3-1
This course will explore how the German past (fascism, terrorism, communism) is depicted in recent German films. Students will get acquainted with key events of German history in the 20th century, with key developments in recent German cinema and with Germany's national narrative at the beginning of the 21st century. This involves viewing and critiquing films in class.
No prerequisite

GER 270 Introduction to German Film 3-3-4
This course provides an overview of the different movements that shaped the history of the German cinema: from expressionism to the new German comedy, from the Oberhausen manifesto to the Defa film industry of the former GDR. The ways in which film and its imagery reflect key features of Germany's recent past and present will be examined and discussed. Prominent directors to be studied may include Murnau, Lang, Staudte, Fassbinder, Wenders, Dörrie, Carow, Wolf, vonTrotta and others.
No prerequisite

GER 271 Rebels with a Cause: East German Cinema 3-3-4
This course explores the history of East German cinema through the films produced by the state-owned studios of the DEFA (Deutsche Film-Aktiengesellschaft) from 1946 to 1992, and focuses on the following issues: the possibilities and limitations of socialist realism; censorship; the pursuit of individual freedom; gender and sexuality. A diversity of film genres will be studied including rubble films (Trümmerfilme), westerns, science fiction, and musicals. Attention will also be drawn to the post-Wende film production from directors who express nostalgia, Ostalgie, for life in the former GDR.
No prerequisite

GER 290 / LIB 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

GER 291 War, Sex, and Crime: Weimar Germany's Culture of Crisis 3-3-1
This course explores one of the most troubling, yet creative periods within German culture: the interwar years (1918-1939). Its aim is to provide students with a historical and aesthetic understanding of Weimar's artistic production, focusing mainly on literature, cinema, the visual arts, and to a lesser degree on history and sociology. Attention will first be given to the traumatic experience of World War I. The discourse surrounding the figure of the so-called "New Woman" will then be explored. Finally, we will turn to the rise of Berlin as metropolis and its many outsider figures, most importantly the criminal. A variety of works will be examined in which the criminal, and particularly the sex offender, both mirrors modernity's alienated individual and embodies the porous boundaries between the "normal" and the "abnormal." Works to be studied may include: Remarque's All Quiet on the Western Front, Döblin's Berlin Alexanderplatz, Keun's The Artificial Silk Girl, Lang's M.
No prerequisite

GER 292 /
LIB 292 The Problem of Education 3-3-1

For 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 humanistic 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 – but 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: Hartman 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.

GER297 /LIB297
From Cosmos to Chaos:
The Discourse on Nature in German Culture 3-3-1

The aim of this interdisciplinary course is twofold: to introduce students to the emergence and evolution of ecological thought in German culture from the Middle Ages to the present, and to reflect on the resonance of such thought in 21st century's most pressing preoccupation: the destruction of our planet and the extinction of species. Particular attention will be given to the spiritual, artistic, and literary expression of humans' relationship to nature. Among the famous thinkers and artists whose works will be studied are Hildegard von Bingen, Alexander von Humboldt, Joseph Beuys, W. G. Sebald.

Independent Study Courses

GER 315 Independent Study I 3-0-0

Advanced level projects within the area of German language, literature or civilization.

Prerequisite: Permission of Instructor

GER 316 Independent Study II 3-0-0

Advanced level projects within the area of German language, literature or civilization.

Prerequisite: Permission of Instructor

GER 317 Independent Study III 3-0-0

Advanced level projects within the area of German language, literature or civilization.

Prerequisite: Permission of Instructor

GER 318 Independent Study IV 3-0-0

Advanced level projects within the area of German language, literature or civilization.

Prerequisite: Permission of Instructor

Hispanic Studies

Most courses are taught in Spanish and fall into the areas of language, civilization and culture, linguistics, and literature. The Hispanic Studies Section strongly encourages students with an Honours or Major in Hispanic Studies to spend an immersion semester abroad (Spain, Argentina, Chile, Mexico, etc.) The following programs are offered: Honours in Hispanic Studies (54 credits), Major in Hispanic Studies (42 credits), Minor in Hispanic Studies (21 credits), and Certificate in Hispanic Studies (30 credits).

Please note:

- *For all programs, standard course requirements are indicated for beginner-level students. Students who have already attained a degree of competence in Spanish will be required to replace lower-level courses with higher-level courses to complete program requirements.*
- *Students who have completed a Spanish course or are taking a course at a certain level (200-level, 300-level) may not take courses at a lower level without permission*
- *Independent Studies courses are offered only to students with high academic standings and in consultation with the professor*
- *Placement: Students with the following profiles are not required to undergo a placement evaluation and can simply register themselves in the corresponding course(s) or contact the Chair of the Modern Languages department to have them registered. Any placement inquires can also be directed to the Chair of the department*

Experience	Placement at BU
No previous experience, high school Spanish, or CEGEP Intro. Spanish I	SPA 101
CEGEP Intro. Spanish II or CEGEP Intermediate Spanish I	SPA 201 and 203
CEGEP Intermediate Spanish II or more advanced	SPA 202 and 204, SPA 325

Hispanic Studies Honours (54 credits) HONHSP

The Hispanic Studies Honours adds 12 credits to a Major in Hispanic Studies for a total of 54 credits:

Required courses:

SPA 443	Advanced Research Methods: Honours Thesis Proposal (3 credits)
SPA 444	Honours Thesis (3 credits)
SPA 435	Directed readings and Research I (3 credits)
	OR
SPA 436	Directed Readings and Research II (3 credits)

Students must also take an additional 3 SPA credits at the 300-level or 400-level in order to fulfill the 54 credit requirement.

To qualify for the Honours program, students must have a cumulative average of at least 80% in the Hispanic Studies Major program and have permission from the Hispanic Studies section. Admission into SPA 444 Honours Thesis requires an average of at least 75% in SPA 443 Advanced Research Methods: Honours Thesis Proposal.

Hispanic Studies Major (42 credits*) MAJHSP

Hispanic Studies Majors are required to complete 42 credits in Spanish and MLA 101. Students with Hispanic Studies Majors and another full major and students who are pursuing Hispanic Studies Majors on a part-time basis are exempt from the MLA 101 requirement.

SPA 101	Beginner Spanish Language I
SPA 102	Spanish Language II
SPA 201	Intermediate Spanish Language I
SPA 202	Intermediate Spanish Language II
SPA 203	Intermediate Spanish Conversation, Composition, and Cultures I
SPA 204	Intermediate Spanish Conversation, Composition, and Cultures II
SPA 301	Advanced Spanish: Topics and Texts I
SPA 302	Advanced Spanish: Topics and Texts II

Any two of the following:

SPA 331	Introduction to Spanish Literature
SPA 332	Introduction to Spanish American Literature
SPA 342	Seminar in Literature

Plus at least four additional 300 or 400 level SPA courses as part of the 42 SPA credits required

Hispanic Studies Minor (21 credits) MINHSP

SPA 101	Beginner Spanish Language I
SPA 102	Beginner Spanish Language II
SPA 201	Intermediate Spanish Language I
SPA 202	Intermediate Spanish Language II
SPA 203	Intermediate Spanish Conversation, Composition, and Cultures I
	OR
SPA 204	Intermediate Spanish Conversation, Composition, and Cultures II
SPA 301	Advanced Spanish: Topics and Texts I
	OR
SPA 302	Advanced Spanish: Topics and Texts II

Plus at least one additional 300 or 400 level SPA course as part of the 21 SPA credits required.

Certificate in Hispanic Studies (30 credits) CONHSP

SPA 101	Beginner Spanish Language I
SPA 102	Beginner Spanish Language II
SPA 201	Intermediate Spanish Language I
SPA 203	Intermediate Spanish Conversation, Composition, and Cultures
SPA 202	Intermediate Spanish Language II
SPA 204	Intermediate Spanish Conversation, Composition, and Cultures II
SPA 301	Advanced Spanish Language: Topics and Texts I
SPA 302	Advanced Spanish Language: Topics and Texts II

And two additional 300 level SPA courses

International Exchange

Students who wish to participate in the International Exchange Program in a Spanish-speaking country and who require proof of Spanish competency to do so must complete SPA 202 and/or SPA 204 or have a DELE (Diploma de Español Lengua Extranjera) certificate at the B2 level. Under no circumstances can the Hispanic Studies Section certify the level of proficiency of students who have not completed these requirements.

List of Spanish Courses

Language Courses

SPA 101 Beginner Spanish Language I 3-3-0

The course is designed for students with little or no background in Spanish. Speaking skills are developed with an orientation to real-life tasks and genuine communication. Listening exercises help students recognize words, phrases, and patterns in spoken Spanish. Reading comprehension and written communication are introduced through in-class and at-home activities

SPA 102 Beginner Spanish Language II 3-3-0

This course is a continuation of Beginner Spanish Language I (SPA 101)
Prerequisite: SPA 101 or permission from the instructor

SPA 201 Intermediate Spanish Language I 3-3-0

This course provides an in-depth understanding of the Spanish language for students who have completed SPA 102, or who have basic proficiency in Spanish. It offers a comprehensive review of Spanish grammar and emphasis is placed on using the acquired language. Students will be able to communicate their own ideas more easily with enhanced written and oral communication. Language audio exercises are included. Language of instruction: Spanish.
Prerequisite: SPA 102 or permission from the instructor

SPA 202 Intermediate Spanish Language II 3-3-0

This course is a continuation of SPA 201. Language of instruction: Spanish.
Prerequisite: SPA 201 or permission from the instructor

SPA 203 Intermediate Spanish Conversation, Composition, and Cultures I 3-3-0

This course is designed to complement Intermediate Spanish Language I (SPA 201) through the study of Hispanic Cultures with specific attention given to oral communication, listening comprehension, written communication, and reading comprehension. Students will analyze and discuss written and aural texts from the Spanish-speaking world including the close reading of a novel, and will practice grammar concepts covered in SPA 201 through conversation and written activities. Language of Instruction: Spanish.
Prerequisite: SPA 102 or permission from the instructor

SPA 204 Intermediate Spanish Conversation, Composition, and Cultures II 3-3-0

This course is designed to complement Intermediate Spanish Language II (SPA 202) through the study of Hispanic Cultures with specific attention given to oral communication, listening comprehension, written communication, and reading comprehension. Students will analyze and discuss written and aural texts from the Spanish-speaking world including the close reading of a novel, and will practice grammar concepts covered in SPA 202 through conversation and written activities
Prerequisite: SPA 201 or SPA 203 or permission from the instructor

SPA 218 Spanish Cinema 3-3-2

TAUGHT IN ENGLISH. This course is designed to familiarize students with Spanish Cinema and will consider the political, sociological, and cultural context within which Spanish Cinema has developed. The course will examine works of filmmakers who have contributed to the creation of contemporary Spanish Cinema, including Buñuel, Saura, Pilar Miró, Almodóvar and others. Students wil be required to watch films in addition to attending class. Films will be screened in the original Spanish with English subtitles. Students in a Hispanic Studies program who have completed SPA 202 or 204 may complete assignments and exams in Spanish.

SPA 220 Hispanic Cinemas and Social Engagement 3-3-2

TAUGHT IN ENGLISH. This course explores the representation of social and political engagement in and by Spanish-language cinemas, with particular emphasis on films from Latin America. The purpose is twofold: to introduce students to notable films and filmmakers in Spanish, and to approach issues of social and political conflict in the Hispanic world through the filmic lens. The topics covered will be both universal and particular to Hispanic cultures and will include, among others: Indigenous peoples, dictatorships, globalization, and women's rights. Films will be screened in the original Spanish with English subtitles. Students in a Hispanic Studies program who have completed SPA 202 or 204 may complete assignments and exams in Spanish.

SPA 301 Advanced Spanish: Topics and Texts I 3-3-0

The purpose of this course is to develop linguistic competence using the Hispanic world as a focus for class discussion, grammar review, and introduction to Hispanic social contexts and texts. Course materials may also include films, interviews, selections from the press, as well as literary or historical readings.
Prerequisite: SPA 202 or SPA 204 or permission from the instructor

SPA 302 Advanced Spanish: Topics and Texts II 3-3-0

This course continues to reinforce the practice of oral and written communication in Spanish through topics in contemporary cultural materials from Spain and Spanish American countries. Students will focus on refining pronunciation and developing vocabulary. Course work involves grammar review and practice writing.
Prerequisite: SPA 202 or SPA 204 or permission from the instructor

Civilization and Culture

SPA 311 Spain: Civilization and Culture 3-3-0

The course examines Spain through its Roman, Arab, Jewish and Christian history, and through its literature, art, language and customs. The objective of the course is an understanding of present-day Spanish culture and society. The use of compact discs, CDrom and video will complement the information from the textbook.
Prerequisite: SPA 202 or SPA 204 or permission from the instructor

SPA 313 Mexico: Civilization and Culture 3-3-0

This course will focus on the different periods in the history of Mexican culture and society. Beginning with pre-Aztec civilization, the course will examine the political, economic and cultural organization that evolved up to the Spanish Conquest of the 16th century. The Mexican Baroque and succeeding periods will then be examined with particular emphasis on the structure and composition of the indigenous and Spanish populations. Special attention will be paid to this socio-economic context of each period, specifically those characteristics which led ultimately to the Revolution. Finally, the course will focus on the leading intellectuals of the 19th and 20th centuries, including the muralists, and the crucial events that have shaped present-day Mexico.
Prerequisite: SPA 202 or SPA 204 or permission from the instructor

SPA 314 The Central American Region and the Spanish Caribbean: Civilization and Culture 3-3-0

This course offers an overview of major historical movements involving political, social, economic and cultural developments. Emphasis is on the major achievements of Cuba, Puerto Rico, the Dominican Republic, Venezuela, Colombia, and the Central American countries.
Prerequisite: SPA 202 or SPA 204 or permission from the instructor

SPA 317 The Southern Cone and the Andean Region: Civilization and Culture 3-3-0

This course involves a study of the culture and civilization of the region from a variety of viewpoints: historical, literary, sociological, anthropological, and political. Emphasis is on the major achievements of Argentina, Peru, Uruguay, Paraguay, Ecuador, Bolivia, and Chile.
Prerequisite: SPA 202 or SPA 204 or permission from the instructor

SPA 319 Topics in Hispanic Culture 3-3-0

Cultural issues in the Spanish-speaking world. Topics include film, journalism, religion, language in society, popular and mass culture, visual arts, immigration, mestizaje, and slavery.
Prerequisite: SPA 202 or SPA 204 or permission from the instructor

SPA 336 Spanish Conquest and Colonial Encounters 3-3-0

This course is a survey of major works from the Spanish Conquest and Colonial periods in the Americas (between 1492 and 1825). Students will analyze and interpret primary source material such as chronicles, essays, epistolary exchanges, and poetry contextualized vis-à-vis the medieval and Renaissance values of Imperial Spain. Students will also study secondary criticism and film in order to contextualize the themes presented in the primary texts. Authors may include Cabeza de Vaca, Bartolomé de las Casas, Colón, Cortés, Diaz del Castillo, Lope de Aguirre, El Inca Garcilaso de la Vega, Guaman Poma de Ayala, Sor Juana Inés de la Cruz. The course will be taught in Spanish.
Prerequisite: SPA 202 or SPA 204 or permission from the instructor

Literature

SPA 330 Major Hispanic Authors 3-3-0
This course offers a selection of representative works from the major writers and literary periods in Spain and Spanish America. Authors include Cervantes, Lope de Vega, Calderón, Galdós, García Márquez, Cortázar, Fuentes, Paz, Carpentier, and others. A variety of literary genres will be examined.
Prerequisite: SPA 331 or SPA 332 or permission from the instructor

SPA 331 Introduction to Spanish Literature 3-3-0
A course designed to cover the development of literature in Spain through selected readings with particular attention to the Twentieth Century. Such authors as Camilo José Cela, Miguel Delibes, Carmen Gaite, Ana Maria Matute will serve to develop reading facility and appreciation of the written language. Specific topics which arise from the readings will initiate discussions, oral expositions and compositions.
Prerequisite: SPA 202 or SPA 204 or permission from the instructor

SPA 332 Introduction to Spanish American Literature 3-3-0
A course which surveys the development of literature in Spanish America with emphasis on modern authors. Included are works by such outstanding writers as Alejo Carpentier, Julio Cortázar, José Donoso, Carlos Fuentes, Gabriel García Márquez, Juan Rulfo. The course provides opportunities to develop reading facility and appreciation of literature through selected texts. Discussions and oral presentations on specific topics arising from the readings will help to develop oral fluency. Writing competence will be reinforced by compositions.
Prerequisite: SPA 202 or SPA 204 or permission from the instructor

SPA 333 Hispanic Literature and Films 3-3-2
This course is a survey of Hispanic cinema on literary masterpieces. Students will examine literary texts, scripts, and their screen adaptations. Writers and directors include Gabriel Garcia Márquez, Manuel Puig, Camilo José Cela, Edmundo Desnoes, Almudena Grandes, Luis Buñuel, Héctor Babenco, Carlos Saura, Pedro Almodóvar, Tomás, Gutiérrez Alea, and others.
Prerequisite: SPA 202 or SPA 204 or permission from the instructor

SPA 335 Death, Dictatorship, and Discovery: Representations of the Spanish Civil War 3-3-0
The Spanish Civil War (1936-1939) was a defining moment in Spanish, European, and world history, maintaining to the present a close relationship with cultural production. This course explores the representation of the Civil War from the propagandistic works of the conflict itself, to the censorship of the subsequent dictatorship under Francisco Franco, toe the memory-politics of the current democratic era. The primary focus of this course will be narrative fiction, in particular novels and films, though poetry, art, music, architecture, and documentaries will also be discussed.
Prerequisites: SPA 202 or SPA 204 or permission from the instructor

SPA 435 Directed readings and Research I 3-3-0
This course will involve tutorial supervision of research on subjects and readings from Peninsular Literature not treated in regular courses.
Prerequisite: SPA 331 and by permission of Hispanic Studies Section.

SPA 436 Directed readings and Research II 3-3-0
This course will involve tutorial supervision of research on subjects and readings from Spanish American Literature not treated in regular courses.
Prerequisite: SPA 332 and by permission of Hispanic Studies Section.

Linguistics

SPA 321 History of the Spanish Language 3-3-0
This course focuses on the evolution of the Spanish language from its origins to the present. This diachronic analysis will encompass linguistic aspects such as phonology, morphology, syntax, and semantics.
Prerequisite: SPA 202 or SPA 204 or permission from the instructor

SPA 325 Advanced Spanish Grammar 3-3-0
The main objective of this course is an intensive review of the more complex aspects of Spanish grammar for non-native speakers. The curriculum will cover specific areas of grammar: indicative/subjunctive, ser/estar, prepositions
Prerequisite: SPA 202 or SPA 204, or SPA 203 allow concurrent, or permission from the instructor

SPA 329 Introduction to Hispanic Linguistics 3-3-0
This course introduces students to the study of the main areas of Hispanic linguistics (morphology, syntax, and semantics). General theories on the formation of languages and on language change will be examined. Attention will also be given to the distinct geographical and sociological varieties of contemporary Spanish.
Prerequisite: SPA 202 or SPA 204 or permission from the instructor

Seminars

SPA 342 Seminar in Literature 3-3-0
Research and individual projects within an area of Peninsular or Spanish American Literature.
Prerequisite: SPA 331 or SPA 332 or permission from the instructor

SPA 443 Advanced Research Methods: Honours Thesis Proposal 3-3-0
This course explores the theory, methodology, and practice behind the creation of a research project in Spanish or Latin American literatures, cultures, or Spanish linguistics. In consultation with a supervising member of the Hispanic Studies faculty, students will prepare a research proposal that outlines the specific topic to be explored, establishes clear objectives and parameters for the study, and provides a preliminary bibliography of key primary and secondary sources. This course constitutes the first step in the completion of the Honours Thesis in Hispanic Studies.
Prerequisites: SPA 331 and SPA 332 or equivalent

SPA 444 Honours Thesis 3-0-0
This course constitutes the second step in the realization of the Honours Thesis as students will complete the research project outlined by their work in SPA 443.
Prerequisite: SPA 443

Independent Studies

SPA 315 Independent Studies I 3-0-0
Individual study projects within an area of Spanish linguistics, literature or civilization.
Prerequisite: SPA 331 or SPA 332

SPA 316 Independent Studies II 3-0-0
Individual study projects within an area of Spanish linguistics, literature or civilization.
Prerequisite: SPA 331 or SPA 332

Japanese Studies

Students who wish to complete a Japanese Language Studies Concentration (Exchange) within the Modern Languages Major, or an Adjunct Concentration, or a Japanese Studies Minor, must go on exchange in Japan. Courses to be taken on exchange are chosen in consultation with the departmental Chair.

Japanese Studies Minor (Exchange) (21 credits) MINJSE

Micro-Certificate in Japanese Studies (15 credits) CONJSE

List of Japanese Courses

Japanese Language Courses

JSE 101 Introduction to Japanese Language I 3-3-1
The purpose of the course is to equip students with grammatical patterns and basic vocabulary of present day, standard Japanese. Hiragana, one of the three writing systems of the language, will be gradually introduced, followed by Katakana and Kanji. Grammar sessions will be conducted in English while in drill sessions maximum use of Japanese will be expected. Concurrent registration of JSE 150 strongly recommended for exchange programs.

JSE 102 Introduction to Japanese Language II 3-3-1
Continuation of Introduction to the Japanese Language I.
Prerequisite: JSE 101 or equivalent

JSE 201 Intermediate Japanese Language I 3-3-1
This course introduces students to more grammatical (as well as lexical) items that can be put to immediate use. The purpose of the course is to equip the students with comprehensive grammatical patterns and vocabulary of present-day, standard Japanese at the basic level.
Prerequisite: JSE 102 or equivalent

JSE 202 Intermediate Japanese Language II 3-3-1
Continuation of Intermediate Japanese Language I.
Prerequisite: JSE 201 or equivalent

Courses on Japan

JSE 150 Japanese Society and Culture 3-3-0
This course is designed to give a basic level of knowledge on the main aspects of modern Japanese society and culture. The aim is twofold: first, to present modern Japan as it might be seen by the Japanese themselves, in hope that the student might learn to perceive Japanese society and culture from a Japanese point of view, and; second, to introduce some of the minute details – the intricacies – of everyday life in Japan which the student might not be aware of, yet which will help him or her to better understand and experience the ways of Japan. Concurrent registration of JSE 101 strongly recommended for exchange programs.

Music

Faculty

Mathieu Désy
B.Mus., M.Mus., CSPM. (Cons. De musique et d'art dramatique Montréal); D.Mus. (U. de Montréal); Professor.

Ross Osmun
A.R.C.T. (Royal Cons.); B.Sc., B.Mus., B.Ed., (Windsor); M.Mus., D.M.A. (Eastman); Professor.
Chair of the Department

Program Overview

The Department of Music offers a wide range of courses that provide a general introduction to the subject or that lead to a B.A. degree with either an Honours, Major or Minor in Music. Students also have the option to choose between Music Performance (MPE) or Music and Culture (MCU) programs. Popular interdisciplinary programs include the B.A. in Arts Administration (Music Concentration) and the Musical Theatre Concentration that draws the worlds of Drama and Music together in an exciting collaborative enterprise. The Department welcomes students from across campus to select from a wide range of courses geared to those with little or no background in music.

Courses leading to the B.A. in Music, in either the Performance or Music and Culture stream, are drawn from four areas of study: history and literature; theory and composition; lessons on both instruments or voice; and choral or instrumental ensembles. Courses in the history and literature of music include historical surveys, genre studies, and special interest courses on many topics. Theory courses are combined with musicianship classes (ear-training, sight-singing and keyboard harmony). Advanced courses in composition, harmony, form and analysis, and orchestration are also available. Performance study is available on all orchestral, band and keyboard instruments, as well as voice, with instruction provided by professional musicians. Ensembles include the Choral Ensemble, Chamber Music Ensembles, Jazz/Improvisation Combos and Rock/Pop Bands. Numerous performing opportunities both on and off campus are available as early as the first semester of study for students keen on building their confidence on stage.

The Department proudly boasts the acoustically superb, 165-seat Bandeen Recital Hall. Other facilities include studios for teaching and ensemble rehearsal, classrooms, a recording studio and a number of practice rooms all equipped with Yamaha upright pianos. The Department also owns a Karl Wilhelm continuo organ, a 2-manual French Baroque harpsichord made by Montreal craftsman Yves Beaupré, two 7-foot Hamburg Steinway pianos and a 7-foot American Steinway piano. Students also have access to a 2-manual Wilhelm tracker organ in St. Mark's Chapel. As a general rule, students should possess their own instruments (with the exception of piano, double bass, harpsichord and organ).

In addition to its academic role, the Department of Music is the center of cultural activities for the University community and beyond. The Department offers a full series of concerts by Canadian and international musicians in Bandeen Hall. Artists-in-Residence visit the Department each year to present concerts and master classes for Bishop's music students. A fully-staged musical is mounted each year, in collaboration with the Drama Department.

Admission

Students seeking admission must satisfy the general requirements for admission to the university. In addition, the Music Department requests that each applicant submit a letter detailing their previous musical studies and experience. An audition of two contrasting pieces, in video format, is also required. Please contact the Admissions Office *admissions@UBishops.ca* or the Department Chair for details.

Programs

Music Honours

(60 credits) HONMUS

In addition to the requirements listed below for the Music Major, the following courses are required for students pursuing the Honours Program, whether in the Music Performance or the Music and Culture streams.

Special Project Option:

Electives related to topic .....6 credits
MUS 455 .....6 credits

Performance Option:

Elective related to topic.....3 credits
MUS 372 & MUS 373 .....4 credits
MUS 475 .....6 credits

Students intending to choose the Honours program should declare their intent in writing by the fourth full-time semester. An Honours thesis or recital proposal must be approved by the Department. An average of at least 80%, calculated based on the marks obtained in all MUS and MTH courses attempted in both the first and second 30-credit program years is required. In performance, a grade of at least 85% is required in MUS 373 to continue in Honours Performance.

Music and Culture Major (48 credits) MAJMCU

Core Requirements:

MUS 140 .....3 credits
MUS 111 (or 170) ..... 1 credit
MUS 160 .....2 credits
MUS 295 .....3 credits
Music electives.....3 credits

Music History and Literature:

Any two from MUS courses offered in the calendar under Music History and Music Literature.

MUS 101-102-103-104-115-116-
251-252-253-295(RFC)-310-311 .....6 credits

Music Theory and Composition:

MUS 120-125.....4 credits
MUS 220 or MUS 123 .....2 credits
MUS 130-135 & MUS 230 .....9 credits
MUS 234-291-312-313-395(RFC)-438.....6 credits
Plus any two from MUS courses offered in the calendar under Theory and Composition.

Practical Study:

Ensemble Courses .....3 credits

MUS 172-173 & 272 principal instrument or
MUS 172-173 principal instrument

plus

MUS 170-169 as elective instrument or
MUS 170-169-270-269-370-369 elective instrument 6 credits

Year 1 Recommended Music Courses (18 or 19 credits)

MUS 140 .....3 credits
MUS 111 (or 170) ..... 1 credit
Any one MUS course offered under
Music History and Music Literature .....3 credits
MUS 120 & MUS 125 .....4 credits
MUS 130 & MUS 135 .....6 credits
MUS 170 or 172.....1 or 2 credits

Year 2 Recommended Music Courses (17 or 18 credits)

MUS 220 or MUS 123 .....2 credits
MUS 230 .....3 credits
MUS 160 .....2 credits
Any one MUS course offered under
Music History and Music Literature .....3 credits
Any one MUS course offered under
Theory and Composition.....3 credits
Any one Ensemble Course (MUS 180 – MUS 189) 1 credit
MUS 170-169-270 or MUS 173-272 .....3 or 4 credits

The remaining required music credits may be taken at any time during the student's stay at Bishop's. Majors and Minors may take more than the required number of music credits.

Music Performance Major (48 credits) MAJMPE

Core Requirements:

MUS 140 ..... 3 credits
MUS 111 (or 170) ..... 1 credit
MUS 160 ..... 2 credits
Music electives ..... 3 credits

Music History and Literature:

Any one from MUS courses offered in the calendar under Music History and Music Literature
MUS 101-102-103-104-115-116-251-252-253-295(RFC)-310-311 ..... 3 credits

Music Theory and Composition:

MUS 120-125 ..... 4 credits
MUS 220 or MUS 123 ..... 2 credits
MUS 130-135 & MUS 230 ..... 9 credits
Any one from MUS courses offered in the calendar under Theory and Composition
MUS 234-291-312-313-395(RFC)-438 ..... 3 credits

Practical Study:

Ensemble Courses ..... 6 credits
MUS 172-173-272-273-372 & 373 ..... 12 credits

** Elective instruments may be considered for multi-instrumentalists*

Year 1 Recommended Music Courses (19 credits)

MUS 140 ..... 3 credits
MUS 111 (or 170) ..... 1 credit
MUS 120 & MUS 125 ..... 4 credits
MUS 130 & MUS 135 ..... 6 credits
Any one Ensemble course.
(MUS 180 – MUS 189) ..... 1 credit
MUS 172 & MUS 173 ..... 4 credits

Year 2 Recommended Music Courses (20 credits)

MUS 160 ..... 2 credits
MUS 220 or MUS 123 ..... 2 credits
MUS 230 ..... 3 credits
MUS 234 ..... 3 credits
Any one MUS course offered under Music History, Music Literature or Theory and Composition .... 3 credits
Any two Ensemble courses.
(MUS 180 – MUS 289) ..... 3 credits
MUS 272 & MUS 273 ..... 4 credits

The remaining required music credits may be taken at any time during the student's stay at Bishop's. Majors and Minors may take more than the required number of music credits.

Music and Culture Minor (24 credits) MINMCU

MUS 140 ..... 3 credits
MUS 120 ..... 2 credits
MUS 130 & MUS 135 ..... 6 credits
Music electives ..... 6 credits
Any one from MUS courses offered in the calendar under Music History and Music Literature.
MUS 101-102-103-104-115-116-251-252-253-295(RFC)-310-311 ..... 3 credits
Any one Ensemble course.
(MUS 180 – MUS 188) ..... 1 credit
MUS 170-169-270 or 169-172 ..... 3 credits

Music Performance Minor (24 credits) MINMPE

MUS 120 ..... 2 credits
MUS 130 & MUS 135 ..... 6 credits
Music electives ..... 5 credits
Any one from MUS courses offered in the calendar under Music History and Music Literature.
MUS 101-102-103-104-115-116-251-252-253-295(RFC)-310-311 ..... 3 credits
Any two Ensemble courses.
(MUS 180 – MUS 189) ..... 2 credits
MUS 172-173 & 272 ..... 6 credits

Arts Administration: Music Concentration (27 credits) MAJAAM

Refer to the Arts Administration, Concentration in Music (30 credits) MAJAAM section in the Academic Calendar for course requirements.

Drama Major: Musical Theatre Concentration (30 credits) MAJMMT

The departments of Music and Drama at Bishop's University are pleased to offer a 30-credit concentration in Music Theatre as a supplement to the Music or Drama Major. This is a program unique among Quebec universities. Students entering the Music program will be required to complete an additional 12 credits or cognates in Drama and vice versa. The successful student with a Drama or Music Major plus the Musical Theatre Concentration will earn a total of:

30 credits (Concentration) + 48 credits (Major) + 12 credits (corequisites/cognates) = 90 credits.

Courses

MTH 100 – Intro. To Dance & Movement I .....3 credits

Plus 2 of:

MTH 200 – Dance II: Ballet .....3 credits
MTH 201 – Dance III: Tap.....3 credits
MTH 202 – Dance IV: Dance for the Stage. .....3 credits
MTH 203 – Dance V: Jazz .....3 credits

Other Required Courses:

MTH 110 – Intro. to Acting with Song I .....3 credits
MTH 210 – Acting with Song II: Production .....3 credits
MTH 211 – Acting with Song III: The Golden Age ..3 credits
MTH 212 - Acting with Song IV: Modern.....3 credits
MTH 300 – Musical Production I .....3 credits
or
MTH 301 – Musical Production II.....3 credits

Total: 30 credits

Additional Elective Courses in Musical Theatre *(offered on rotation)***:**

MTH 400 – Independent Study I .....3 credits
MTH 401 – Independent Study II .....3 credits
MTH 410 – Song Writing for Musical Theatre.....3 credits

List of Courses

MTH 100 Intro. to Dance & Movement I 3-3-0
Students learn fundamental techniques commonly applied to all genres of dance including isolation exercises, posture and alignment study as well as dynamics, rhythm and interpretation.

MTH 110 Intro. to Acting with Song I 3-3-0
This course explores the intimate relationship between acting and music and will be centered around the analysis, discussion and performance of short scenes taken from the standard repertory.
Prerequisite:,Consent of instructor(s).
Corequisites: MUS 172 and DRA 131.

MTH 153 History of Musical Theatre 3-3-0
This course will cover the history of popular musical theatre from its origins to the present day, including the discussion of the genres of operetta, vaudeville, musical revue, fully integrated musical, pop and rock operas, as well as contemporary attempts to diversify and challenge musical theatre conventions, production process and subject matter.
Not open to students who have successfully completed MTH 151 and/or MTH 152.

MTH 200 Dance II: Ballet 3-3-0
Students learn basic techniques commonly applied to the genre including barre, floor, and centre work as well as the concepts of rhythm, dynamics, space and balance. Elements of good posture, body alignment, turnout, pointing the toe, etc., are interwoven with the French terminology associated with specific ballet moves.
Prerequisite: MTH 100 or consent of instructor.

MTH 201 Dance III: Tap 3-3-0
Students are presented with rigorous and repetitive series of isolation exercises series for the ankle and foot that develop the basic steps associated within the genre of tap. Development of a clear sense of rhythm and syncopation also a focus of the course.
Prerequisite: MTH 100 or consent of instructor.

MTH 202 Dance IV: Dance for the Stage 3-3-0
Students focus on rhythm and various types of movement, communication and interpretation, and the effective use of performing space in solo, duets and ensemble settings.Prerequisite MTH 100 or consent of instructor.

MTH 203 Dance V: Jazz 3-3-0
Students are presented with rigorous exercises to develop the basic moves associated within the 6 genres of jazz - Classic, Street, Afro, Commercial, Latin and Contemporary, Development of a clear sense of rhythm and syncopation also a focus of the course.
Prerequisite: MTH 100 or consent of instructor.

MTH 210 Acting with Song II: Production 3-3-0
A continuation of MTH 110, the course explores the intimate relationship between acting and music as it occurs in a full-scale musical theatre production.
Prerequisite MTH 110.

MTH 211 Acting with Song III: The Golden Age 3-3-0
A continuation of MTH 110, this course explores the intimate relationship between acting and music and will be centered around the analysis, discussion and performance of short scenes taken specifically from the Broadway repertoire.
Prerequisite: MTH 110.

MTH 212 Acting with Song IV: Modern 3-3-0
A continuation of MTH 110, this course explores the intimate relationship between acting and music and will be centered around the analysis, discussion and performance of short scenes taken specifically from the contemporary repertoire.
Prerequisite: MTH 110.

MTH 300 Musical Production I 3-3-0
This course prepares students to mount a public presentation of a full-scale musical theatre production taken from the standard repertory as well as new and hybrid musicals. Successful audition required.

MTH 301 Musical Production II 3-3-0
This course prepares students to mount a public presentation of a full-scale musical theatre production taken from the standard repertory as well as new and hybrid musicals. Successful audition required.

MTH 400 Independent Study I 3-3-0
This upper-level course allows the advanced student the opportunity to develop projects under faculty supervision specific to their interest and career path.

MTH 401 Independent Study II 3-3-0
This upper-level course allows the advanced student the opportunity to develop projects under faculty supervision specific to their interest and career path.

MTH 410 Song Writing for Musical Theatre 3-3-0
Students will analyze the standard musical theatre repertory, examining song forms, the incorporation of characters, time, place, mood, spoken dialogue, subtext etc. Students, composers and/or lyricists will collaborate to adapt dramatic scenes into songs for the musical stage. Works-in-progress will be collectively critiqued followed by performances of original works in class.
Prerequisites: MUS 120 and MUS 230, or consent of instructor.

To balance the skill sets between Music and Drama, Drama Majors entering the concentration must also complete the following Music courses (12 credits):

MUS 172, 173 & 270 ..... 5 credits
MUS 180, 181 ..... 2 credits
MUS 120 ..... 2 credits
MUS 130 ..... 3 credits

To balance the skill sets between Music and Drama, Music Majors entering the concentration must also complete the following Drama courses (12 credits):

DRA 101 ..... 3 credits
DRA 102 **or** DRA 110 ..... 3 credits
DRA 131 & 132 ..... 6 credits

List of Courses

Theory and Composition

MUS 100 Music Basics for Non-Musicians 1-3-0

Non-music students learn the fundamentals of music theory and notation in order to be able to read and write a chart. It includes the basics of music notation (i.e. staff, notes, and rhythmic figures), scales, chords, arpeggios, key and time signatures, dynamics, and expression notation.

MUS 120 Musicianship I 2-2-0

An introduction to the fundamental skills of musicianship, including ear-training, sight-singing and basic keyboard skills.
Co-requisite: MUS 130.

MUS 125 Musicianship II 2-2-0

Continuation of MUS 120.
Prerequisite: MUS 120 and MUS 130.
Co-requisite: MUS 135.

MUS 123 Introduction to Jazz Skills 2-2-0

An introduction to skills, including understanding the modes, basic jazz harmony, and deciphering basic jazz charts.
Prerequisite: MUS 135 and MUS 120, or permission of the instructor.

MUS 130 Materials of Music I 3-3-0

An introduction to musical literacy, including rhythmic notation, reading in all modern clefs; spelling scales, intervals and triads; and the structure of the tonal system.
Co-requisite MUS 120.

MUS 135 Materials of Music II 3-3-0

Review of the rudiments of music followed by the study of diatonic harmony, melody and voice-leading in the common-practice era.
Prerequisite: MUS 130 or permission of the instructor.
Co-requisite MUS 125.

MUS 220 Musicianship III 2-2-0

Essential musicianship skills extended to chromatic language, including ear training, sight-singing and keyboard harmony.
Continuation of MUS 125.
Prerequisite: MUS 125 and MUS 135.
Co-requisite: MUS 230.

MUS 230 Materials of Music III 3-3-0

A more in-depth study of diatonic harmony, melody and voice-leading in the common-practice era, including four-part writing.
Prerequisite: MUS 125 and MUS 135.
Co-requisite: MUS 220.

MUS 234 The Jazz/Pop Musician's Toolbox 3-3-0

This course offers a hands-on skills workshop for jazz and pop musicians that will convert theoretical knowledge into practical performing skills. Understanding and hearing musical forms, converting scales, modes, chords, and arpeggios into solos, transcribing pieces, understanding jazz etiquette and jargon will all be addressed in detail.
Prerequisite: MUS 135 or permission of instructor.

MUS 291 Song and Instrumental Writing 3-3-0

This course provides the student with a history of the development of popular song styles from the early 20th century onward. There will be a study of the various stylistic approaches by different composers of this era as well as an introduction to the composition of songs.
Prerequisite: MUS 230 or permission of instructor.

MUS 312 Independent Study I: Theory 3-1-0

MUS 313 Independent Study II: Theory 3-1-0

MUS 395 Special Topics in Music Theory 3-3-0

An in-depth study of a selected topic. May be repeated for credit.
Prerequisite: MUS 230 or permission of instructor.

MUS 438 Advanced Composition 3-3-0

This course will focus on the composition of works in the student's area of interest.
Prerequisites: MUS230 or permission of instructor.

Music Literature

MUS 101 Rock 101 3-3-0

This course offers a survey of rock music from its origins and covers the most important songs of the fifties and sixties. Influences from blues, pop and other genres will be investigated to gain a deeper understanding of how this phenomenal movement changed the music world forever.

MUS 102 Rock/Pop Music 1975 to Present 3-3-0

The course will be of great interest to a wide body of students, since it will include the music they listen to at present. An effort will be made to explain how pop music is related to popular culture in a wider sense, and to contemporary society.

MUS 103 Classic Jazz 3-3-0

This course offers a chronological study of the different eras that have marked the evolution of Jazz in America up to 1945. Analysis of form, melody, harmony, rhythm and improvisation techniques of the major works of the masters will be covered.

MUS 104 Modern Jazz 3-3-0

This course offers a study of the different genres that have marked the evolution of Jazz in America since 1945. Analysis of form, melody, harmony, rhythm and improvisation techniques of the major works of the masters will be covered.

MUS 115 Film Music I 3-3-0

This course will survey the history of film music and its major composers beginning in the late 1920's and ending in the mid 1970's. Examples from many different genres - drama, Western, comedy, horror and animation will offer a well-rounded introduction to this fascinating art form.

MUS 116 Film Music II 3-3-0

This course will survey the history of film music and its major composers beginning in the late 1970's and ending with the most recent releases. Examples from many different genres - drama, Western, comedy, horror and animated will offer a well-rounded introduction to this fascinating art form.

MUS 140 The ABC's of Classical Music 3-3-0

This course is designed to introduce students to the world of Classical Music. The 3 B's, The '5', Les Six and other composers will be covered as well as the jargon necessary to navigate through any conversation about classical music as well as understand the hieroglyphics of any printed program seen in the concert hall.

Music History

MUS 251 Western Art Music to 1750 3-3-0
A survey of the major trends in the evolution of music from the Middle Ages through the Renaissance and Baroque periods.
Prerequisite: MUS 140.

MUS 252 Western Art Music 1750-1900 3-3-0
Continuation of MUS 251. A survey of the major trends in the evolution of music during the Classic and Romantic periods.
Prerequisite: MUS 140.

MUS 253 Western Art Music 1900 - Today 3-3-0
A survey of the major trends in the evolution of music during the 20th and 21st centuries.
Prerequisite: MUS 140.

MUS 295 Special Topics in Music History/Literature 3-3-0
An in-depth study of a selected topic and/or composer(s).
Prerequisite: MUS 140. May be repeated for credit.

MUS 310 Independent Study I: Music History 3-1-0
Prerequisites: MUS 140 and consent of instructor.

MUS 311 Independent Study II: Music History 3-1-0
Prerequisites: MUS 140 and consent of instructor.

MUS 455 Thesis: Special Project 6-1-0
Through two continuous semesters, students in Honours with special project option must prepare and present an individual topic with the possibility of a performance element to be chosen by the Honours student in consultation with the Department.
Note: Fee surcharges may apply.

Ensemble

The Music Department offers a wide variety of Ensemble courses every semester. Students outside the Music program may also participate in ensembles and are encouraged to join. A successful audition is required or consent of the instructor.

See the Music Department Chair for audition details.

MUS 180 Choral Ensemble I 1-3-0
Large choral group that explores the classical and/or popular repertoire. Open to all campus and community members, by audition only.

MUS 181 Choral Ensemble II 1-3-0
See description under MUS 180.
Prerequisite: MUS 180.

MUS 182 Chamber Music Ensemble I 1-3-0
Chamber music groups that perform classical repertoire. Good reading skills are expected. Entry by audition only.

MUS 183 Chamber Music Ensemble II 1-3-0
See description under MUS 182.
Prerequisite: MUS 182

MUS 184 Jazz/Improvisation Workshop I 1-3-0
Mixed instrumental ensemble exploring the repertoires of popular music and jazz. Good reading skills are expected. Entry by audition only.

MUS 185 Jazz/Improvisation Workshop II 1-3-0
See description under MUS 184.
Prerequisite: MUS 184

MUS 188 Rock/Pop Band I 1-3-0
These courses provide experience rehearsing and performing in a rock/pop band. Repertoire will be chosen from the rock and pop repertoire. Good reading skills are expected. Entry by audition only.

MUS 189 Rock/Pop Band II 1-3-0
See description under MUS 188.
Prerequisite: MUS 188

MUS 280 Choral Ensemble III 1-3-0
See description under MUS 180.
Prerequisite: MUS 181

MUS 281 Choral Ensemble IV 1-3-0
See description under MUS 180.
Prerequisite: MUS 280

MUS 282 Chamber Music Ensemble III 1-3-0
See description under MUS 182.
Prerequisite: MUS 183

MUS 283 Chamber Music Ensemble IV 1-3-0
See description under MUS 182.
Prerequisite: MUS 282

MUS 284 Jazz/Improvisation Workshop III 2-3-0
Building on MUS 185, this course is a mixed instrumental ensemble exploring the repertoires of popular music and jazz with producing a musical arrangement for their ensemble and conducting its rehearsal. Good reading skills are expected.
Prerequisite MUS 185

MUS 285 Jazz/Improvisation Workshop IV 2-3-0
See description under MUS 284.
Prerequisite: MUS 284

MUS 288 Rock/Pop Band III 2-3-0
This course provides experience rehearsing and performing in a rock/pop band. Repertoire will be chosen from the rock and pop repertoire with students producing a musical arrangement for their ensemble and conducting its rehearsal. Good reading skills are expected.
Prerequisite MUS 189

MUS 289 Rock/Pop Band IV 2-3-0
See description under MUS 288.
Prerequisite: MUS 288

MUS 380 Choral Ensemble V 1-3-0
See description under MUS 180.
Prerequisite: MUS 281

MUS 381 Choral Ensemble VI 1-3-0
See description under MUS 180.
Prerequisite: MUS 380

MUS 382 Chamber Music Ensemble V 1-3-0
See description under MUS 182.
Prerequisite: MUS 283

MUS 383 Chamber Music Ensemble VI 1-3-0
See description under MUS 182.
Prerequisite: MUS 382

MUS 384 Jazz/Improvisation Workshop V 2-3-0
See description under MUS 284.
Prerequisite: MUS 284

MUS 385 Jazz/Improvisation Workshop VI 2-3-0
See description under MUS 284.
Prerequisite: MUS 384

MUS 388 Rock/Pop Band V 2-3-0
See description under MUS 288.
Prerequisite: MUS 289

MUS 389 Rock/Pop Band VI 2-3-0
See description under MUS 288.
Prerequisite: MUS 388

Performance and Practical Study Courses

Principal Instrument

These courses consist of ten, 60-minute lessons on an instrument or in voice. Open to Music Minors, Majors and Honours students following a successful audition. Lessons are scheduled between the assigned instructor and student and normally begin following the Add/Drop deadline. Fee surcharges apply.

MUS 172 Principal Instrument I 2-1-5
Performance instruction on any classical or jazz instrument or voice. No end-of-semester jury. Attendance at all Musique Chez Nous concerts and studio recitals is required.

MUS 173 Principal Instrument II 2-1-5
See description above for MUS 172. End-of-semester jury is required.

MUS 272 Principal Instrument III 2-1-5
Performing in studio recitals, attendance at Music Chez Nous concerts and end-of-term jury exam are required.

MUS 273 Principal Instrument IV 2-1-5
See description above for MUS 272.
Prerequisite: MUS 272.

MUS 372 Principal Instrument V 2-1-5
See description above for MUS 272.
Prerequisite: MUS 273.

MUS 373 Principal Instrument VI 2-1-5
See description above for MUS 272.
Prerequisite: MUS 372.

MUS 472 Principal Instrument VII 2-1-5
See description above for MUS 272.
Prerequisite: MUS 373.

MUS 473 Principal Instrument VIII 2-1-5
See description above for MUS 272.
Prerequisite: MUS 472.

MUS 475F Recital 6-1-14
Restricted to Honours Performance students having completed MUS 373 with a mark of at least 85%. This year-long course (two semesters) consists of twelve, one-hour lessons per semester and prepares students for the presentation of a full-length recital at the end of the second semester. A written component chosen by the student in consultation with the Department is also required. Studio recital participation in the first semester and Musique Chez Nous attendance are also mandatory.

Elective Instrument

These courses consist of ten, 45-minute lessons on an instrument or in voice. Open to Music Minors, Majors and Honours students following a successful audition. Lessons are scheduled between the assigned instructor and student and normally begin following the Add/Drop deadline. Fee surcharges apply.

MUS 170 Elective Instrument I 1-0.75-5
Performance instruction on any classical or jazz instrument or voice. No end-of-semester jury. Attendance at all Musique Chez Nous and studio recitals is required.

MUS 169 Elective Instrument II 1-0.75-5
See description above for MUS 170.
Prerequisite: MUS 170.

MUS 270 Elective Instrument III 1-0.75-5
See description above for MUS 170.
Prerequisite: MUS 170

MUS 269 Elective Instrument IV 1-0.75-5
See description above for MUS 170.
Prerequisite: MUS 270.

MUS 370 Elective Instrument V 1-0.75-5
See description above for MUS 170.
Prerequisite: MUS 269.

MUS 369 Elective Instrument VI 1-0.75-5
See description above for MUS 170.
Prerequisite: MUS 370.

MUS 470 Elective Instrument VII 1-0.75-5
See description above for MUS 170.
Prerequisite: MUS 369.

MUS 469 Elective Instrument VIII 1-0.75-5
See description above for MUS 170.
Prerequisite: MUS 470.

Other Practical Study Courses

MUS 111 Keyboard Proficiency 1-3-0
Being able to use the piano keyboard is an essential tool for musicians. Most music software uses it as their tool to input notes. For vocalists and instrumentalists (other than piano), this course provides the minimum skills for being able to express yourself and create/rehearse music using the keyboard. This course is a requirement for both the Major and Minor programs. MUS 170 may replace this course for the skilled pianist.

MUS 160 The Professional Musician 2-1-5
Today's music professional must know how to act as a freelance artist, understand the music royalty system and how to receive music-specific grants. They also need to be able to produce professional charts/scores using music notation software. This course is a requirement for both the Major and Minor programs.

MUS 174 Collaborative Practical Study I 1-1-0
Students studying the same instrument and wanting to further enhance their skill set as a group can request one project per term in consultation with their tutor and the department Chair. Three students minimum are required. Lessons include one 60-minute meeting per week for ten weeks as a complement to their principal instrument studies. Suggested topics include specific instrumental/vocal techniques, scales, arpeggios, warmups, performance practices, etc.
Note: Fee surcharges apply.

MUS 175 Collaborative Practical Study II 1-1-0
See description for MUS 174.
Note: Fee surcharges apply.

MUS 274 Collaborative Practical Study III 1-1-0
See the description for MUS 174.
Note: Fee surcharges apply.

MUS 275 Collaborative Practical Study IV 1-1-0
See the description for MUS 174.
Note: Fee surcharges apply.

MUS 374 Individual Practical Study: Special Project 3-2-5
A special project involving a performance aspect, on a topic approved by the Department.
Note: Fee surcharges apply.

MUS 375 Instrument Techniques 2-1-5
Introduction to performing, teaching, and maintenance techniques of orchestral instruments: strings, woodwinds, brass, percussion. Recommended for B.Ed. students with a Music concentration, and open to others with permission of the Department.
Note: Fee surcharges apply.

MUS 378 Introduction in Recording Technology 3-2-6
This course is designed to introduce the student to basic sound recording, using modern digital equipment. The course is project-based and will be individually tailored to the student's knowledge and background. Musical skills are required.
Note: Fee surcharges apply.

MUS 379 Recording Technology II 3-2-6
A continuation of MUS 378, this course will introduce students to more advanced techniques, including equalization, compression, mixing, and specific sound capture methods. All of this will be accomplished through student-led music production projects.
Note: Fee surcharges apply.
Prerequisite: MUS 378.

Philosophy

Faculty

James Crooks,
B.Mus. (Mt. Allison), M.A.,
Ph.D. (Toronto); Professor
(Chair of Department, starting Jan. 2025)

Don Dombowsky,
B.A. (Concordia), M.A. (New School for Social Research), Ph.D. (Ottawa); Professor

Bruce Gilbert,
B.A. (Toronto), M.A. (McGill),
Ph.D. (Penn State); Professor
Chair of the Department **(until Dec. 2024)**

Program Overview

Human beings are filled with wonder, curiosity and awe about the world we live in and about our own beguiling lives. Philosophy quite literally asks the "big questions" about the meaning of life and death, what human fulfillment is, the parameters of a just society, cosmology, metaphysics and a host of other similar topics. We also explore the nature of reason and good arguments.

Knowledge of the philosophical tradition is essential to a sound and liberal education. It lies at the heart of what Bishop's has understood historically and continues to embrace today as its educational mission.

In recognition of this, the Department of Philosophy offers a program designed to meet the needs of both specialists and those seeking to supplement their work in other disciplines. Honours and Majors follow a curriculum which emphasizes two broad areas: Continental European Philosophy and the Western Philosophical Tradition, including Analytic philosophy. Advanced students may also pursue independent studies of special topics in greater depth. These offerings are supplemented by a series of introductory and cross-disciplinary courses designed to provide the background, skills and tools for a thoughtful, critical approach to a wide variety of problems and issues and are delivered, for the most part, at a level accessible to the non-specialist.

Programs

Philosophy Honours (54 credits) HONPHI

Candidates for the Honours program must obtain at least an average of 70% on the best 54 credits in Philosophy in order to be eligible to enter the Honours program. In addition to the requirements for a major, Honours students complete two further elective philosophy courses and are required to write an Honours thesis (PHI 400 / PHI 401, 6 credits).

Philosophy Major (42 credits) MAJPHI

Philosophy Honours and Majors must have the following courses:

Any 3 of:

LIB 210	Eros, Love and Desire
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	Causation and Creativity
LIB 216	The Divine and Ultimate Concern
LIB 217	Space, Place & The Human Experience
LIB 218	The History and Philosophy of Science

(LIB courses beyond the three required courses for a Major and in all cases for a Philosophy Minor count only if they are taught by a member of the Department of Philosophy)

Any 3 of:

PHI 100	On the Way to the Good Life
PHI 101	On Thinking and Thinking Well
PHI 102	The Metaphysical Mysteries of Reality
PHI 103	But How Do You Know?
PHI 104	The Hopes and Conflicts of Social and Political Life
PHI 105	Freedom, Anxiety and Authenticity: Existentialist Philosophy
PHI106	Philosophy of Sex and Love

All 4 of:

PHI 271	Socrates and Plato
PHI 272	Aristotle
PHI 260	Kant
PHI 204	Analytic Philosophy

Language Requirement: All Philosophy Honours and Majors must complete two courses in a language of their choice, modern or ancient.

The remaining 6 credits are made of philosophy electives.

Philosophy Minor (21 credits) MINPHI

A minor consists of any 21 credits in Philosophy.

List of Courses

General Introduction

PHI 100 On the Way to the Good Life 3-3-0
Every one of us strives to live the best possible life--to achieve real happiness and fulfillment. We taste deep joy and even ecstasy, and yet we face beguiling worries. Are we tragic beings that always undermine our own projects? Is there real evil in humanity such that our happiness is an illusion? It is possible to be truly fulfilled? To really flourish? In this course students not only engage with key texts from our tradition that tackle these issues, but are also encouraged to explore and develop their own pathways to the "good life".

PHI 101 On Thinking and Thinking Well 3-3-0
Thinking well is absolutely necessary to your freedom, for if we think poorly we are vulnerable to the manipulation and ideological coercion of others. Indeed, thinking permeates our lives, and poor thinking can undermine or even sabotage our most important and valued projects and activities. Whether we try to discern rhetoric from argument in political debate, solve a conflict in our personal lives or prove a scientific hypothesis, we must become good at the art of both discovering and giving good reasons for what we hold to be true. In this course we carefully study the art of good reasoning and argument in a manner directly oriented to strengthening each student's capacity to thrive as a student in the university, as a citizen of his or her community and in his or her personal life.

PHI 102 The Metaphysical Mysteries of Reality 3-3-0
Is reality fundamentally "one", such that humanity and nature are unified and interdependent, sharing a common purpose that we are only just starting to grasp? Or are we fragmented individuals adrift in a chaotic or even absurd and surreal universe in which, if there is to be meaning at all, it must be simply created by our will? Is some other notion of reality yet more convincing? In this course we will explore the great metaphysical mysteries of being and reality.

PHI 103 But How Do You Know? 3-3-0
From personal questions like "How do I know I am in love?" to scientific problems like "How do we know the universe began with a 'Big Bang'?", the problem of how do we know saturates our experience. Surely "seeing is believing", and yet so much intellectual and artistic experience requires that we posit ideas and images that are impossible to perceive with our senses. Moreover, is there still a way in which we can say there is Truth, or is truth really just disguised power? In this course we will explore great puzzles of knowing that animate problems from the Scientific Method to claims about religious knowledge.

PHI 104 The Hopes and Conflicts of Social and Political Life 3-3-0
We live in a time of great social and political turmoil. On the one hand, there is widespread consensus that democracy is the only form of governance adequate to the dignity of human freedom. Yet on the other hand, we are plagued by worries that enormous gaps of wealth and power make authentic democratic participation next to impossible. Or we worry that the state or large corporations are robbing citizens of their genuine liberty. Is our society dominated by the "1%", or are current inequalities of wealth and power actually of mutual benefit to everyone? This course will focus on concrete social and political conflicts and struggles in our own time, and trace the way that these raise fundamental philosophical and political problems about freedom, rights, gender and sexuality, race and ethnicity, economic justice and other important themes.

PHI 105 Freedom, Anxiety and Authenticity: Existentialist Philosophy 3-3-0
Beneath our freedom is nothing but an abyss, for there is no God or metaphysical foundation for humanity to lean upon. Freedom is thus less a liberty "to do what we want" than an anxiety-laden imperative to either create meaning for ourselves or flee from that responsibility. So said the larger than life existentialist philosophers of the 20th century, Jean-Paul Sartre, Simone de Beauvoir, Martin Heidegger and others. In this course we introduce this dynamic philosophical movement that continues to have enormous influence over our culture by studying not only its main writers but also by exploring the many vital human themes it raises.

PHI 106 Philosophy of Sex and Love 3-3-0
What is gender? What is sexuality, and how is it different from eroticism? Is love just expression of reproductive drives or a higher calling to the Beautiful, the Good and the True? This course explores traditional and contemporary theories of love, desire and sexuality as problems at the heart of the human journey.

PHI 107 Introduction to the Philosophy of Religion 3-3-0
With the emergence of secularism in most Western societies in recent decades questions of God, religion and the sacred have become very controversial, with very lively and even sometimes acrimonious public debate. This course will introduce these themes in a way that connects them with modern cosmology, traditional metaphysics and multi-cultural and multi-faith engagement. Students will consider arguments for the existence of God, the nature of the sacred and the holy, the importance of ritual and religious practice, religious ethics and the possibility of life after death.

Independent Studies

PHI 207 Independent Study I 3-3-0

PHI 208 Independent Study II 3-3-0

PHI 307 Independent Study III 3-3-0

PHI 308 Independent Study IV 3-3-0

Thesis

PHI400 Honours Thesis I 3 -3-0
Each student researches, writes and publicly defends a comprehensive thesis proposal under the supervision of one member of the Department. Students must receive a grade of 75% or higher in this course in order to be permitted to register for PHI 401.

PHI 401 Honours Thesis II 3-3-0
Based on the proposal completed in PHI 400, students draft, revise and defend an honours thesis, as examined by all members of the Department of Philosophy.
Prerequisite: PHI 400

The History of Western Philosophy

PHI 200 / CLA 273 Ancient Philosophy 3-3-0
Exploration of key themes and problems in ancient Greek philosophy, including the Pre-Socratic and Hellenistic philosophers, but with special emphasis on the thought of Socrates, Plato and Aristotle. Ancient philosophers inaugurated our scientific and philosophical tradition, and this course will thus address vital themes like existence of pure ideas of the Good, the Beautiful and the Just, the nature of a human longing to fulfill or realize our nature, as well as the character of eros, friendship and dialogue (logos).

PHI 201 Medieval Philosophy 3-3-0
Exploration of the treatment of a range of philosophical issues prior to the Renaissance including: arguments for the existence of God, the relation between reason and revelation, the question of the eternity of the world, and the status of the universals. Text will be drawn from Augustine, Boethius, Eriugena, Anselm, Alfarabi, Avicenna, Averroes, Bonaventure, Siger of Brabant and Aquinas.

PHI 202 Modern Philosophy 3-3-0
Explores key themes, problems and debates in the rationalist and empiricist tradition in the Modern period of European philosophy. This includes especially the thought of rationalist philosophers like Descartes, Leibniz and Spinoza as contrasted with that of the great empiricists - Locke, Berkeley and Hume. This course will address topics such as the relationship of body and mind, of ideas to sensation, of necessity and freedom as well as the nature of human happiness.

PHI 203 Continental Philosophy 3-3-0
Explores key themes and problems in contemporary continental philosophy. Beginning with the transcendental philosophy of Kant**,** the continental tradition has focused on themes such as freedom, the body, emotion, and our concrete relationships with other people. Authors in this study include Hegel, Marx, Nietzsche, Sartre, Heidegger, de Beauvoir, Merleau-Ponty, and Derrida.

PHI 204 Analytic Philosophy 3-3-0
Introduction to 20th century analytic philosophy drawing on works of Frege, Russell, Wittgenstein, Ayer, Schlick, Carnap, Moore, Ryle, Austin, Quine, Davidson and Putnam.

The Western Philosophical Tradition

PHI 250 Ethics on the Cutting Edge 3-3-0

To what degree and in what way are we responsible for other people? For nature? What is the relationship of our freedom to those profound experiences in which we sacrifice much of our liberty—like friendship, love, and family**?**. Is love truly the path to fulfillment, as so many have claimed over the centuries? This course will deal with these and other issues crucial to the lives of all people, and do so in a way that does not require any prior philosophical training. Our main sources will not only be contemporary philosophers, but also poets, novelists, painters and other artists.

PHI 260 Kant 3-3-0

Consideration of epistemological and/or ethical issues in Kant's first two Critiques.

PHI 271 /
CLA 271 Socrates & Plato 3-3-0

A study of the character and teaching of Socrates as portrayed in Plato's early and middle dialogues. Emphasis will be on theory of education.

PHI 272 /
CLA 272 Aristotle 3-3-0

A study of selected works of Aristotle with special emphasis on logic, metaphysics, and the concept of substance.

PHI 374 Spinoza 3-3-0

An in-depth study of Spinoza's Ethics with reference especially to the novelty of its method, its relation to philosophies of the tradition and its subsequent influence.

Continental European Philosophy

PHI 263 Hegel 3-3-0

A study of Hegel's Phenomenology of Spirit with reference especially to the dialectical method and the origin of the philosophy of history.

PHI 265 Nietzsche 3-3-0

This course examines the development of Nietzsche's aesthetic, ethical and political views. Texts include The Birth of Tragedy, The Gay Science, Beyond Good and Evil and The Genealogy of Morals.

PHI 267 Heidegger 3-3-0

This course surveys the long career of Martin Heidegger with special attention to his analysis of human being, his articulation of a post-metaphysical philosophy and his pioneer work in environmental philosophy.

PHI 324 /
POL 324 The Philosophy and Politics of Karl Marx 3-3-0

A study of the philosophy and political theory of Karl Marx, with empahsis on Marx's theory of society, political economy and history. The course will consider a variety of Marx's texts, but focus on Capital, Volume 1.

PHI 362 Topics In Existentialism and Phenomenology 3-3-0

An in-depth study of one of the major contributions to phenomenology (e.g. Husserl's Logical Investigations, Heidegger's Being and Time, Merleau-Ponty's Phenomenology of Perception).

PHI 364 Topics in Postmodern Philosophy 3-3-0

Discussion of recent philosophical critiques of modernity with reference especially to the question of whether the intellectual and social/political movements which have shaped the modern world give that world the resources for understanding itself genuinely. Texts will be drawn from Heidegger, Foucault and Deleuze and Derrida.

PHI 366 /
POL 325 Topics in Critical Theory 3-3-0

This seminar course will explore the development of Critical Theory from its roots in dialectical philosophy (especially Hegel and Marx), to its appropriation of psychoanalysis (especially Freud), to its engagement with contemporary politics, society and art. Authors studied may include Walter Benjamin, Theodor Adorno, Max Horkheimer and Herbert Marcuse.
Prerequisite: POL 228 or POL 229, or one course in Philosophy.

Problems, Special Interests and Service Courses

PHI 279 Between Transcendentalism and Pragmatism 3-3-0

Inspired by the European romantics and idealists but charting a distinctly New World path, the great philosophical and literary authors of the 19th century New England Renaissance gave birth to Transcendentalist philosophy – especially in authors like Ralph Waldo Emerson and Henry David Thoreau. Spurning the elitism and dualistic battles of European thought, this movement affirmed the wisdom of emotion and sensuality but without spurning reason. The transcendentalists prepared the ground for the birth of Pragmatism in the late 19th century, especially in philosophers like Charles Sanders Peirce, William James and, in the next generation, John Dewey. Temporarily eclipsed by the rise of analytic philosophy in the mid-twentieth century, a new wave of pragmatism in authors like Hillary Putnam and Robert Brandom is becoming enormously influential on both sides of the Atlantic. This course will follow the development of pragmatism from its earliest roots right into the most important contemporary debates.

PHI 343 Topics in Philosophy of Language and Hermeneutics 3-3-0

This course will focus on the development of the hermeneutic philosophy of language whose origin dates to the late 18th century. The major figures studied will include Wittgenstein, Heidegger and Gadamer.

PHI 345 Topics in Philosophy of Film 3-3-0

This course will explore key philosophical themes through film. Students will combine viewing and discussion of film with the study of related philosophical texts.
Pre- or corequisite: Any course in philosophy or any course in the Film Studies minor.

PHI 346 Topics in The Philosophy of Art 3-3-0

A look at some attempts by major thinkers to account for the nature of art and beauty, focusing on texts of Plato and Aristotle, Kant and Hegel, Nietzsche and Heidegger.

PHI 347 Topics in Philosophy of Literature 3-3-0

From the time of Plato's engagement with Homer to the contemporary philosophical dialogue with poetry and the novel, philosophy and literature have had a rich and sometimes controversial relationship. This course will explore this dynamic interaction through the careful study **of** philosophically significant works of literature and related works of philosophy.

PHI 348 /
POL 348 Topics in Social and Political Philosophy 3-3-0

This course will typically consist of a detailed study of a great work of Western social and political philosophy. Students will be expected to present seminars and do research on the text itself, the social and political context in which it emerged and its implications for all serious inquiry into questions of society and politics.

PHI 349 Topics in Feminist Philosophy 3-3-0

An introduction to feminist thought from the Enlightenment to the present, looking at some feminist discussions in ethics, theory of knowledge, philosophy of language, and philosophy of science.

PHI 352 Topics in Philosophy of Being 3-3-0

A detailed study of key themes in metaphysics and ontology, including topics like the nature of first philosophy, the nature of the philosophical God, the notion of Spirit and the character of our being in the world.
Prerequiste: at least one course in Philosophy

PHI 353 Topics in the Philosophy of Knowledge 3-3-0

A detailed study of key themes in epistemology, including topics like the nature of a priori concepts, empiricism, scientific method, knowledge as self-transcendence and the self-withdrawal of Being.
Prerequiste: at least one course in Philosophy

PHI 354 The Philosophy of Contemplation 3-3-0

When Plato said that "philosophy begins in wonder" he inaugurated a tradition in the West in which contemplation and the awe that accompanies it were elevated to among the richest and most sublime of human experiences. Here West joined East, which already had a centuries-old devotion to contemplation in the Hindu, Buddhist and Taoist traditions, among others. This course will develop not just a familiarity with the philosophical theories of contemplation but also cultivate precisely the kinds of contemplative experiences that draw us towards transcendence.

PHI 355 Analysis Seminar 3-3-0

An in-depth study of one of the major contributions to analytic philosophy (e.g. Strawson's Individuals, Quine's Word and Object, or Geach's Reference and Generality).
Prerequisite: PHI 204

PHI 387 Topics in World Philosophy 3-3-0

Explores one or more of the world's great philosophical traditions, such as Buddhist, Taoist, Hindu, African and North American philosophy.
Prerequiste: at least one course in Philosophy

Cognate Courses
ESG 366
LIB 210, LIB 211, LIB 212, LIB 213, LIB 214,
LIB 215, LIB 216, LIB 217, LIB 218
POL 100, POL 228, POL 229, POL 324,
POL 325, POL 348, POL 420
PSY 342
SOC 320
RSC 232

Pre-Law

Program Overview

The Pre-Law Minor and Certificate programs are designed to ground students in the concepts of justice, law, and equity, civic governance and responsible citizenship, while also building a knowledge-base in a wide array of related disciplines, such as literature, history, politics, and criminology. The program will also expose students to core competencies – such as problem solving, critical reading, oral and written communications, research, organization and time-management, leadership, and team-building – that enhance capacities for success in law school or other careers within the justice system.

This program is interdisciplinary and offers students the opportunity to develop and/or hone their skills in the areas of logic and critical thinking, argumentation and debate, time-management, and group dynamics. The program aligns with the vision and values of Bishop's University, and seeks to enhance the mission to provide students with an exemplary undergraduate experience in the classroom and beyond. To develop these competencies, students will choose from a list of Humanities, Social Sciences, and other courses provided and will take one capstone course, to be offered annually during the Winter term. Participants should note that the program does not guarantee admission to law school but seeks rather to help in their success once admitted.

Course selection from a select list is based on LSAT criteria and disciplinary knowledge: Content, Reading Comprehension, Analytical Reasoning, Writing proficiency, and Logical Reasoning.

Programs

Pre-Law Minor (24 credits) MINPRL

For the minor, students will take two courses each from the Logical and Analytical Reasoning lists, three from the Reading and Writing categories, and the capstone course.

For the minor, double counting will be allowed on the same basis as the certificate and students may not take more than two 100 level courses. Double counting of courses between the certificate and a student's major or honours program should be set at a maximum of two courses or six credits. To receive the certificate, students may not take more than three 100 level courses.

Certificate in Pre-Law (30 credits) CONPRL

For the certificate, students will be obliged to take one course from the Content list, two courses from each of the Analytical and Logical Reasoning lists and four courses from the Writing and Reading category, plus the capstone course, in order to complete the program.

In order to ensure that this is a selective program for students, the minimum average required for admission into the certificate will be 80%/25 R score.

Please note also: Courses taken within the Pre-Law Certificate program cannot be counted as courses towards a university degree. Students currently enrolled in an undergraduate program at Bishop's should therefore take the minor, the courses for which can be counted towards their degree.

List of Courses

(Please refer to other sections of the Academic Calendar for full course descriptions)

1. Content

BMG 221	Business Law
CLA 321	Laws and Outlaws in Ancient Rome
DRA 131	Acting I
DRA 132	Acting II
DRA 212	Theatre and the State
FIH 240	Art Popular and Mass Culture
HIS 228	Memory, Truth and Reconciliation
HIS 229	Human Rights and Humanitarian Organizations
HIS 300	The Law of the Land: Indigenous Treaties with Canada
HIS 393	Inquisitions, Law and Society
LIB 370	Social Movements and Social Change in Brazil
RSC 200	Politics and Religion
ECO 217	International Economics
ECO 237	Economics of the Environment
SOC 207	Sociology of Indigenous-Settler Relations
SOC 209	Young Offenders
SOC 235	Women and the Penal System
ESG 354	Environmental Impact Assessment
POL 101	Introduction to Comparative Politics
POL 112	Introduction to Canadian Politics
POL 118	Constitutional Law and Canadian Government
POL 214	Public Administration
POL 344	The Politics of International Trade and Investment
POL 345	Introduction to Public International Law
PSY 356	Forensic Psychology

2. Analytical Reasoning (making connections)

BMG 322	Change Management - Prereq: BHR 221
BMG 323	Interpersonal Skills - Prereq: BHR 221
ENG 205	The Art of Rhetoric
ENG 255	Legal Bodies: Crime & Culture in Victorian England
ENG 352	Canadian Literature and Theories of Globalization
FIH 314	Colonial and Postcolonial Issues in the Visual Arts
HIS 234	The Italian Renaissance
HIS 269	First Nations/Settler Relations
LIB 212	In Search of Justice
LIB 214	Environmental Justice and Ecological Crisis
LIB 222	Citizenship and Democratic Practice I
LIB 223	Citizenship and Democratic Practice II
RSC 232	Philosophy of Religion
ECO 322	Real Estate Economics
SOC 208	Criminology
SOC 230	Deviance 1
SOC 233	Carceral Studies and Justice Clinic
SOC 298	Social Problems
SOC 304	Experiential Learning in Sociology II *(Note: SOC 233 may be a prerequisite and this course could be substituted for the capstone course)*
SOC 309	Advanced Seminar in Global Colonization and Decolonization
SOC 331	Deviance 2: Selected Topics
SOC 340	Women: Theory and Ideology
ESG 266	Environmental Policy
ESG 350	Environmental Justice
POL 334	Public Policy Analysis
POL 338	International Law and Human Rights

3. Logical Reasoning (problem solving)

BHR 316	Organizational Conflict and Negotiation
LAT 101F	Beginners' Latin I
LAT 200	Intensive Intermediate Latin (or LAT 201a. 202b)
PHI1xx	Any Philosophy Introductory Course
MAT 100	Excursions in Modern Mathematics
MAT 200	Introduction to Discrete Mathematics
SOC 315	Political Sociology in the Digital Era
SOC 411	Quantitative Tools for Social Research
PSY 330	Psychology and Ethics

4. Reading Comprehension and Writing Proficiency

Any 200 or 300 level courses in Classical Studies, English, History and Global Studies, Liberal Arts, Philosophy or Religion, Society and Culture.*

**There are some exceptions, so consultation with the pre-law chair is strongly recommended.*

Religion, Society and Culture

Faculty

Michele Murray,
B.A. (Trinity Western), M.A.
(Hebrew University of Jerusalem), Ph.D. (Toronto); Professor
Chair of the Department

Daniel Miller,
B.A., M.A. (Toronto), M.A.,
Ph.D. (Michigan); Associate Professor

Program Overview

The study of religion has been a foundational part of Bishop's University's mission since the institution's establishment in the mid-19th century. At that time, the focus was primarily on Christianity. Today, as a department in the Humanities division, we offer a broad range of courses covering the major global religions of the modern world; investigating the cultic expressions and mythological underpinnings of ancient Middle Eastern and Mediterranean civilizations; and examining religion thematically from a number of different perspectives. **Our approach is not theological in any way.** Our objective is instead to further the understanding of religion in an overall sense, and explore how it has informed human existence.

Religion does not exist in a vacuum. It is linked to myriad aspects of society and culture, including philosophical thought, psychological, social, political and economic dimensions, fine arts, literature and sports, and the issue of human mortality. Thus, the academic study of religion is an interdisciplinary pursuit. Students taking an Religion, Society and Culture Honours or Major are encouraged to take courses in other, related fields and, conversely, students in other disciplines are welcomed in Religion, Society and Culture courses in order to round out their understanding of their areas of concentration.

Students planning on entering professions such as education, social work, law, clinical psychology, theatre, music, business, etc., may pursue courses in Religion, Society and Culture in order to enhance their vocational and personal lives. (The study of religion may also, of course, be in preparation for some form of ministry.)

Programs

Religion, Society and Culture Honours (60 credits) HONRSC

Students must maintain an average of at least 70% as calculated from the best 60 credits in the program (including cognates). They have the option of writing an Honours thesis in their final year. Students usually take the Honours program if they plan to pursue graduate work. See the Religion, Society and Culture Major below for specific course requirements.

Religion, Society and Culture Major (42 credits) MAJRSC

Religion, Society and Culture Honours and Majors must take the following courses:

RSC 100	Middle Eastern Matrix: Religions of the West
RSC 101	Asian Origins: Religions of the East
Any 2 of:	
RSC 124	Hinduism: The Many Faces of the Divine
RSC 125	Buddhism: The Middle Way
RSC 126	Judaism: A Covenant with God
RSC 127	Islam: Submission to Allah
Any 2 of:	
RSC 112	From Mythology to History: Biblical Israel and its World
RSC 120	Greek Mythology: Gods, Heroes, and Monsters
RSC 121	Greek Mythology: Transformations
RSC 135	Jesus and His World
RSC 203	Early Christian Art and Architecture
RSC 206	Apocalypse
RSC 214	Israelite Mythology and Cultic Practice
RSC 215	Fake News? History vs. Legend in the Narrative of Early Biblical Israel
RSC 236	Death and Dying in the Ancient World
RSC 280	Roman Religion
Any 2 of:	
RSC 107	Introduction to the Philosophy of Religion
RSC 148	Psychology of Religion
RSC 149	Sociology of Religion
RSC 200	Politics and Religion
RSC 204	Women in Religion
RSC 207	Sex and Religion
RSC 232	Philosophy of Religion
RSC 237	Religion at the Movies
RSC 248	Death and Dying in the Modern World
Any 2 of:	
RSC 302	Of Latter-day Saints and Modern-day Prophets: New Religious Movements
RSC 303	On the Road Again: Pilgrimage in Theory and Practice
RSC 310	Christian Nationalism in America
RSC 328	Christian Origins
RSC 332	Magic and Divination in the Ancient Near East
RSC 350	The Goddess: History, Cult and Myth

Religion, Society and Culture Minor (21 credits) MINRSC

Any 21 credits in Religion, Society and Culture

List of Courses

RSC 100 Middle Eastern Matrix: Religions of the West 3-3-0
An introduction to the "Western" religious traditions (Judaism, Christianity, Islam) and the ancient Zoroastrian faith, which all began in the Middle East. In addition to addressing the historical evolution, religious practices, writings, fundamental concepts, beliefs and cultural expressions of each of these traditions, the course will also consider methodological issues pertaining to the study of religion as an academic discipline.

RSC 101 Asian Origins: Religions of the East 3-3-0
An introduction to Asian religious traditions, historically called "Eastern" (Hinduism, Buddhism, Jainism, Sikhism and Shinto). In addition to concepts, beliefs and cultural expressions of each of these traditions, the course will also consider methodological issues pertaining to the study of religion as an academic discipline.

RSC 107 Introduction to the Philosophy of Religion 3-3-0
With the emergence of secularism in most Western societies in recent decades questions of God, religion and the sacred have become very controversial, with very lively and even sometimes acrimonious public debate. This course will introduce these themes in a way that connects them with modern cosmology, traditional metaphysics and multi-cultural and multi-faith engagement. Students will consider arguments for the existence of God, the nature of the sacred and the holy, the importance of ritual and religious practice, religious ethics and the possibility of life after death.

RSC 112 From Mythology to History: Biblical Israel and its World 3-3-0
An exploration of the world of the ancient Israelites, the forerunners of the Jewish people. Material from selected books of the Hebrew Bible (also called the Old Testament) will be combined with archaeological data and evidence from inscriptions to situate Israelite civilization within the socio-cultural context of the wider ancient Middle Eastern and Mediterranean worlds.

RSC 114 Biblical Hebrew I 3-3-0
Introduction to Biblical Hebrew grammar, and reading of simple texts.

RSC 115 Biblical Hebrew II 3-3-0
More advanced Biblical Hebrew grammatical concepts, and study of more challenging texts.

CLA 112 / RSC 120 Greek Mythology: Gods, Heroes, and Monsters 3-3-0
This course introduces the myths of ancient Greece through tales of powerful gods, legendary heroes, and fearsome monsters. We will study their role in literature, religion, and art, and consider how these stories reflected Greek values and continue to inspire modern culture.

CLA 113 / RSC 121 Greek Mythology: Transformations 3-3-0
This course explores myths of change and metamorphosis in ancient Greece, from divine punishments and miraculous shapeshifting to the remaking of heroes and the natural world. We will examine how stories of transformation express ideas about identity, power, and the boundaries between gods, humans, and nature, and trace their influence on later literature and art.

RSC 124 Hinduism: The Many Faces of the Divine 3-3-0
A study of Hinduism in its infinite variety from earliest times to the present. Topics include: the Indus Valley Civilization; early Vedic religion, its myths and gods; the Upanishads; Brahmanism; the Ramayana and the Mahabharata; the caste system; Vaishnavism, Saivism and goddess worship.

RSC 125 Buddhism: The Middle Way 3-3-0
The origins of Buddhism in its native India and its spread throughout many countries of the East. Topics include: the relationship of Buddhism to Hinduism and Jainism; the development of the monastic order, principal teachings and practices; meditation; ritual; study of major writings and modern developments.

RSC 126 Judaism: A Covenant with God 3-3-0
An introduction to the history, literature, ideas and practices of Judaism from its biblical origins to the present. Topics include: the major festivals and High Holidays; Torah and Talmud, mitzvah and midrash; philosophers of Judaism; Kabbalah and the mystical tradition; temples and synagogues; Rabbinic Judaism; Orthodox, Conservative and Reform; dietary and religious practices; women and the rabbinate; rites of passage; the Holocaust; the modern state of Israel and messianism.

RSC 127 Islam: Submission to Allah 3-3-0
The history, literature, ideas and practices of Islam from its origins to the present. Topics include: pre-Islamic Arabia; the life, example and practices of the Prophet Muhammad; the Qur'an; the caliphate and the *ummah*; *sunnah* and *Hadith*; the Five Pillars and worship; *Shari'ah*; Sufism and the mystical tradition; Sunni and Shiite; women in Islam; art and architecture in Islam; Islam and modernity.

RSC 135 Jesus and His World 3-3-0
How did Jesus the Jew come to be known as Jesus Christ? What was the Graeco-Roman world that birthed the first-century Jewish sect that became Christianity like? Through an analysis of various New Testament documents and other early Christian writings, this course will focus on the social, historical and political context of the Graeco-Roman world that gave rise to Christianity.

RSC 148 Psychology of Religion 3-3-0
An introduction to major theoretical approaches to the psychological understanding of religion: pragmatism (William James), Psychoanalysis (Sigmund Freud, Carl Jung, Erik Erikson) and Humanism (Gordon Allport, Abraham Maslow).

RSC 149 Sociology of Religion 3-3-0
An introduction to the understanding of religion as a social phenomenon: a discussion of the views of Ludwig Feuerbach, Karl Marx, Emile Durkheim, Max Weber, Peter Berger and Robert Bellah.

RSC 200 Politics and Religion 3-3-0
This course examines the intersection between extremist religious beliefs and political power, predominantly but not exclusively those cases in which violence and serious conflict have arisen. Topics include: radical Zionist settlers in the West Bank; Islamic theocracy in Iran; Christian nationalism in the United States; radical Islamist groups (e.g., the Taliban, the Islamic State [ISIS] and Al Qaeda).

CLA 206 /
RSC 203 Art and Architecture of Late Antiquity 3-3-0
This course examines the development of a new artistic and architectural order as a result of the religious movement of Christianity in the Roman Empire and beyond. The adaptation of elements from Greek, Roman, and Near Eastern artistic traditions will be examined, from the catacombs of Rome to the dazzling mosaics, monasteries, and cathedrals of the Byzantine era. Architecture, painting, textiles, mosaics, decorative arts, and manuscript illumination will be studied.

CLA 204 /
RSC 204 Women in Religion 3-3-0
An investigation of the religious lives of early pagan, Jewish and Christian women in the context of the Graeco-Roman world. Literary and epigraphical sources from the fourth century BCE to the third century CE are analyzed in order to determine women's roles, rites and practices, with special attention to constructions of gender in the Graeco-Roman world.

RSC 206 Apocalypse 3-3-0
Whereas cosmic time in Asian religious traditions is generally seen as cyclical, with recurring phases of creation and destruction, in the "Western" religions of Judaism, Christianity and Islam it is viewed as linear, with a single creation and a final destruction of this present world: the apocalypse. This course will look at the sacred texts that underpin apocalyptic concepts in established Western religions (e.g., the biblical Books of Daniel and Revelation), and examine how apocalyptic beliefs have been given expression in these traditions. Consideration will also be given to End Times beliefs in more recent "apocalyptic" movements (e.g., Heaven's Gate, The Branch Davidians).

RSC 207 Sex and Religion 3-3-0
This course provides an overview of topics in which issues of sex and sexuality intersect with particular Eastern and Western religious traditions. The course is selective rather than comprehensive. Topics that could be covered include: menstruation and early sexuality; heterosexuality; contraception; LGBTQ+; same-sex marriage; celibacy; asexuality; sex and the sacred. Attitudes, traditions and regulations pertaining to these topics will be explored from various religious perspectives through readings and films/movies.

LIB 216 /
RSC 208 The Divine and Ultimate Concern 3-3-0
The divine is that about which we are "ultimately concerned"—so said theologian Paul Tillich of Union Seminary in New York. Is this just a last-ditch attempt to salvage faith and spirituality in the midst of charges that religion is, at best, an "opiate of the masses" (Marx) and, at worst, "patently infantile" (Freud)? Or again, is the role of religion being taken over by its longtime sister in spirit—art? This course will explore the troubled and passionate place of religious experience and the aesthetic in Western civilization.

RSC 214 Israelite Mythology and Cultic Practice 3-3-0
An examination of mythology and cultic practices within Israelite society, as reflected in the Hebrew Bible (Old Testament). Extra-biblical texts and archaeological evidence will be used to contextualize the biblical material. Topics include: the origins of the Israelite deity Yahweh; monotheism and polytheism; goddess worship; child sacrifice.

RSC 215 Fake News? History vs. Legend in the Narrative of Early Biblical Israel 3-3-0
An examination of historical accounts concerning the Israelites in the Hebrew Bible (Old Testament), with a view to assessing their historical authenticity. Extra-biblical texts and archaeological evidence will be used to contextualize the biblical material and to evaluate its claims. Topics include: the Patriarchs (Abraham, Isaac and Jacob); Joseph in Egypt; the Exodus; the Israelite settlement in Canaan; the supposed "United Monarchy" under David and Solomon; David and Goliath.

RSC 232 Philosophy of Religion 3-3-0
Does the intelligibility of the universe require a notion of the divine? Does philosophy point in the direction of mysticism? Is there a close link between the metaphysics of religious experience and moral commitments such as love, faith and courage? In this course, we will explore the ongoing and lively debate about these issues by drawing on authors from the ancient, medieval and contemporary contexts.

POL 236 /
RSC 234 Introduction to Middle Eastern Politics 3-3-0
The course will focus on the forces that have shaped current Middle Eastern politics: particularly the growing influence of Islam and Islamic fundamentalism on political life and thought; the enduring legacies of westernization, colonialism and secular nationalism; and the Arab-Israeli conflict. Arriving at an understanding of Middle Eastern politics in this course will also entail study of the challenges modernizing states, parties and leaders are confronting today, and the profound impact of Western interests and policies on the region.

CLA 236 /
RSC 236 Death and Dying in the Ancient World 3-3-0
This course explores the myths, rituals and beliefs associated with death and dying in antiquity. Topics include: myths associated with the afterlife; books of the dead; magic and death rituals; understandings of heaven and hell; final judgment.

RSC 237 Religion at the Movies 3-3-0
This course employs movies to study religion, and religion to study movies. Different movie genres will be used to explore various issues, dimensions and expressions of religion, while images, metaphors and teachings found in religion will be employed to illuminate the religious material portrayed in movies.

RSC 248 Death and Dying in the Modern World 3-3-0
This course explores the myths, rituals and beliefs associated with death and dying in the modern world. Topics include how death and dying are dealt with by contemporary cultures and societies, in particular within the contexts of various religious traditions.

CLA 280 /
RSC 280 Roman Religion 3-3-0
This course examines the religion of the ancient Roman people, following the traditions and changes from the 8th century BCE to the Imperial period. Roman religion was very different from the monotheistic religions with which many of us are familiar today, but it was also significantly different from the mythology of the ancient Greeks, despite the Romans' willingness to absorb and adapt the Greek myths. Topics to be studied in this course will include the Roman concept of divinity, beliefs about the dead, religious and cult ritual, senatorial and imperial control of religion, emperor worship, divination and prophesy, festivals, and Roman responses to the introduction of foreign religions.

RSC 302 Of Latter-Day Saints and Modern-Day Prophets: New Religious Movements 3-3-0

In the past two centuries, a number of new religious groups claiming a significant number of adherents have emerged, joining long-established religions such as Judaism, Christianity, Islam, Hinduism and Buddhism in the global religious tapestry. Some of these groups are recognizably offshoots of much older religious traditions while others are entirely new entities, with only a tangential connection to what has gone before. This course will examine the roots and development of some of these groups, which scholars have generally called "New Religious Movements" (NRMs). Possible movements studied will include: The Church of Jesus Christ of Latter-day Saints (i.e., Mormonism), Rastafari, Scientology, Bahá'í, Jehovah's Witnesses, Christian Science and QAnon.

CLA 303 /
LIB 303 /
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.

RSC 310 Christian Nationalism in America 3-3-0

Christian nationalism is a fusion of political activism and a particular strand of Christianity: nativist, white-supremacist, militaristic, patriarchal, heteronormative. Anti-democratic at its core, it currently represents a serious challenge to the functioning of long-established American institutions of governance, having been embraced by a significant segment of the Republican Party. This course will trace the roots and rise of Christian nationalism in the United States and assess how it is shaping the present American political, religious and cultural landscape.

RSC 328 Christian Origins 3-3-0

This course explores a variety of early Christian and Jewish texts to understand the existence of different Christianities in the first four centuries of the Common Era and the complex relationship between Jews and Christians within the broader historical context of the Roman Empire. Possible topics to be discussed include: How did Christianity become its own religion, separate from Judaism? What did Christians believe about Jesus and about their own identity in the formative period of Christianity? What social and cultural forces forged the earliest images of Jesus?
Prerequisite: RSC 135 or permission of the instructor

CLA 332 /
RSC 332 Magic and Divination in the Ancient Near East 3-3-0

Since the 19th century, magic and divination have been subjects of great scholarly interest. This course will examine how these phenomena were manifested in the region of what is today called the Middle East. We will also look at the supposed polemic against magic and divination in the Hebrew Bible (Old Testament), where calling someone a magician or diviner was a strategy for social control and definition, serving as an element in the construction of views about legitimate and illegitimate religious authority.

CLA 350 /
RSC 350 The Goddess: History, Cult and Myth 3-3-0

From Diana's bow to Athena's shield, from the fearsome wail of the Erinyes to the dulcet tones of the Muses, the sacred feminine in all its manifestations has fueled the imagination. How we in the modern world perceive the female divine, however, also reflects our own changing attitudes towards women. In this seminar course, we will examine the sacred feminine in art, archaeology, and literature, from Paleolithic Europe to contemporary America, with a view to understanding the construction of tropes of femininity both in ancient cultures and our own. Topics may include Near Eastern and Graeco-Roman goddesses, Hindu goddesses, gendered archaeology, the virgin Mary, modern goddess movements, and more!
Prerequisite: at least two Classics courses or permission of the instructor

Independent Studies, Honours Thesis

RSC 300 Independent Studies I 3-3-0

RSC 301 Independent Studies II 3-3-0

RSC 402F Honours Thesis 6-3-0

A full-year (two-semester) course in which the student does guided research into a subject, produces a written thesis and, ultimately, gives an oral defence of the thesis.
Prerequisite: departmental acceptance of the thesis proposal

Cognate Courses

The following courses in other departments are recognized as Religion, Society and Culture cognates:

CLA 110	The Art and Archaeology of Ancient Egypt
DRA 211	Ritual and Theatre
HIS 253	A History of Medieval Europe
HIS 279	The Middle East in the Twentieth Century
HIS 291	Women in the Islamic World
HIS 393	Inquisitions, Law and Society
LIB 384	Dante's Divine Comedy
PHI 354	Philosophy of Contemplation

Some courses offered in the Liberal Arts Department

Some courses offered in the Philosophy Department

PSY 298	Zen and the Brain

This is not an exhaustive list. Religion, Society and Culture students should consult the chair of the Department regarding any other courses offered by other departments or programs that they wish to take for Religion, Society and Culture credit.

Faculty of Natural Sciences and Mathematics

Overview

The Faculty of Natural Sciences and Mathematics offers a diverse range of courses, programs and degrees (B.Sc., B.A., M.Sc.) via its five departments (Biology & Biochemistry, Chemistry, Computer Science, Mathematics and Physics & Astronomy).

Students enrolled in the experimental science classes receive extensive laboratory experience. Laboratories and classes tend to be small and students are able to obtain essential feedback from Professors. The Faculty also offers students free help in learning mathematics/statistics, physics and computer science through Help Centres staffed with upper year students and/or professional tutors, under the supervision of Faculty members. The Bishop's University Astronomical Observatory is also available for graduate and undergraduate research as well as for public viewing.

Graduates from the Faculty pursue careers in many diverse fields. In recent years these careers have included, but are not limited to: medicine, veterinary medicine, dentistry, biomedical research, engineering, actuarial science, statistics, software engineering, pharmacology, physiotherapy, secondary and primary school science teaching and the chemical industry.

Degrees and Programs

Detailed descriptions of the degrees and programs offered are found under the respective Departmental sections of this calendar. The Faculty of Natural Sciences and Mathematics offers selected Masters of Science (M.Sc.) degrees and a wide range of programs leading to the Bachelor of Science (B.Sc.) or Bachelor of Arts (B.A.) degrees with Honours or Majors specialization. In addition, several departments offer Minor programs that can be added to one's Honours/Major program, and Computer Science also offers a certificate program. Please see the complete list of programs in Table I below.

Natural Sciences Divisional Major MAJDNS

The Faculty offers an entry-level program for a limited number of students, allowing them to register as Divisional Majors (rather than into a specific program) for a maximum of two semesters. After two semesters of full-time study completed, students must enrol into a specific program (Major). Students who are not accepted into one of the regular programs must consult with the Academic Advisor to determine an academic plan.

Length of Degrees

All students admitted into their first Bachelor's degree come into a 4-year, 120-credit program. However, students may be granted up to one year of advanced credits (30 credits) and in some specific cases, up to two years of advanced credits (60 credits), for coursework completed at a previous academic institution. To find out more, students can consult the Admission section of the Academic Calendar and the Transfer Credits webpage *(www.ubishops.ca/future-students/admission-process/transfer-credits-at-bishops-university/)* to find out if they are eligible for advanced credits and/or courses exemptions.

Collegial Equivalent Science Courses

Students having a Québec collegial diploma (DEC) and who have completed collegial courses that are equivalent to the introductory science courses listed below, will receive an exemption for the applicable courses. CEGEP/Bishop's course equivalencies *(www.ubishops.ca/future-students/admission-process/transfer-credits-at-bishops-university/cegep-credit-chart/)* are:

General Biology for Science students	**BIO 196/BIL 196**
General Chemistry	**CHM 191/CHL 191**
Chemistry of Solutions	**CHM 192/CHL 192**
Calculus 1/Differential and Integral Calculus 1	**MAT 191**
Calculus 2	**MAT 192**
Linear Algebra*	**MAT 108**
Mechanics	**PHY 191/PHL 191 or PHY 193/PHL 193**
Electricity and Magnetism	**PHY 192/PHL 192 or PHY 194/PHL 194**

**Only if a grade of 80% or higher was received in the equivalent course.*

Bishop's collegial-equivalent science courses that must be completed in each of our science programs are listed in Table II. It is to be noted that the labs that are associated with many of these courses must be taken concurrently (e.g. the course BIO 196 has an associated lab named BIL 196).

Humanities and Social Sciences Requirements

In order to encourage students enrolled in the Faculty of Natural Sciences and Mathematics to broaden the scope of their education, all majors and honours programs require to complete at least the following:

- Two courses (6 credits) selected from any Humanities courses. *It is recommended that at least one of these courses be a writing intensive course. It is to be noted that students who have received 30 or more unassigned advanced credits (ELE) are exempt from this particular requirement.*
- One course (3 credits) in either the Faculty of Humanities or the Faculty of Social Sciences. *It is to be noted that students with program combinations which require more than 72 credits are exempt from this particular requirement.*

While these requirements will not in themselves ensure against excessive specialization, it is hoped that it will lead students to find and pursue various areas of interest.

Table I: Science programs in the Faculty of Natural Sciences and Mathematicss

Department	Program/Concentration	Degree Type	Specialization Level
Biology and Biochemistry	Individualized	M.Sc.	Master's
	Biochemistry: Biochemistry and Molecular Biology Concentration	B.Sc.	Honours, Major, Minor
	Biology: Health Sciences and Pre-Medicine Concentration	B.Sc.	Honours, Major
	Biology: Health Sciences Concentration	B.A.	Major, Minor
	Biology: Biodiversity and Ecology Concentration	B.Sc., B.A.	Honours, Major, Minor
Chemistry	Individualized	M.Sc.	Master's
		.	Minor
Computer Science		M.Sc.	Master's
		B.Sc.	Honours, Major, Minor
		Certificate	
	Information Technology	B.A.	Major
Mathematics		B.Sc., B.A.	Honours, Major, Minor
	Matemáticas en Español	B.Sc., B.A.	Honours, Major
	Mathematical Contexts		Minor
Physics and Astronomy		M.Sc.	Master's
		B.Sc.	Honours, Major, Minor

Table II: Collegial-equivalent courses

Department/Program	Biology	Chemistry	Mathematics	Physics
Biology and Biochemistry / Biochemistry B.Sc.	BIO 196/BIL 196	CHM 191/CHL 191	MAT 191	PHY 191/PHL 191 or PHY 193/PHL 193
		CHM 192/CHL 192	MAT 192	PHY 192/PHL 192 or PHY 194/PHY 194
Biology and Biochemistry / Biology B.Sc.	BIO 196/BIL 196	CHM 191/CHL 191	MAT 191	PHY 191/PHL 191 or PHY 193/PHL 193
		CHM 192/CHL 192	MAT 192	PHY 192/PHY 192 or PHY 194/PHY 194
Biology and Biochemistry / Biology B.A.	BIO 196/BIL 196	CHM 191/CHL 191 CHM 192/CHL 191		
Computer Science / B.Sc.			MAT 191	PHY 191/PHL 191
			MAT 192	PHY 192/PHL 192
Computer Science / Information Technology B.A.			MAT 196	
			MAT 197	
Mathematics / B.Sc.			MAT 191	PHY 191/PHL 191
			MAT 192	PHY 192/PHL 192
Mathematics / B.A.			MAT 191	
			MAT 192	
Physics and Astronomy		CHM 191/CHL 191	MAT 191	PHY 191/PHL 191
		CHM 192/CHL 192	MAT 192	PHY 192/PHL 192

Transfers from other Universities and Colleges

Students entering a program in the Faculty of Natural Sciences and Mathematics from another Canadian University or College, or from accredited international post-secondary institutions, will have their transcripts of grades examined individually for possible transfer credit against a Bishop's program's requirements. Please consult the Admission section of this Calendar or the Admissions Office, admissions@ubishops.ca for details.

Transfers from other programs at Bishop's University

Rules pertaining to transfer into Faculty of Natural Sciences and Mathematics programs are published in the Undergraduate Academic Regulations, under the article "Change of Degrees or Degree Components."

Department of Biology and Biochemistry

Faculty

Patrick Bergeron
B.Sc. (McGill University), Ph.D. (Université de Sherbrooke)
Professor
Research and Honours Project Coordinator

Marylène Boulet
B.Sc. (Université Laval), M.Sc. (Université Laval),
Ph.D. (McMaster University)
Senior Instructor

Estelle Chamoux
Ph.D. (Université de Sherbrooke)
Professor

Kerry Hull
B.Sc. (University of Alberta), Ph.D. (University of Alberta)
Professor

Elizabeth Prusak
M.Sc. Eng. (Tech. Univ., Poland),
Ph.D. (Polish Academy of Science)
Professor

Michael Richardson
B.Sc. (McGill University), M.Sc. (McGill University),
Ph.D. (McGill University)
Associate Professor

Jade Savage
B.Sc. (McGill University), Ph.D. (McGill University)
Professor

Ginny (Virginia) Stroeher
B.Sc. (Montana State University), Ph.D. (University of Washington)
Professor
Chair of the Department

Sarathi Weraduwage
B.Sc. (University of Colombo), Ph.D. (University of Guelph)
Associate Professor

Program Overviews

The Department of Biology and Biochemistry offers three B.Sc. programs: Health Sciences and Pre-Medicine, Biochemistry and Molecular Biology, and Biodiversity and Ecology. All three programs offer a Major, a Research-based Honours, and a Course-based Honours degree. In addition, two B.A. programs are offered, Health Sciences and Biodiversity and Ecology, and three Minor programs are offered, Biochemistry and Molecular Biology, Health Sciences, and Biodiversity.

Honours Programs

Students may enter either Honours program, Course-based or Research-based, upon completion of all Y1 year science courses and 24 additional credits. These credits must include completion of the following five (5) courses and associated labs:

BIO 201	Cellular and Molecular Biology
BIO 208	Genetics
CHM 111	Organic Chemistry I
PHY 101	Statistical Methods in Experimental Science
BIO 205	Animal Diversity) **or**
BCH 210	General Biochemistry)

Additionally, students must possess for entry into an honours program, and then must maintain:

1) A cumulative average of 75% or greater.
2) 75% or higher in all 300 and 400 level Biology and Biochemistry courses, with the exemption of four credits (usually one lecture and one laboratory course).
3) Achieve at least 75% in each of the honours courses.

Failure to maintain any of these criteria will result in the student being removed from the honours program and entered into the corresponding majors program.

Program Notes

1) Students in the Biology and Biochemistry Department are allowed to complete only one of the departmental programs (Health Sciences and Pre-Medicine, Biochemistry and Molecular Biology, Biodiversity and Ecology, Health Sciences, or Biodiversity and Ecology).
2) Students entering any one of the 4-year programs in the department must complete two humanities or one humanities and one social sciences course in addition to the three Skills and Perspectives courses required in each program.
3) All students must meet the Faculty of Natural Sciences and Mathematics Humanities and Social Sciences Requirement.
4) Note that many lecture courses have a co-requisite laboratory course featuring the same course number but a BCL/BIL/CHL/PHL course code. Lab credits do not count towards the total 120 credit requirement of a given program, and the co-requisite lab must be passed to receive credit for the lecture course. If a co-requisite lab course is not offered in the semester that the lecture course is completed, the co-requisite is waived.

B.Sc. Biochemistry Honours: Biochemistry and Molecular Biology Concentration (Research-Based) HONBMR

1. Y1 year (10 courses)

BIO 196/BIL 196	Introduction to Cellular and Molecular Biology	PHY 191/PHL 191	Introductory Physics I
CHM 191/CHL 191	General Chemistry I	PHY 192/ PHL 192	Introductory Physics II
CHM 192/CHL 192	General Chemistry II	1 Humanities Course	
MAT 191	Calculus I	1 Humanities or Social Sciences Course	
MAT 192	Calculus II	1 Free Elective Course	

2. Required Courses (15 courses)

BCH 210	General Biochemistry	CHM 111/CHL 111	Organic Chemistry I: Introductory
BCH 311	Proteins	CHM 135	Physical Chemistry – Thermal and Fluid Physics
BCH 312	Lipids and Biomembranes	CHM 141/CHL 141	Analytical Chemistry
BCH 313/BCL 313	Metabolism	CHM 211/CHL 211	Organic Chemistry II: Introductory
BCH 411	Molecular Biology	CHM 245/CHL 245	Instrumental Analysis **or**
BIO 201	Cellular and Molecular Biology	CHM 341/CHL 341	Principles and Practices of Chemical Spectroscopy and Mass Spectrometry
BIO 208/BIL 208	Genetics	PHY101	Statistical Methods in Experimental Science
BIO 336	Animal Physiology I		
BIO 352/BIL 352	Microbiology **or**		
BCH 381	Immunology		

3. Required Option Courses (3 courses)

BCH 317	Plant Biochemistry for Human Health & Nutrition	BIO 320	Programmed Cell Death
BCH 342	Bioinformatics	BIO 337/BIL 337	Animal Physiology II
BCH 380	Steroids and Their Essential Roles in Humans	BIO 352/BIL 352	Microbiology
BCH 381	Immunology	BIO 359	Human Genetics
BCH 382	Principles of Toxicology	BIO 365	Developmental Biology
BCH 421	Enzymes in Health and Disease	BIO 394	Biology of Cancer
BCH 460	Plant Biotechnology for Crop Improvement	CHM 245/CHL 245	Instrumental Analysis
BIO 310	Advanced Cell Biology	CHM 311	Organic Chemistry III
BIO 311	Quantitative Methods in Biology	CHM 341/CHL 341	Principles and Practices of Chemical Spectroscopy and Mass Spectrometry

4. Required Honours Courses (4 courses)

BIO 486	Scientific Writing	BCH 491	Honours Research Project I
BIO 490	Honours and Independent Studies Seminar	BCH 492	Honours Research Project II

5. Skills and Perspectives Courses (3 courses)

CDC 100	Introduction to Communication	LIB 214	Ecological Crisis and the Struggle for Environmental Justice
CDC 201	Writing for Digital Media	LIB 218	The History and Philosophy of Science
CLA 170	Greek and Latin Terminology for Medicine and the Life Sciences	PBI 379	Neuropsychology
*CS 211/CSL 211	Introduction to Programming	PBI 380	Psychopharmacology
ESG 127	Living in the Environment	PHI 250	Ethics on the Cutting Edge
ESG 251	Biogeography	*PHY 206	Waves, Optics, and Modern Physics
ESG 262	Introduction to Geographic Information Systems	*PSY 101	Introduction to Psychology I : Basic Processes
ESG 288	Underwater Environmental Assessment	*SOC 101	Introduction to Sociology
EXS 317	Biomechanics of Human Movement	SOC 107	Indigenous and First Nations Peoples in Canada
FIS 106	Beginning Drawing		
FIS 128	Beginning Photography		
HIS 108	A Global History of Indigenous Peoples		

**Note: Recommended for students applying to medical schools*

6. Free Elective Courses (5 courses)

B.Sc. Biochemistry Honours: Biochemistry and Molecular Biology Concentration (Course-Based) HONBMC

1. Y1 year (10 courses)

BIO 196/BIL 196	Introduction to Cellular and Molecular Biology	PHY 191/PHL 191	Introductory Physics I
		PHY 192/ PHL 192	Introductory Physics II
CHM 191/CHL 191	General Chemistry I	1 Humanities Course	
CHM 192/CHL 192	General Chemistry II	1 Humanities or Social Sciences Course	
MAT 191	Calculus I	1 Free Elective Course	
MAT 192	Calculus II		

2. Required Courses (15 courses)

BCH 210	General Biochemistry	CHM 111/CHL 111	Organic Chemistry I: Introductory
BCH 311	Proteins	CHM 135	Physical Chemistry – Thermal and Fluid Physics
BCH 312	Lipids and Biomembranes		
BCH 313/BCL 313	Metabolism	CHM 141/CHL 141	Analytical Chemistry
BCH 411	Molecular Biology	CHM 211/CHL 211	Organic Chemistry II: Introductory
BIO 201	Cellular and Molecular Biology	CHM 245/CHL 245	Instrumental Analysis **or**
BIO 208/BIL 208	Genetics	CHM 341/CHL 341	Principles and Practices of Chemical Spectroscopy and Mass Spectrometry
BIO 336	Animal Physiology I		
BIO 352/BIL 352	Microbiology **or**	PHY101	Statistical Methods in Experimental Science
BCH 381	Immunology		

3. Required Option Courses (3 courses)

BCH 317	Plant Biochemistry for Human Health & Nutrition	BIO 311	Quantitative Methods in Biology
		BIO 320	Programmed Cell Death
BCH 342	Bioinformatics	BIO 337/BIL 337	Animal Physiology II
BCH 380	Steroids and Their Essential Roles in Humans	BIO 352/BIL 352	Microbiology
		BIO 359	Human Genetics
BCH 381	Immunology	BIO 365	Developmental Biology
BCH 382	Principles of Toxicology	BIO 394	Biology of Cancer
BCH 421	Enzymes in Health and Disease	CHM 245/CHL 245	Instrumental Analysis
BCH 460	Plant Biotechnology for Crop Improvement	CHM 311	Organic Chemistry III
		CHM 341/CHL 341	Principles and Practices of Chemical Spectroscopy and Mass Spectrometry
BIO 310	Advanced Cell Biology		

4. Required Honours Courses (5 courses)

BIO 486	Scientific Writing	Two (2) additional 300- or 400-level BIO or BCH courses*
BIO 490	Honours and Independent Studies Seminar	**to be selected from the Required Options list, at least one must be a BCH course*
BIO 520	Science Communication	

5. Skills and Perspectives Courses (3 courses)

CDC 100	Introduction to Communication	LIB 214	Ecological Crisis and the Struggle for Environmental Justice
CDC 201	Writing for Digital Media		
CLA 170	Greek and Latin Terminology for Medicine and the Life Sciences	LIB 218	The History and Philosophy of Science
		PBI 379	Neuropsychology
*CS 211/CSL 211	Introduction to Programming	PBI 380	Psychopharmacology
ESG 127	Living in the Environment	PHI 250	Ethics on the Cutting Edge
ESG 251	Biogeography	*PHY 206	Waves, Optics, and Modern Physics
ESG 262	Introduction to Geographic Information Systems	*PSY 101	Introduction to Psychology I : Basic Processes
ESG 288	Underwater Environmental Assessment	*SOC 101	Introduction to Sociology
EXS 317	Biomechanics of Human Movement	SOC 107	Indigenous and First Nations Peoples in Canada
FIS 106	Beginning Drawing		
FIS 128	Beginning Photography		
HIS 108	A Global History of Indigenous Peoples	**Note: Recommended for students applying to medical schools*	

6. Free Elective Courses (4 courses)

B.Sc. Biochemistry Major: Biochemistry and Molecular Biology Concentration MAJBCM

1. Y1 year (10 courses)

BIO 196/BIL 196	Introduction to Cellular and Molecular Biology	PHY 191/PHL 191	Introductory Physics I
		PHY 192/PHL 192	Introductory Physics II
CHM 191/CHL 191	General Chemistry I	1 Humanities Course	
CHM 192/CHL 192	General Chemistry II	1 Humanities or Social Sciences Course	
MAT 191	Calculus I	1 Free Elective Course	
MAT 192	Calculus II		

2. Required Courses (15 courses)

BCH 210	General Biochemistry	CHM 111/CHL 111	Organic Chemistry I: Introductory
BCH 311	Proteins	CHM 135	Physical Chemistry – Thermal and Fluid Physics
BCH 312	Lipids and Biomembranes		
BCH 313/BCL 313	Metabolism	CHM 141/CHL 141	Analytical Chemistry
BCH 411	Molecular Biology	CHM 211/CHL 211	Organic Chemistry II: Introductory
BIO 201	Cellular and Molecular Biology	CHM 245/CHL 245	Instrumental Analysis **or**
BIO 208/BIL 208	Genetics	CHM 341/CHL 341	Principles and Practices of Chemical Spectroscopy and Mass Spectrometry
BIO 336	Animal Physiology I		
BIO 352/BIL 352	Microbiology **or**	PHY 101	Statistical Methods in Experimental Science
BCH 381	Immunology		

3. Required Option Courses (3 courses)

BCH 317	Plant Biochemistry for Human Health & Nutrition	BIO 320	Programmed Cell Death Chemical Spectroscopy and Mass Spectrometry
BCH 342	Bioinformatics	BIO 337/BIL 337	Animal Physiology II
BCH 380	Steroids and Their Essential Roles in Humans	BIO 352/BIL 352	Microbiology
		BIO 359	Human Genetics
BCH 381	Immunology	BIO 365	Developmental Biology
BCH 382	Principles of Toxicology	BIO 394	Biology of Cancer
BCH 421	Enzymes in Health and Disease	BIO 486	Scientific Writing
BCH 460	Plant Biotechnology for Crop Improvement	CHM 245/CHL 245	Instrumental Analysis
		CHM 311	Organic Chemistry III
BIO 310	Advanced Cell Biology	CHM 341/CHL 341	Principles and Practices of
BIO 311	Quantitative Methods in Biology		

4. Skills and Perspectives Courses (3 courses)

CDC 100	Introduction to Communication	LIB 214	Ecological Crisis and the Struggle for Environmental Justice
CDC 201	Writing for Digital Media		
CLA 170	Greek and Latin Terminology for Medicine and the Life Sciences	LIB 218	The History and Philosophy of Science
		PBI 379	Neuropsychology
*CS 211/CSL 211	Introduction to Programming	PBI 380	Psychopharmacology
ESG 127	Living in the Environment	*PHY 206	Waves, Optics, and Modern Physics
ESG 251	Biogeography	PHI 250	Ethics on the Cutting Edge
ESG 262	Introduction to Geographic Information Systems	*PSY 101	Introduction to Psychology I: Basic Processes
		*SOC 101	Introduction to Sociology
ESG 288	Underwater Environmental Assessment	SOC 107	Indigenous and First Nations Peoples in Canada
EXS 317	Biomechanics of Human Movement		
FIS 106	Beginning Drawing		
FIS 128	Beginning Photography		
HIS 108	A Global History of Indigenous Peoples	*Note: Recommended for students applying to medical schools*	

5. Free Elective Courses (9 courses)

Biochemistry and Molecular Biology Minor

MINBCM

1. Required Courses: (5 courses)

BCH 210	General Biochemistry
BCH 311	Proteins
BIO 201	Cellular and Molecular Biology
BIO 208/BIL 208	Genetics
BIO 336	Animal Physiology I

2. Required Option Courses (3 courses)

BCH 312	Lipids and Biomembranes
BCH 313/BCL 313	Metabolism
BCH 317	Plant Biochemistry for Human Health and Nutrition
BCH 342	Bioinformatics
BCH 380	Steroids and Their Essential Roles in Humans
BCH 381	Immunology
BIO 310	Advanced Cell Biology
BIO 320	Programed Cell Death
BIO 337/BIL 337	Animal Physiology II
BIO 352/BIL 352	Microbiology
BIO 394	Biology of Cancer
CHM 211/CHL 211	Organic Chemistry II

B.Sc. Biology Honours: Health Sciences and Pre-Medicine Concentration (Research-Based)

HONHMR

1. Y1 year (10 courses)

BIO 196/BIL 196	Introduction to Cellular and Molecular Biology	PHY 191/PHL 191	Introductory Physics I
		PHY 192/ PHL 192	Introductory Physics II
CHM 191/CHL 191	General Chemistry I	1 Humanities Course	
CHM 192/CHL 192	General Chemistry II	1 Humanities or Social Sciences Course	
MAT 191	Calculus I	1 Free Elective Course	
MAT 192	Calculus II		

2. Required courses (14 courses)

BCH 210	General Biochemistry	BIO 311	Quantitative Methods in Biology **or**
BCH 313/BCL 313	Metabolism	BCH 342	Bioinformatics
BCH 317	Plant Biochemistry for Human Health and Nutrition	BIO 336	Animal Physiology I
		BIO 337/BIL 337	Animal Physiology II
BCH 411	Molecular Biology	BIO 352/BIL 352	Microbiology **or**
BIO 201	Cellular and Molecular Biology	BCH 381	Immunology
BIO 205/BIL 205	Animal Diversity	CHM 111/CHL 111	Organic Chemistry I: Introductory
BIO 208/BIL 208	Genetics	PHY 101	Statistical Methods in Experimental Science
BIO 233	Human Anatomy		

3. Required Option Courses (4 courses)

BCH 342	Bioinformatics	BIO 320	Programmed Cell Death
BCH 380	Steroids and Their Essential Roles in Humans	BIO 349	Medical and Forensic Entomology
		BIO 352/BIL 352	Microbiology
BCH 381	Immunology	BIO 359	Human Genetics
BCH 382	Principles of Toxicology	BIO 365	Developmental Biology
BCH 421	Enzymes in Health and Disease	BIO 394	Biology of Cancer
BIO 310	Advanced Cell Biology	BIO 428	Advanced Physiology
BIO 311	Quantitative Methods in Biology	*CHM 211/CHL 211	Organic Chemistry II
BIO 315	Frontiers of Biology, Past to Present		

4. Required Honours Courses (4 courses)

BIO 486	Scientific Writing	BIO 492	Honours Research Project I
BIO 490	Honours and Independent Studies Seminar	BIO 493	Honours Research Project II

5. Skills and Perspectives Courses (3 courses)

CDC 100	Introduction to Communication	LIB 214	Ecological Crisis and the Struggle for Environmental Justice
CDC 201	Writing for Digital Media		
CLA 170	Greek and Latin Terminology for Medicine and the Life Sciences	LIB 218	The History and Philosophy of Science
		PBI 379	Neuropsychology
*CS 211/CSL 211	Introduction to Programming	PBI 380	Psychopharmacology
ESG 127	Living in the Environment	PHI 250	Ethics on the Cutting Edge
ESG 251	Biogeography	*PHY 206	Waves, Optics, and Modern Physics
ESG 262	Introduction to Geographic Information Systems	*PSY 101	Introduction to Psychology I : Basic Processes
ESG 288	Underwater Environmental Assessment	*SOC 101	Introduction to Sociology
EXS 317	Biomechanics of Human Movement	SOC 107	Indigenous and First Nations Peoples in Canada
FIS 106	Beginning Drawing		
FIS 128	Beginning Photography		
HIS 108	A Global History of Indigenous Peoples		

**Note: Recommended for students applying to medical schools*

6. Free Options (5 courses)

B.Sc. Biology Honours: Health Sciences and Pre-Medicine Concentration (Course-Based)

HONHMC

1. Y1 year (10 courses)

BIO 196/BIL 196	Introduction to Cellular and Molecular Biology	PHY 191/PHL 191	Introductory Physics I
		PHY 192/ PHL 192	Introductory Physics II
CHM 191/CHL 191	General Chemistry I	1 Humanities Course	
CHM 192/CHL 192	General Chemistry II	1 Humanities or Social Sciences Course	
MAT 191	Calculus I	1 Free Elective Course	
MAT 192	Calculus II		

2. Required courses (14 courses)

BCH 210	General Biochemistry	BIO 311	Quantitative Methods in Biology **or**
BCH 313/BCL 313	Metabolism	BCH 342	Bioinformatics
BCH 317	Plant Biochemistry for Human Health and Nutrition	BIO 336	Animal Physiology I
		BIO 337/BIL 337	Animal Physiology II
BCH 411	Molecular Biology	BIO 352/BIL 352	Microbiology **or**
BIO 201	Cellular and Molecular Biology	BCH 381	Immunology
BIO 205/BIL 205	Animal Diversity	CHM 111/CHL 111	Organic Chemistry I: Introductory
BIO 208/BIL 208	Genetics	PHY 101	Statistical Methods in Experimental Science
BIO 233	Human Anatomy		

3. Required Option Courses (4 courses)

BCH 342	Bioinformatics	BIO 320	Programmed Cell Death
BCH 380	Steroids and Their Essential Roles in Humans	BIO 349	Medical and Forensic Entomology
		BIO 352/BIL 352	Microbiology
BCH 381	Immunology	BIO 359	Human Genetics
BCH 382	Principles of Toxicology	BIO 365	Developmental Biology
BCH 421	Enzymes in Health and Disease	BIO 394	Biology of Cancer
BIO 310	Advanced Cell Biology	BIO 428	Advanced Physiology
BIO 311	Quantitative Methods in Biology	*CHM 211/CHL 211	Organic Chemistry II
BIO 315	Frontiers of Biology, Past to Present		

4. Required Honours Courses (5 courses)

BIO 486	Scientific Writing	BIO 520	Science Communication
BIO 490	Honours and Independent Studies Seminar	Two (2) additional 300- or 400-level BIO course*	
		**to be selected from the Required Options list*	

5. Skills and Perspectives Courses (3 courses)

CDC 100	Introduction to Communication	LIB 214	Ecological Crisis and the Struggle for Environmental Justice
CDC 201	Writing for Digital Media		
CLA 170	Greek and Latin Terminology for Medicine and the Life Sciences	LIB 218	The History and Philosophy of Science
		PBI 379	Neuropsychology
*CS 211/CSL 211	Introduction to Programming	PBI 380	Psychopharmacology
ESG 127	Living in the Environment	PHI 250	Ethics on the Cutting Edge
ESG 251	Biogeography	*PHY 206	Waves, Optics, and Modern Physics
ESG 262	Introduction to Geographic Information Systems	*PSY 101	Introduction to Psychology I: Basic Processes
ESG 288	Underwater Environmental Assessment	*SOC 101	Introduction to Sociology
EXS 317	Biomechanics of Human Movement	SOC 107	Indigenous and First Nations Peoples in Canada
FIS 106	Beginning Drawing		
FIS 128	Beginning Photography		
HIS 108	A Global History of Indigenous Peoples	**Note: Recommended for students applying to medical schools*	

6. Free Elective Courses (4 courses)

B.Sc. Biology Major: Health Sciences and Pre-Medicine Concentration MAJHSM

1. Y1 year (10 courses)

BIO 196/BIL 196	Introduction to Cellular and Molecular Biology	PHY 191/PHL 191	Introductory Physics I
		PHY 192/ PHL 192	Introductory Physics II
CHM 191/CHL 191	General Chemistry I	1 Humanities Course	
CHM 192/CHL 192	General Chemistry II	1 Humanities or Social Sciences Course	
MAT 191	Calculus I	1 Free Elective Course	
MAT 192	Calculus II		

2. Required core courses (14 courses)

BCH 210	General Biochemistry	BIO 311	Quantitative Methods in Biology **or**
BCH 313/BCL 313	Metabolism	BCH 342	Bioinformatics
BCH 317	Plant Biochemistry for Human Health and Nutrition	BIO 336	Animal Physiology I
		BIO 337/BIL 337	Animal Physiology II
BCH 411	Molecular Biology	BIO 352/BIL 352	Microbiology **or**
BIO 201	Cellular and Molecular Biology	BCH 381	Immunology
BIO 205/BIL 205	Animal Diversity	CHM 111/CHL 111	Organic Chemistry I: Introductory
BIO 208/BIL 208	Genetics	PHY 101	Statistical Methods in Experimental Science
BIO 233	Human Anatomy		

3. Required Option Courses (4 courses)

BCH 342	Bioinformatics	BIO 320	Programmed Cell Death
BCH 380	Steroids and Their Essential Roles in Humans	BIO 349	Medical and Forensic Entomology
		BIO 352/BIL 352	Microbiology
BCH 381	Immunology	BIO 359	Human Genetics
BCH 382	Principles of Toxicology	BIO 365	Developmental Biology
BCH 421	Enzymes in Health and Disease	BIO 394	Biology of Cancer
BIO 310	Advanced Cell Biology	BIO 428	Advanced Physiology
BIO 311	Quantitative Methods in Biology	BIO 486	Scientific Writing
BIO 315	Frontiers of Biology, Past to Present	*CHM 211/CHL 211	Organic Chemistry II

4. Skills and Perspectives Courses (3 courses)

CDC 100	Introduction to Communication	LIB 214	Ecological Crisis and the Struggle for Environmental Justice
CDC 201	Writing for Digital Media		
CLA 170	Greek and Latin Terminology for Medicine and the Life Sciences	LIB 218	The History and Philosophy of Science
		PBI 379	Neuropsychology
*CS 211/CSL 211	Introduction to Programming	PBI 380	Psychopharmacology
ESG 127	Living in the Environment	PHI 250	Ethics on the Cutting Edge
ESG 251	Biogeography	*PHY 206	Waves, Optics, and Modern Physics
ESG 262	Introduction to Geographic Information Systems	*PSY 101	Introduction to Psychology I: Basic Processes
ESG 288	Underwater Environmental Assessment	*SOC 101	Introduction to Sociology
EXS 317	Biomechanics of Human Movement	SOC 107	Indigenous and First Nations Peoples in Canada
FIS 106	Beginning Drawing		
FIS 128	Beginning Photography		
HIS 108	A Global History of Indigenous Peoples		

**Note: Recommended for students applying to medical schools*

5. Free Options (9 courses)

B.A. Biology Major: Health Sciences Concentration

MAJHSC

1. Y1 year (10 courses)

BIO 196/BIL 196	Introduction to Cellular and Molecular Biology	1 Humanities Course 1 Humanities or Social Sciences Course	
CHM 191/CHL 191	General Chemistry I	5 Free Elective Courses	
CHM 192/CHL 192	General Chemistry II		

2. Required courses (9 courses)

BIO 201	Cellular and Molecular Biology	BIO 336	Animal Physiology I
BIO 205/BIL 205	Animal Diversity	BIO 337/BIL 337	Animal Physiology II
BIO 206	Plant Diversity	PHY 101	Statistical Methods in Experimental Science
BIO 208/BIL 208	Genetics		
BIO 233	Human Anatomy		
BIO 315	Frontiers of Biology, From Past to Present		

3. Required Option Courses (6 courses)

BCH 210	General Biochemistry	BIO 311	Quantitative Methods in Biology
BCH 311	Proteins	BIO 320	Programmed Cell Death
BCH 312	Lipids and Biomembranes	BIO 341	Population Genetics and Evolution
BCH 317	Plant Biochemistry for Human Health & Nutrition	BIO 349	Medical and Forensic Entomology
		BIO 352/BIL 352	Microbiology
BCH 342	Bioinformatics	BIO 359	Human Genetics
BCH 381	Immunology	BIO 365	Developmental Biology
BCH 382	Principles of Toxicology	BIO 394	Biology of Cancer
BCH 421	Enzymes in Health and Disease	BIO 428	Advanced Physiology
BIO 310	Advanced Cell Biology	BIO 486	Scientific Writing

4. Skills and Perspectives Courses (3 courses)

CDC 100	Introduction to Communication	LIB 214	Ecological Crisis and the Struggle for Environmental Justice
CDC 201	Writing for Digital Media		
CLA 170	Greek and Latin Terminology for Medicine and the Life Sciences	LIB 218	The History and Philosophy of Science
		PBI 379	Neuropsychology
*CS 211/CSL 211	Introduction to Programming	PBI 380	Psychopharmacology
ESG 127	Living in the Environment	PHI 250	Ethics on the Cutting Edge
ESG 251	Biogeography	*PHY 206	Waves, Optics, and Modern Physics
ESG 262	Introduction to Geographic Information Systems	*PSY 101	Introduction to Psychology I: Basic Processes
ESG 288	Underwater Environmental Assessment	*SOC 101	Introduction to Sociology
EXS 317	Biomechanics of Human Movement	SOC 107	Indigenous and First Nations Peoples in Canada
FIS 106	Beginning Drawing		
FIS 128	Beginning Photography		
HIS 108	A Global History of Indigenous Peoples		

**Note: Recommended for students applying to medical schools*

5. Free Elective Courses (12 courses)

Biology Health Sciences Minor

MINHSC

1. Required Courses (5 courses)

BIO 201	Cellular and Molecular Biology
BIO 208/BIL 208	Genetics
BIO 233	Human Anatomy
BIO 315	Frontiers of Biology, From Past to Present
BIO 336	Animal Physiology I

2. Required Option Courses (3 courses)

BCH 210	General Biochemistry
BCH 317	Plant Biochemistry for Human Health & Nutrition
BCH 381	Immunology
BCH 382	Principles of Toxicology
BIO 310	Advanced Cell Biology
BIO 320	Programmed Cell Death
BIO 349	Medical and Forensic Entomology
BIO 352/BIL 352	Microbiology
BIO 359	Human Genetics
BIO 365	Developmental Biology
BIO 394	Biology of Cancer
BIO 411	Seminars in Health Sciences
BIO 428	Advanced Physiology

B.Sc. Biology Honours: Biodiversity and Ecology Concentration (Research-Based)

HONBER

1.Y1 year (10 courses)

BIO 196/BIL 196	Introduction to Cellular and Molecular Biology	PHY 192/ PHL 192	Introductory Physics II
		1 Humanities Course	
CHM 191/CHL 191	General Chemistry I	1 Humanities or Social Sciences Course	
CHM 192/CHL 192	General Chemistry II	1 Free Elective Course	
MAT 191	Calculus I	*Note: Students who attained >75% in BIO 196 may consider taking BIO 207 Introduction to Evolution and Ecology in their Y1 year*	
MAT 192	Calculus II		
PHY 191/PHL 191	Introductory Physics I		

2. Required courses (15 courses)

BIO 201	Cellular and Molecular Biology	BIO 338	Vertebrate Life I: An Introduction to Ichthyology and Herpetology **or**
BIO 205/BIL 205	Animal Diversity		
BIO 206	Plant Diversity	BIO 339	Vertebrate Life II: An Introduction to Ornithology and Mammalogy
BIO 207	Introduction to Evolution and Ecology		
BIO 208/BIL 208	Genetics	BIO 341	Population Genetics and Evolution
BIO 209	Introduction to Animal Behaviour	BIO 345	Plant Physiology
BIO 311	Quantitative Methods in Biology	CHM 111/CHL 111	Organic Chemistry I: Introductory
BIO 327	Advanced Ecology	PHY 101	Statistical Methods in Experimental Science
BIO 329/BIL 329	Invertebrate Biology		
BIO 336	Animal Physiology I		

3. Required Option Courses (3 courses)

BCH 342	Bioinformatics	BIO 338	Vertebrate Life I: An Introduction to Ichthyology and Herpetology
BIO 219	Vertebrate Field Identification		
BIO 233	Human Anatomy	BIO 339	Vertebrate Life II: An Introduction to Ornithology and Mammalogy
BIO 331	Freshwater Biology		
BIO 337/BIL 337	Animal Physiology II	BIO 349	Medical and Forensic Entomology
		BIO 354	Insect Biodiversity
		BIO 358	Animal Behaviour

4. Required Honours Courses (4 courses)

BIO 486	Scientific Writing	BIO 492	Honours Research Project I
BIO 490	Honours and Independent Studies Seminar	BIO 493	Honours Research Project II

5. Skills and Perspectives Courses (3 courses)

CDC 100	Introduction to Communication	LIB 214	Ecological Crisis and the Struggle for Environmental Justice
CDC 201	Writing for Digital Media		
CLA 170	Greek and Latin Terminology for Medicine and the Life Sciences	LIB 218	The History and Philosophy of Science
		PBI 379	Neuropsychology
*CS 211/CSL 211	Introduction to Programming	PBI 380	Psychopharmacology
ESG 127	Living in the Environment	PHI 250	Ethics on the Cutting Edge
ESG 251	Biogeography	*PHY 206	Waves, Optics, and Modern Physics
ESG 262	Introduction to Geographic Information Systems	*PSY 101	Introduction to Psychology I: Basic Processes
ESG 288	Underwater Environmental Assessment	*SOC 101	Introduction to Sociology
EXS 317	Biomechanics of Human Movement	SOC 107	Indigenous and First Nations Peoples in Canada
FIS 106	Beginning Drawing		
FIS 128	Beginning Photography		
HIS 108	A Global History of Indigenous Peoples	*Note: Recommended for students applying for medical schools*	

6. Free Elective Courses (5 courses)

B.Sc. Biology Honours: Biodiversity and Ecology Concentration (Course-Based)

HONBEC

1. Y1 year (10 courses)

BIO 196/BIL 196	Introduction to Cellular and Molecular Biology
CHM 191/CHL 191	General Chemistry I
CHM 192/CHL 192	General Chemistry II
MAT 191	Calculus I
MAT 192	Calculus II
PHY 191/PHL 191	Introductory Physics I
PHY 192/ PHL 192	Introductory Physics II
1 Humanities Course	
1 Humanities or Social Sciences Course	
1 Free Elective Course	

Note: Students who attained >75% in BIO 196 may consider taking BIO 207 Introduction to Evolution and Ecology in their Y1 year

2. Required courses (15 courses)

BIO 201	Cellular and Molecular Biology
BIO 205/BIL 205	Animal Diversity
BIO 206	Plant Diversity
BIO 207	Introduction to Evolution and Ecology
BIO 208/BIL 208	Genetics
BIO 209	Introduction to Animal Behaviour
BIO 311	Quantitative Methods in Biology
BIO 327	Advanced Ecology
BIO 329/BIL 329	Invertebrate Biology
BIO 336	Animal Physiology I
BIO 338	Vertebrate Life I: An Introduction to Ichthyology and Herpetology **or**
BIO 339	Vertebrate Life II: An Introduction to Ornithology and Mammalogy
BIO 341	Population Genetics and Evolution
BIO 345	Plant Physiology
CHM 111/CHL 111	Organic Chemistry I: Introductory
PHY 101	Statistical Methods in Experimental Science

3. Required Option Courses (3 courses)

BCH 342	Bioinformatics
BIO 219	Vertebrate Field Identification
BIO 233	Human Anatomy
BIO 331	Freshwater Biology
BIO 337/BIL 337	Animal Physiology II
BIO 338	Vertebrate Life I: An Introduction to Ichthyology and Herpetology
BIO 339	Vertebrate Life II: An Introduction to Ornithology and Mammalogy
BIO 349	Medical and Forensic Entomology
BIO 354	Insect Biodiversity
BIO 358	Animal Behaviour

4. Required Honours Courses (5 courses)

BIO 486	Scientific Writing
BIO 490	Honours and Independent Studies Seminar
BIO 520	Science Communication
Two (2) additional 300- or 400-level BIO courses*	

**to be selected from the Required Options list*

5. Skills and Perspectives Courses (3 courses)

CDC 100	Introduction to Communication
CDC 201	Writing for Digital Media
CLA 170	Greek and Latin Terminology for Medicine and the Life Sciences
*CS 211/CSL 211	Introduction to Programming
ESG 127	Living in the Environment
ESG 251	Biogeography
ESG 262	Introduction to Geographic Information Systems
ESG 288	Underwater Environmental Assessment
EXS 317	Biomechanics of Human Movement
FIS 106	Beginning Drawing
FIS 128	Beginning Photography
HIS 108	A Global History of Indigenous Peoples
LIB 214	Ecological Crisis and the Struggle for Environmental Justice
LIB 218	The History and Philosophy of Science
PBI 379	Neuropsychology
PBI 380	Psychopharmacology
PHI 250	Ethics on the Cutting Edge
*PHY 206	Waves, Optics, and Modern Physics
*PSY 101	Introduction to Psychology I : Basic Processes
*SOC 101	Introduction to Sociology
SOC 107	Indigenous and First Nations Peoples in Canada

Note: Recommended for students applying for medical schools

6. Free Elective Courses (4 courses)

B.Sc. Biology Major: Biodiversity and Ecology Concentration MAJBBE

1. Y1 year (10 courses)

BIO 196/BIL 196	Introduction to Cellular and Molecular Biology	PHY 192/ PHL 192	Introductory Physics II
		1 Humanities Course	
CHM 191/CHL 191	General Chemistry I	1 Humanities or Social Sciences Course	
CHM 192/CHL 192	General Chemistry II	1 Free Elective Course	
MAT 191	Calculus I	*Note: Students who attained >75% in BIO 196 may consider taking BIO 207 Introduction to Evolution and Ecology in their Y1 year*	
MAT 192	Calculus II		
PHY 191/PHL 191	Introductory Physics I		

2. Required courses (15 courses)

BIO 201	Cellular and Molecular Biology	BIO 338	Vertebrate Life I: An Introduction to Ichthyology and Herpetology **or**
BIO 205/BIL 205	Animal Diversity		
BIO 206	Plant Diversity	BIO 339	Vertebrate Life II: An Introduction to Ornithology and Mammalogy
BIO 207	Introduction to Evolution and Ecology		
BIO 208/BIL 208	Genetics	BIO 341	Population Genetics and Evolution
BIO 209	Introduction to Animal Behaviour	BIO 345	Plant Physiology
BIO 311	Quantitative Methods in Biology	CHM 111/CHL 111	Organic Chemistry I: Introductory
BIO 327	Advanced Ecology	PHY 101	Statistical Methods in Experimental Science
BIO 329/BIL 329	Invertebrate Biology		
BIO 336	Animal Physiology I		

3. Required Option Courses (3 courses)

BCH 342	Bioinformatics	BIO 339	Vertebrate Life II: An Introduction to Ornithology and Mammalogy
BIO 219	Vertebrate Field Identification		
BIO 233	Human Anatomy	BIO 349	Medical and Forensic Entomology
BIO 331	Freshwater Biology	BIO 354	Insect Biodiversity
BIO 337/BIL 337	Animal Physiology II	BIO 358	Animal Behaviour
BIO 338	Vertebrate Life I: An Introduction to Ichthyology and Herpetology	BIO 486	Scientific Writing

4. Skills and Perspectives Courses (3 courses)

CDC 100	Introduction to Communication	LIB 214	Ecological Crisis and the Struggle for Environmental Justice
CDC 201	Writing for Digital Media		
CLA 170	Greek and Latin Terminology for Medicine and the Life Sciences	LIB 218	The History and Philosophy of Science
		PBI 379	Neuropsychology
*CS 211/CSL 211	Introduction to Programming	PBI 380	Psychopharmacology
ESG 127	Living in the Environment	PHI 250	Ethics on the Cutting Edge
ESG 251	Biogeography	*PHY 206	Waves, Optics, and Modern Physics
ESG 262	Introduction to Geographic Information Systems	*PSY 101	Introduction to Psychology I : Basic Processes
ESG 288	Underwater Environmental Assessment	*SOC 101	Introduction to Sociology
EXS 317	Biomechanics of Human Movement	SOC 107	Indigenous and First Nations Peoples in Canada
FIS 106	Beginning Drawing		
FIS 128	Beginning Photography		
HIS 108	A Global History of Indigenous Peoples	**Note: Recommended for students applying to medical schools*	

5. Free Elective Courses (9 courses)

B.A. Biology Major: Biodiversity and Ecology Concentration MAJBDB

1. Y1 year (10 courses)

BIO 196/BIL 196	Introduction to Cellular and Molecular Biology
CHM 191/CHL 191	General Chemistry I
CHM 192/CHL 192	General Chemistry II
1 Humanities Course	
1 Humanities or Social Sciences Course	
5 Free Elective Courses	

2. Required courses (9 courses)

BIO 201	Cellular and Molecular Biology
BIO 205/BIL 205	Animal Diversity
BIO 206	Plant Diversity
BIO 207	Introduction to Evolution and Ecology
BIO 208/BIL 208	Genetics
BIO 329/ BIL 329	Invertebrate Biology **or**
BIO 354	Insect Biodiversity
BIO 336	Animal Physiology I
BIO 338	Vertebrate Life I: An Introduction to Ichthyology and Herpetology **or**
BIO 339	Vertebrate Life II: An Introduction to Ornithology and Mammalogy
PHY 101	Statistical Methods in Experimental Science

3. Required Option Courses (6 courses)

BCH 342	Bioinformatics
BIO 209	Introduction to Animal Behaviour
BIO 219	Vertebrate Field Identification
BIO 311	Quantitative Methods in Biology
BIO 327	Advanced Ecology
BIO 329/ BIL 329	Invertebrate Biology
BIO 331	Freshwater Biology
BIO 337/BIL 337	Animal Physiology II
BIO 338	Vertebrate Life I: An Introduction to Ichthyology and Herpetology
BIO 339	Vertebrate Life II; An Introduction to Ornithology and Mammalogy
BIO 341	Population Genetics and Evolution
BIO 345	Plant Physiology
BIO 349	Medical and Forensic Entomology
BIO 354	Insect Biodiversity
BIO 358	Animal Behaviour
BIO 486	Scientific Writing

4. Skills and Perspectives Courses (3 courses)

CDC 100	Introduction to Communication
CDC 201	Writing for Digital Media
CLA 170	Greek and Latin Terminology for Medicine and the Life Sciences
*CS 211/CSL 211	Introduction to Programming
ESG 127	Living in the Environment
ESG 251	Biogeography
ESG 262	Introduction to Geographic Information Systems
ESG 288	Underwater Environmental Assessment
EXS 317	Biomechanics of Human Movement
FIS 106	Beginning Drawing
FIS 128	Beginning Photography
HIS 108	A Global History of Indigenous Peoples
LIB 214	Ecological Crisis and the Struggle for Environmental Justice
LIB 218	The History and Philosophy of Science
PBI 379	Neuropsychology
PBI 380	Psychopharmacology
PHI 250	Ethics on the Cutting Edge
*PHY 206	Waves, Optics, and Modern Physics
*PSY 101	Introduction to Psychology I : Basic Processes
*SOC 101	Introduction to Sociology
SOC 107	Indigenous and First Nations Peoples in Canada

**Note: Recommended for students applying to medical schools*

5. Free Elective Courses (12 courses)

Biodiversity and Ecology Minor

MINBDB

1. Required Courses (5 courses)

BIO 201	Cellular and Molecular Biology
BIO 205/BIL 205	Animal Diversity
BIO 206	Plant Diversity
BIO 207	Introduction to Evolution and Ecology
BIO 209	Introduction to Animal Behaviour

2. Required Option Courses (3 courses)

BIO 219	Vertebrate Field Identification
BIO 329/ BIL 329	Invertebrate Biology
BIO 331	Freshwater Biology
BIO 338	Vertebrate Life I: An Introduction to Ichthyology and Herpetology
BIO 339	Vertebrate Life II; An Introduction to Ornithology and Mammalogy
BIO 349	Medical and Forensic Entomology
BIO 354	Insect Biodiversity
BIO 358	Animal Behaviour

List of Courses in Biology and Biochemistry

PLEASE NOTE: The following list of courses represents those courses which are normally offered by the Department of Biology and Biochemistry. However, some courses alternate and thus are only available every second year. Courses offered on an occasional basis are indicated with an asterisk (*). Students should plan their schedules in advance, in consultation with their Academic advisor or Departmental Chair, to ensure that they complete all courses required for graduation. Co-requisite labs (BCL and BIL) must be completed by all students taking the corresponding lecture courses, regardless of major.

Biochemistry courses carry the code BCH (lecture) or BCL (lab)

BCH 210 General Biochemistry 3-1-0
An introduction to the structure and function of biomolecules with the emphasis on the central phenomena behind the behavior of biomolecules in the cellular environment.
Prerequisites: CHM 111 and BIO 201

BCH 311 Proteins 3-3-0
Protein structure and function, including protein purification, structure analysis, protein synthesis, distribution and degradation, as well as molecular visualization of protein structure.
Prerequisites: CHM 111 and BCH 210

BCH 312 Lipids and Biomembranes 3-3-0
Biomembranes structure and function, including study of cell membrane structure, and transport, trans-membrane signaling, hormones and secondary messengers.
Prerequisite: BCH 311

BCH 313 Metabolism 3-3-0
Introduction to the basic metabolic pathways of living cells. These include the central metabolic pathways associated with cellular energy generation, carbohydrate degradation and synthesis, fatty acid degradation and synthesis, lipid metabolism and nitrogen metabolism. Emphasis will be placed on the role and regulation of enzymes associated with these pathways.
Prerequisites: CHM 111 and BCH 210
Co-requisite: BCL 313

BCL 313 Metabolism Laboratory 1-0-3
This course introduces the student to research approaches in metabolic enzymology and the study of enzyme kinetics. Environmental factors influencing enzyme activity as well as the effects of different inhibitory molecules will be examined. As well, protein isolation and analysis will be covered.
Prerequisites: CHM 111 and BCH 210
Co-requisite: BCL 313

BCH 317 Plant Biochemistry for Human Health and Nutrition 3-3-0
This course covers the biochemistry of carbon assimilation and metabolism, and the major secondary metabolic pathways in plants. The significance of carbon assimilation for human nutrition, and the physiological function of secondary metabolites in plants and their impact on human health as vitamins, antioxidants, phytomedicines and nutraceuticals will be discussed in detail. The biochemistry of popular herbs as well as high value medicinal plants such as ginseng and artemisia will be reviewed. Students taking this course will gain a sound knowledge on Plant Biochemistry and the benefits of plant-based foods and other phytochemicals for humans.
Prerequisites: BCH 210, BIO 201 and BIO 208
Prerequisite or Co-requisite: BCH 313
Note: Students may take this course without BCH 313 with instructor's permission only.

BCH 342 Bioinformatics 3-3-0
This course will introduce students to Bioinformatics, which uses computer databases to store, retrieve and assist in understanding biological information.
Prerequisite: BIO 208

BCH 380 Steroids and Their Essential Roles in Humans 3-3-0
This course will provide in-depth knowledge on the different types of steroids present in the human body including cholesterol, oxysteroids, bile acids, and steroid hormones (adrenal hormones such as cortisol, sex hormones), and vitamin D. The course will cover the synthesis and essential roles of these terpene-based lipids in human physiology ranging from cell signaling, modulation of growth, reproduction and aging. The use of anabolic steroids as performance-enhancing drugs and their effects on human health will be discussed.
Prerequisites: CHM 111 and BIO 201

BCH 381 Immunology 3-3-0
A comprehensive study of the fundamental principles of immunobiology. Intercellular recognition and self/non-self-discrimination. Clonal selection theory and genetic basis of antibody diversity. Biochemistry of immunoglobulins. Regulation of immune response and tolerance.
Prerequisites: BIO 201 and BIO 208

BCH 382 Principles of Toxicology 3-3-0
This course will examine the biochemical effects of environmental stresses on organisms, and adaptations that allow organisms to face these stresses. Emphasis is placed on biochemical responses to toxic compounds such as aromatics, halogenated aliphatics, drugs, and heavy metals. Other topics will include adaptations to stresses such as temperature extremes, pathogens, and ionizing radiation. Applications to related biotechnological processes may also be considered.
Prerequisites: CHM 111, BCH 210, BIO 201, BIO 208

BCH 411 Molecular Biology 3-3-0
The molecular biology of nucleic acids and proteins, including DNA replication, mutation, and recombination; RNA transcription; and protein synthesis. Also covered will be protein/nucleic acid interactions and regulation of gene expression.
Prerequisites: BCH 210, BIO 201 and BIO 208

BCH 421 Enzymes in Health and Disease 3-3-0
The course will focus on the theories of enzyme kinetics, the mechanisms of enzyme catalysis, and the mechanisms of enzyme regulation in the cell with the particular emphasis on the role of enzymes in human health and disease.
Prerequisite: BCH 313

BCH 422 Biotechnology 3-3-0
This course will explore the technical approaches used in current research and biotechnology, emphasizing the applications of molecular strategies and processes studied in BCH 383. Both the theoretical and practical aspects of these molecular approaches will be discussed, as well as how these techniques are utilized and how they have changed modern research and medicine.
Prerequisite or co-requisite: BCH 411
Co-requisite: BCL 422

BCL 422 Biotechnology Laboratory 1-0-3
Practical application of several of the techniques introduced in BCH 422.
Co-requisite: BCH 422

BCH 431 Independent Studies in Biochemistry and Molecular Biology I 3-1-3
This course is not regularly offered and is only meant for final-year students who wish to pursue in-depth study of a particular area of biochemistry or molecular biology, or who have a special need for a biochemistry course that would otherwise not be available during their final year of course work. This course can only be done in close collaboration with a faculty advisor from within the Biology and Biochemistry Department, and may not be used as a supplement to a student's honours project. Requirements for this course will be agreed upon by a committee of professors from within the Biology and Biochemistry Department.
Prerequisite: Permission of the Biology and Biochemistry Department Research and Honours Project Coordinator
Co-requisites: BIO 486, BIO 490

BCH 432 Independent Studies in Biochemistry and Molecular Biology II 3-1-3

This course represents an additional semester of independent work, either a continuation of or a separate course from BCH 431, meant for final-year students who wish to pursue in-depth study of a particular area of biochemistry or molecular biology, or who have a special need for a biochemistry course that would otherwise not be available during their final semester of course work. This course can only be done in close collaboration with a faculty advisor from within the Biology and Biochemistry Department and may not be used as a supplement to a student's honours project. Requirements for this course will be agreed upon by a committee of professors from within the Biology and Biochemistry Department.

Prerequisite: Permission of the Biology and Biochemistry Department Research and Honours Project Coordinator

Co-requisite: BIO 490

BCH 460 Plant Biotechnology for Crop Improvement 3-3-0

This course will cover in detail the principles, techniques and applications of Plant Biotechnology for crop improvement. Topics such as: the use of Plant Biotechnology tools in plant breeding, genetic engineering and plant transformation techniques, principles and techniques of micropropagation, practical applications of Plant Biotechnology and its significance for agriculture in terms of addressing climate change-mediated challenges on plant productivity, will be reviewed. The health and environmental concerns around genetically modified crops will also be discussed.

Prerequisites: BIO 201 and BIO 208

BCH 491 Honours Research Project I 3-1-6

An introduction to the planning, execution and reporting of biological research offered to students matching eligibility criteria. Each student is required to choose a research problem and, in consultation with a departmentally approved supervisor, draw up a formal research proposal of work to be undertaken. The final mark in this course will be based on the research proposal, preliminary research completed on the stated project, and presentation of a poster during the final week of classes. Satisfactory completion of BCH 491 with a minimum overall mark of 75% with a minimal score of 70% in each graded component, is required for enrolment in BCH 492.

Prerequisite: Permission of the Biology and Biochemistry Department Research and Honours Project Coordinator

Co-requisites: BIO 486, BIO 490

BCH 492 Honours Research Project II 3-1-6

A continuation of BCH 491 offered to students matching eligibility criteria. The student will complete all research as outlined in the research proposal. The final mark in this course will be based on the quality and amount of research completed, presentation of a departmental seminar during the final week of classes, open to the public, based on research findings, and submission of a final written honours thesis. Enrolment in BCH 492 is conditional upon completing BCH 491 with a minimum mark of 75%. Satisfactory completion of BCH 492 with a minimum overall mark of 75%, with a minimal score of 70% in each graded component, is required to complete the Honours program.

Prerequisite: BCH 491

Co-requisite: BIO 490

Biology courses carry the code BIO (lecture) or BIL (lab)

BIO 111 Organic Gardening 3-3-0

Our approach stems from the biological sciences. The course introduces, in an integrative manner, concepts and techniques of organic gardening, blending basic notions in soil science, cell biology, applied botany, zoology, and ecology. Students will learn how to sow seeds, grow vegetables through various techniques, and protect crops. The course includes lecture classes, as well as practical hands-on activities in the biology laboratory, greenhouse, and biology garden.

Note: This course is intended for non-science students and can count as science credits within the non-science programs. However, students in any of the science majors may take this course, but only as a free elective.

Note: This course cannot be taken for credit by anyone who already has credit for BIO 211.

BIO 131 The Human Body in Health and Disease 3-3-0

An introduction to human anatomy and physiology. This course will employ problem-based learning, virtual experiments, and traditional lectures to explain the relationship between the structure of the human body and its functions. These concepts will then be applied to the study of representative human diseases. This course is designed for students with minimal biology backgrounds, including arts students, teachers, coaches, and home-care workers. Students will acquire a working knowledge of human biology and the ability to communicate this knowledge to others.

Prerequisites: Secondary school Biology and/or Chemistry recommended

Note: This course cannot be taken for credit by students in Biology or Biochemistry or by students with credit for BIO 233.

BIO 138 The Genetics Revolution 3-3-0

This course is designed for non-science majors to examine the impact of recent genetic discoveries on medicine, agriculture and industry. It will begin with a brief introduction to the genetic organization of all living organisms, the structures of animal, plant and bacterial cells, and the molecular technologies used to alter the genomes of theses organisms for scientific and industrial purposes. The use of these technologies in the biotech industry to develop new drugs, diagnostic tests, alter agriculturally important plant species, and enhance forensic identification will be explored. As well, the potential benefits and possible problems associated with theses technologies to human society as well as ethical questions arising about the use of these new techniques will be discussed.

Note: This course cannot be taken for credit by students enrolled in programs in Biochemistry, Biology, or Chemistry.

BIO 189 The Science of Covid-19 3-3-0

In 2020 the world experienced unprecedented times with the rapid spread of the first worldwide pandemic. In this course we will look at the Covid-19 pandemic from the very first discovery of a new virus to the most recent developments. Using the Sars-Cov-2 as our focus, we will explore concepts in genetics, cell biology, immunology, and human physiology. This will provide a gateway to understanding the scientific method, clinical studies and science publications. Taught at an introductory level for non-science majors, this course should leave students with a good background knowledge of biology and clinical research. This course should also help students to develop the type of critical thinking skills necessary to evaluate the credibility of information concerning medical research and public health.

Note: This course cannot be taken for credit by students in Biology or Biochemistry or by students with credit for BIO 289.

BIO 194 Introduction to the Biological Sciences 3-3-0

This course provides an introduction to biology for students with no previous science background. Starting with an introduction to the scientific method and a comparison of science and pseudoscience, this course will then give an overview of biology from the very small to the very large. Starting with biologically important macro-molecules, the course moves to basic cell anatomy and physiology, the origin of life, sexual vs asexual reproduction, mendelian genetics, evolutionary theory and natural selection, and finally ecology and ecosystems.

Note: This course cannot be taken for credit by science students without prior consent by the Chair of Biology and Biochemistry. This course may be used as a replacement for BIO 196 only if a final mark of 75% or better is achieved. This course cannot be taken for credit by anyone who already has credit for collegial General Biology 2/00XU, BIO 193 or BIO 196.

BIO 196 Introduction to Cell & Molecular Biology 3-3-0

Topics covered include chemistry of life; structure and function of biomolecules; structure and organization of cells; structure and function of organelles, genetic replication and expression; gene mutation; cell signaling; regulation of the cell cycle. This course is intended for B.Sc. students and B.A. (Biology) students; other students are encouraged to take BIO 194.

Prerequisite: High School Biology and Chemistry

Co-requisite: BIL 196

Note: This course cannot be taken for credit by anyone who already has credit for collegial General Biology 2/00XU, BIO 193 or BIO 194.

BIL 196 Introduction to Cellular and Molecular Biology Laboratory 1-0-3

Practical exercises in microscopy, molecular and cellular biology, and histology.

Co-requisite: BIO 196

BIO 201 Cellular and Molecular Biology 3-3-0
Topics in modern cell biology. Examines aspects of eukaryotic cell structure and function. Includes, but not restricted to, areas such as intracellular signaling, cell cycling and cancer, cell-matrix interactions, endo/exocytosis, protein targeting and organelle biogenesis.
Prerequisite: BIO 196
Note: Students who have completed BIO 194 with a mark of 75% or better may take this course with prior consent by the Chair of Biology and Biochemistry.

BIO 205 Animal Diversity 3-3-0
This course complements Plant Diversity, a winter-term course with a focus on prokaryotic and non-animal eukaryotic life. The material in both courses is organized according to a modern phylogenetic framework. In this course students will learn how hypotheses of relationships and classifications are created, tested, and, when necessary, rejected. Focusing on major animal phyla, we will explore the forms, functions, and implications of key adaptations that have arisen throughout the evolutionary history of the group and the timeline for the appearance of major animal taxa will be presented. Selected topics such as high rates of contemporary extinction in certain groups and the relevance of zoology for other fields of study such as medicine, agriculture and engineering will also be discussed.
Prerequisite: BIO 196
Co-requisite: BIL 205
Note: Students who have completed BIO 194 with a mark of 75% or better may take this course with prior consent by the Chair of Biology and Biochemistry.

BIL 205 Animal Diversity Laboratory 1-0-3
The classification, identification, morphology and biology of the animals considered in BIO 205, with emphasis on nine important phyla (Porifera, Cnidaria, Platyhelminthes, Nematoda, Mollusca, Annelida, Arthropoda, Echinodermata, and Chordata). Science skills and competencies: observation; identification; fine manipulation; basic microscopy; basic dissection; introduction to phylogenetic analysis; relationships between form, function and habitat; comparison between taxa; lab safety; time-management; team-work.
Co-requisite: BIO 205

BIO 206 Plant Diversity 3-3-0
Broad evolutionary survey of green plant diversity, from green algae to land plants (bryophytes, ferns, gymnosperms, angiosperms) with emphasis on specific adaptations. Classes include a mixture of lecture and practical activities in lab or greenhouse. Science skills and competencies: observation; identification; basic microscopy; basic spectrophotometry; growing plants from seeds; relationships between form, function and habitat; comparison and trade-off; phylogenetic analysis (by computer); scientific curiosity.
Prerequisite: BIO 205

BIO 207 Introduction to Evolution and Ecology 3-3-0
This course will start by looking at the development of modern evolutionary theory before exploring natural selection and speciation. This course will then explore some of the basic principles of ecology, including species interactions such as predation and competition, and how these interactions help structure the complex web of life that helps form ecological communities and ecosystems. Although intended for Biology majors, students from other programs may also take this course with the instructor's permission.
Prerequisite: BIO 205 or prior consent by the Chair of Biology and Biochemistry
Note: This course cannot be taken for credit by anyone who already has credit for BIO 197.

BIO 208 Genetics 3-3-0
An introduction to the study of biologically inherited traits from three perspectives. (i) Mendelian Genetics: the rules of genetic transmission and heredity. (ii) Molecular Genetics: the biochemical and chromosomal basis of heredity. (iii) Population & Evolutionary Genetics: the variation in genes amongst individuals and populations, heritability, and changes in genes over time.
Prerequisite: BIO 201
Co-requisite: BIL 208
Note: Students who have completed BIO 194 with a mark of 75% or better may take this course with prior consent by the Chair of Biology and Biochemistry.

BIL 208 Genetics Laboratory 1-0-3
Various experiments and exercises in the field of genetics activities that are designed to complement topics discussed in BIO 208 and to learn or improve laboratory skills in the field of genetics.
Co-requisite: BIO 208

BIO 209 Introduction to Animal Behaviour 3-3-0
This course is an introduction to the science of animal behaviour. Subjects covered will include: a history of the discipline; natural selection and animal behaviour, a comparison of animal sensory and nervous systems; animal intelligence and learning; mating systems; predation and predator avoidance; and social behaviour and cooperation.
Prerequisites: BIO 194 or BIO 196
Note: This course cannot be taken for credit by anyone who already has credit for BIO 358.

BIO 211 Sustainable Organic Agriculture 3-3-0
Our approach stems from the biological sciences. The course introduces, in an integrative manner, concepts and techniques of organic gardening, blending basic notions in soil science, cell biology, applied botany, zoology, and ecology. Students will learn how to sow seeds, grow vegetables through various techniques, and protect crops. The course includes lecture classes, as well as practical hands-on activities in the biology laboratory, greenhouse, and biology garden. This course has a co-requisite laboratory component (field projects completed in teams). Some experience in biology lab or field courses (university level) is required.
Prerequisites: BIO 205 and BIO 206 or permission of the instructor if the student can demonstrate a suitable background knowledge of the necessary material.
Co-requisite: BIL 211
Note: This course is intended for students in the science programs, such as Biology and Biochemistry, and counts as a science course in a science program.
Note: This course cannot be taken for credit by anyone who already has credit for BIO 111.

BIL 211 Sustainable Organic Agriculture Lab 1-0-3
This lab course requires students to work in small teams on a variety of projects around campus. Central to each project will be the integration of principles learned in the organic agriculture lecture. Examples of such projects might include the development of an ecologically friendly butterfly garden; integrated plantings to minimize crop damage; design and installation of a bioswale system; or monitoring and control of entomological pests on campus. Students should be aware that most of these projects will involve outdoor field work which includes working in all weather conditions, getting bitten or stung by insects, and in general getting dirty.
Co-requisite: BIO 211

BIO 219 Vertebrate Field Biology 3-3-0
This course will give students the opportunity to observe and identify the local vertebrate fauna. Students should be prepared to work outdoors every week in all weather conditions. Students must provide their own pair of binoculars to take the class.
Prerequisite: BIO 205
Note: This course cannot be taken for credit by anyone who already has credit for BIL 339.

BIO 233 Human Anatomy 3-3-0
The anatomy of all of the major body systems will be discussed in the context of human health and disease. This course is designed for students interested in the biomedical sciences or health education. Students will develop their understanding of human anatomy and will acquire the ability to communicate scientific concepts to their patients or students.
Prerequisite: BIO 196 or EXS 127
Note: This course cannot be taken for credit by anyone who already has credit for BIO 131.

BIO 289 Biological Spotlight on Covid-19 3-3-0
In 2020 the world experienced unprecedented times with the rapid spread of the first worldwide pandemic. In this course we will look at the Covid-19 pandemic from the very first discovery of a new virus to the most recent developments. Using the Sars-Cov-2 as our focus, we will build on knowledge acquired from previous courses in cell biology and human physiology to understand the genetics, cell biology, immunology, and human physiology behind Covid-19. These topics will provide a gateway to understanding the scientific method, clinical studies and science publications. This course should help students synthesize information and create links between concepts taught in different courses. Students will also develop critical thinking skills necessary to evaluate the credibility of information concerning medical research and public health. Throughout this course, emphasis will be put on interactions between science and non-science students.
Prerequisites: BIO 201 and BIO 233
Note: This course cannot be taken for credit by anyone who already has credit for BIO 189.

BIO 310 Advanced Cell Biology 3-3-0
Advanced topics in modern cell biology. Examines aspects of eukaryotic cell structure and function. Using a hands-on approach and modern research methods, students will develop a deep understanding of intracellular protein trafficking, cell-cycle and cancer, cytoskeleton and extracellular matrix, gene expression, stem cells differentiation and organelle biogenesis.
Prerequisites: BIO 201 and BIO 208

BIO 311 Quantitative Methods in Biology 3-3-0
The main objective of this course is to teach how to use statistics to answer practical questions in the life and health sciences, focusing on real life datasets. We also pay particular attention to learning how to draw high quality statistical figures and to produce result summary tables. We critically assess study designs and cover data management methods. This course is in the computer lab and uses the free statistical software R.
Prerequisites: BIO 208 and PHY 101

BIO 315 Frontiers of Biology, From Past to Present 3-3-0
This course is for upper year biology students who already have a good understanding of complex concepts like human DNA sequencing, genomics, cell biology, and human anatomy and physiology. Topics covered include the history of genetics and human evolution, cell theory, chromosomes, mitosis and meiosis, human fertilization and heredity, recent advances in pharmacogenomics, genetic selection, and the CRISPR technology for DNA editing. The goal of this course is to broaden student's understanding on the development and acceptance of such discoveries and to ultimately understand that what they learnt in their first 2 or 3 years in biology is knowledge built from several non-linear steps that will likely go on evolving and developing in future years.
Prerequisites: BIO 205 and BIO 208

BIO 320 Programmed Cell Death 3-3-0
Programmed cell death, also called apoptosis, is a normal physiological process that takes place in every type of cell in the animal kingdom. It plays a critical role in embryo development, in selective processes (immune system), in degenerative diseases and in cancer. Since the early 90's, programed cell death is one of the fastest growing subject of research, with almost 15000 scientific publications in 2004. In this course, we will explore normal and impaired mechanisms involved in cell death, through examples taken in human medicine or in invertebrates' development.
Prerequisite: BIO 201

BIO 327 Advanced Ecology 3-3-0
Ecology is about finding the best data/modelling to test your theories and hypotheses. Great ideas, hiking boots and computers are all that are needed. This ecology course focuses on understanding the relationships between organisms and the strategies they use to survive, reproduce, and interact with their environment. This course will expand on the fundamental theories of ecology seen in BIO 207 with the application to real life data and analysis.
Prerequisite: BIO 207
Note: This course cannot be taken for credit by anyone who already has credit for BIO 217.

BIO 329 Invertebrate Biology 3-3-0
Morphology, physiology, embryology, evolution and classification of invertebrate animals.
Prerequisite: BIO 205
Co-requisite: BIL 329
Note: This course cannot be taken for credit by anyone who already has credit for BIO 248.

BIL 329 Invertebrate Biology Laboratory 1-0-3
The classification, identification, morphology and biology of the animals considered in BIO 329.
Co-requisite: BIO 329

BIO 331 Freshwater Biology 3-3-0
This course will expose students to the biological importance and diversity of freshwater systems. Emphasis will be placed on sampling in the field, and identification of aquatic invertebrates in the lab. Students should be prepared to go field sampling in their own time and must provide their own waders and life vest.
Prerequisite: BIO 205

BIO 334 Epidemiology 3-3-0
Epidemiology is the study of the distribution and determinants of diseases and health conditions among populations and the application of that study to control health problems. Concepts learned in this course will be applied to current health issues from different perspectives, such as pharma-economy, health care management, disease avoidance and food production.
Prerequisites: BIO 201 and BIO 208

BIO 336 Animal Physiology I 3-3-0
Basic mechanisms of homeostatic regulation. Topics include: Cell physiology, Nervous system, Muscular system, and the Cardiovascular system.
Prerequisite: BIO 201

BIO 337 Animal Physiology II 3-3-0
Mechanisms of functional operation of animal organisms. Topics include: renal, respiratory, gastrointestinal, and reproductive function.
Prerequisites: BIO 208 and BIO 336
Co-requisite: BIL 337

BIL 337 Animal Physiology II Laboratory 1-0-3
Experiments dealing with different aspects of animal physiology. Some experiments will be performed using computer simulations.
Co-requisite: BIO 337

BIO 338 Vertebrate Life I: An Introduction to Ichthyology and Herpetology 3-3-0
This is the first of two courses exploring the evolution and diversity of the vertebrates, and will focus on the fishes, amphibians, and reptiles. The first half of this course will explore the evolution of the earliest vertebrates and the myriad of types that we generally refer to as fishes. Part two of the course will look at the colonization of land by the first tetrapods, the rise of the amniotes, and will finish with an exploration of the extant groups of amphibians and reptiles.
Prerequisites: BIO 205 and BIO 207

BIO 339 Vertebrate Life II: An Introduction to Ornithology and Mammalogy 3-3-0
This course is the second of the series focusing on the evolutionary history and diversity of the vertebrates, and will focus on the mammals and birds. The course will start by looking at the ancestors of each group, before exploring their evolution and diversity. Particular attention will be paid to how these very different groups have solved similar evolutionary problems, and the groups still alive today. While it is better to take BIO 338 before BIO 339, it is not required, and this course may be taken without BIO 338 (Vertebrate Life I).
Prerequisites: BIO 205 and BIO 207

BIO 341 Population Genetics and Evolution 3-3-0
Understanding the processes by which selection and genetic variation allows species to adapt and evolve is an important aspect of biology. This course uses a wide spectrum of examples from animal and plant populations to outline the general principles in population and quantitative genetics that will then be applied to important issues in health sciences.
Prerequisites: BIO 208 and PHY 101

BIO 345 Plant Physiology 3-3-0
Nutrition, transport, growth and development in plants; the water relations of plants; mineral nutrition; growth regulators; tropisms; photoperiodism; vernalization and dormancy.
Prerequisite or co-requisite: BIO 206 or BCH 210

BIO 349 Medical and Forensic Entomology 3-3-0
As one of the most important group of disease vectors, insects and other arthropods are involved in the transmission of numerous pathogens causing diseases such as the plague, malaria, West Nile fever, scabies, and Lyme disease. This course will introduce students to some of the basic concepts of medical entomology with a focus on selected diseases. Information on the life cycles of insect vectors and the pathogens they carry is presented, as well as symptoms, treatment and geographical distribution of selected arthropod-borne diseases. The relevance of entomological evidence in criminal investigations (such as the use of insects to determine post-mortem interval is also discussed.
Prerequisite: BIO 205

BIO 352 Microbiology 1-0-3
An introduction to prokaryotic microorganisms, eukaryotic microorganisms, and viruses; their ecology, growth characteristics, and host interactions. Examination of the environmental roles of microbes as well as their impact on the human world.
Prerequisites: BIO 201 and BIO 208
Co-requisite: BIL 352

BIL 352 Microbiology Laboratory 1-0-3
An introduction to common microbiological techniques used in medical, biological and biochemical research, including techniques in growth, staining and identification of bacteria and viruses. As well, the diversity of physiological and metabolic requirements of bacteria will be examined.
Co-requisite: BIO 352

BIO 354 Insect Biodiversity 3-3-0
The main goal of this course is to teach the students how to collect, preserve and identify insects, especially those found in eastern North America. In addition to using material housed in the Bishop's insect collection, material collected in the field by each student will be prepared in a fashion that will make the specimens museum worthy. Through the collecting and identification process, students will learn about insect taxonomy but they will also learn about where different taxa can be found and what their general ecological requirements are. Once they have completed the course, students should be able to identify most commonly encountered insects at least to the family level and recognize those that are beneficial or potentially harmful.
Prerequisite: BIO 205

BIO 358 Animal Behaviour 3-3-0
This course is an applied 3-credit course that explores concepts and themes covered in BIO 209 Introduction to Animal Behaviour. Students will be expected to design and implement a series of animal behaviour experiments, culminating in a final project that they will present to their peers.
Prerequisites: BIO 205, BIO 207 and PHY 101
Co-requisite: BIL 358

BIL 358 Animal Behaviour Lab 1-0-3

BIO 359 Human Genetics 3-3-0
Cytogenetics, biochemical genetics, Mendelian genetics, molecular genetics and quantitative genetics of humans; chromosome mapping; genetics and medicine.
Prerequisite: BIO 208

BIO 365 Developmental Biology 3-3-0
Examination of the molecular events involved in the development of vertebrates, invertebrates and plants, emphasizing common strategies used in these three systems. Topics will include establishment of body axes, origin of germ layers, and segmental pattern formation. The role of developmental genes, regulatory gene families, and maternal effect genes will be emphasized. Morphogenesis and early cell differentiation will also be studied.
Prerequisites: BIO 201 and BIO 208

BIO 391 Experiential Learning in Health Sciences and Biochemistry 3-3-0
Students in the Health Sciences or Biochemistry program may receive credit for working under the tutelage of a mentor in a field directly related to their area of study. Students must secure both an internal supervisor (a fulltime faculty member) and a suitable mentor (i.e. external supervisor who will supervise the day to day activities of the student). Students must be actively involved in the daily work and should not be acting as menial labor.
Assessment of the student will be based largely on a mark assigned by the mentor directly responsible for the student and the submission of a journal outlining the daily objectives and actual work itself. Projects may be intensive in nature (i.e. 3 weeks during the summer), or may be more drawn out (i.e. 6-8 hours every week during the semester).
Prerequisite: Permission of the Biology and Biochemistry Department Research and Honours Project Coordinator
Note: This course is only eligible to students in good standing and if available positions are available. Students may not work for salary and may not work concurrently in an area directly related to their honors project. Students may only take one experiential learning course for credit (BIO 391 or BIO 392 or ELP 300).

BIO 392 Experiential Learning in Biodiversity & Ecology 3-3-0
Students in the Biodiversity & Ecology program may receive credit for working under the tutelage of a mentor in a field directly related to their area of study. Students must secure both an internal supervisor (a fulltime faculty member) and a suitable mentor (i.e. external supervisor who will supervise the day to day activities of the student). / Students must be actively involved in the daily work and should not be acting as menial labor.
Assessment of the student will be based largely on a mark assigned by the mentor directly responsible for the student and the submission of a journal outlining the daily objectives and actual work itself. Projects may be intensive in nature (i.e. 3 weeks during the summer), or may be more drawn out (i.e. 6-8 hours every week during the semester).
This course is only eligible to students in good standing and if available positions are available. Students may not work for salary and may not work concurrently in an area directly related to their honors project.
Prerequisite: Permission of the Biology and Biochemistry Department Research and Honours Project Coordinator
Note: This course is only eligible to students in good standing and if available positions are available. Students may not work for salary and may not work concurrently in an area directly related to their honors project. Students may only take one experiential learning course for credit (BIO 391 or BIO 392 or ELP 300).

BIO 394 Biology of Cancer 3-3-0
This course will review the broad subject of cancer development and treatment. In particular it will focus on taking concepts seen in cell biology and applying them to cancer cells. Among the topics reviewed will be: cancer types and staging, mutation rates and environmental contributions to genetic changes, oncogenes and tumor suppressors, cell proliferation/death balance, modification of cancer cells phenotypes and metastases formation, role of the immune system in the prevention of cancer spreading, strategies of cure, and a review of the body's physiological responses to several forms of cancer.
Prerequisite: BIO 201

BIO 411 Seminars in Health Sciences 3-3-0
An advanced course discussing current topics in the Health Sciences. Students will be expected to critically evaluate recent scientific literature, prepare and deliver oral and written presentations, participate in discussions, and analyze research questions.
Prerequisites: BIO 208 and BIO 336
Note: This course is restricted to students in year 3 or 4 (i.e. with less than 60 credits remaining of a B.Sc. Biology degree).

BIO 412* Seminars in Biodiversity & Ecology 3-3-0
This course will discuss recent developments in specific areas of ecology, conservation, and/or zoology. The course content will vary from year to year, depending on the instructor's area of expertise and the students' interests.
Prerequisites: BIO 205 and BIO 207

BIO 421 Independent Studies in Biology I 3-1-3
This course is intended for final-year students who wish to pursue in-depth study of a particular area of biology or who have a special need for a biology course that would otherwise not be available during their final semester of course work. This course can only be done in close collaboration with a faculty advisor from within the Department of Biology and Biochemistry and may not be used as a supplement to a student's honours project. Requirements for this course will be agreed upon by a committee of professors from within the Department of Biology and Biochemistry.
Prerequisite: Permission of the Biology and Biochemistry Department Research and Honours Project Coordinator
Co-requisites: BIO 486, BIO 490

BIO 422 Independent Studies in Biology II 3-1-3
This course represents an additional semester of independent work, either a continuation of or a separate course from BIO 421, meant for final-year students who wish to pursue in-depth study of a particular area of biology or who have a special need for a biology course that would otherwise not be available during their final semester of course work. This course can only be done in close collaboration with a faculty advisor from within the Department of Biological Sciences, and may not be used as a supplement to a student's honours project. Requirements for this course will be agreed upon by a committee of professors from within the Department of Biology and Biochemistry.
Prerequisite: Permission of the Biology and Biochemistry Department Research and Honours Project Coordinator
Co-requisite: BIO 490

BIO 428 Advanced Physiology 3-3-0
This course will examine how animals adapt to environmental stresses such as extremes of temperature of altitude, hypoxia, water limitation and dietary changes. Short-term (acute), medium-term (acclimatory) and chronic (evolutionary) adaptations will be discussed.
Prerequisites or co-requisites: BIO 336 and BIO 337

BIO 434 Teaching Assistant Internship in Biology and Biochemistry 3-3-0
Students enrolled in BIO 434 will work closely with a faculty member to work as a teaching assistant in a specific biology course they have already completed. Students will be expected to devote an average of 6-9 hours a week divided between deepening their knowledge of a specific field in biology, interacting with the students enrolled in the course, attending lectures on best practices in teaching biology, and maintaining a detailed journal of their work. This course should not be viewed as simply an unpaid TA for credit but rather as an opportunity to expand their knowledge of a specific biological discipline in their field of interest, and to learn about how best to help other undergraduates learn this material. Because this course requires a close working relationship with a teacher, students may only register by permission of the faculty teaching the course.

BIO 486 Scientific Writing 3-3-0
The course is intended for students taking upper-level, research-based courses: BIO 492 (Honours Research Project I), BCH 491 (Honours Research Project I), BIO 421 (Independent Studies in Biology I), or BCH 431 (Independent Studies in Biochemistry I).The primary goal of this course is to instruct students in the writing process of research proposals, undergraduate theses, commentaries (critiques), and scientific manuscripts. In addition to written assignments and exercises, class activities will include oral presentations, self-editing, and peer-reviews.
Co-requisite: One of the following courses; BCH 431, BCH 491, BIO 421, BIO 492
Note: Biology or Biochemistry students in their 3rd or 4th year interested in pursuing a research path, but not registered in BCH 431, BCH 491, BIO 421, BIO 492, can take this course with permission from the course instructor. Research experience is an asset.

BIO 490 Honours and Independent Studies Seminar 3-1.5-0
Students will analyze selected literature in the field of health sciences, biochemistry, and ecology to develop cross-disciplinary critical thinking. Guest speakers followed by group discussion will provide practical information about graduate studies and pathways to employment. Students will also get practical experience in literature reviews, scholarship applications and publication/peer review processes.
Co-requisite: One of the following courses: BCH 431, BCH 432, BCH 491, BCH 492, BIO 421, BIO 422, BIO 492, BIO 493, or permission of the Biology and Biochemistry Department Research and Honours Project Coordinator

BIO 492 Honours Research Project I 3-1-6
An introduction to the planning, execution and reporting of biological research offered to students matching eligibility criteria. Each student is required to choose a research problem and, in consultation with a departmentally approved supervisor, draw up a formal research proposal of work to be undertaken. The final mark in this course will be based on the research proposal, preliminary research completed on the stated project, and presentation of a poster during the final week of classes. Satisfactory completion of BIO 492 with a minimum mark of 75%, with a minimal score of 70% in each graded component, is required for enrolment in BIO 493.
Prerequisite: Permission of the Biology and Biochemistry Department Research and Honours Project Coordinator
Co-requisites: BIO 486, BIO 490

BIO 493 Honours Research Project II 3-1-6
A continuation of BIO 492 offered to students matching eligibility criteria. The student will complete all research as outlined in the research proposal. The final mark in this course will be based on the quality and amount of research completed, presentation of a departmental seminar during the final week of classes, open to the public, based on research findings, and submission of a final written honours thesis. Enrolment in BIO 493 is conditional upon completing BIO 492 with a minimum mark of 75%. Satisfactory completion of BIO 493 with a minimum overall mark of 75%, with a minimal score of 70% in each graded component, is required to complete the Honours program.
Prerequisite: BIO 492
Co-requisite: BIO 490

BIO 520 Science Communication 3-3-0
This course will focus on skill development, writing and online and print media communication strategies. At the end of the course, students will be able to evaluate scientific data critically and identify the most appropriate audience to make research results pertinent for users. We will identify and practice communication strategies, including infographics, podcasting, online blogs, and columns in local newspapers. Students will hone their skills in writing techniques, particularly in communicating complex scientific material to a broader audience.
Note: Students who take BIO 520 cannot take KMB 520 for credit.

Chemistry

Faculty

Alexandre Drouin,
B.Sc., M.Sc., Ph.D. (Sherbrooke);
Associate Professor
Chair of the Department

Dale Wood,
B.Sc., Ph.D. (UNB);
Associate Professor

Program Overview

The Chemistry Department currently offers one program - Chemistry Minor. It is aimed to provide students with a balanced and practical education in most sub-disciplines of Chemistry.

Class sizes in chemistry courses are small, which promotes close personal interaction between members of the faculty and students. The faculty are also directly involved in all undergraduate laboratories, which enhances personal contact and results in a friendly and very productive learning in experimental chemistry.

The Chemistry Department has an excellent set of modern instruments, such as a Benchtop NMR, a GC/MS, a MP-AES and a HPLC/MS which are used by undergraduates in their laboratory courses and in research projects. This is in contrast to most universities where many instruments are reserved for graduate students. Hands-on, extensive training on this modern instrumentation and equipment greatly benefits our students and ensures that they are very well prepared for graduate studies or future employment.

Chemistry Minor (24 credits) MINCHE

A Chemistry Minor will be awarded for the completion of 8 courses from the following list and their co-requisite laboratory courses.

CHM191 – General Chemistry I
CHM192 – General Chemistry II
CHM 111 – Organic Chemistry I: Introductory
CHM 121 – Inorganic Chemistry I
CHM 135 – Physical Chemistry - Thermal and Fluid Physics
CHM 141 – Analytical Chemistry
CHM 211 – Organic Chemistry II: Introductory
CHM 245 – Instrumental Analysis
CHM 311 – Organic Chemistry III
CHM 341 – Chemical Spectroscopy
CHM 350 – Integrative Projects in Chemistry
CHM 411 – Organic Chemistry IV
BCH 210 – General Biochemistry
BCH 313 – Metabolism

List of Chemistry courses

CHM 111 Organic Chemistry I: Introductory 3-3-0
An introduction to organic chemistry with an emphasis on basic organic chemistry concepts such as resonance, structure and bonding, acid-base reactions of organic compounds, conformations and stereochemistry, the naming and structures of organic compounds, functional groups and chemical reactivity, and some basic chemistry relevant to biological processes.
Prerequisites: CHM 191 and CHM 192 or Collegial Chemistry NYA and NYB
Co-requisite: CHL 111

CHL 111 Organic Chemistry Laboratory I 1-0-4
Experiments in the separation and purification of organic compounds including the use of chromatography. Introduction to functional group analysis and organic synthesis.
Co-requisite: CHM 111

CHM 121 Inorganic Chemistry I 3-3-0
The principles of nuclear, atomic, metallic, ionic, molecular structure. Valence bond and molecular orbital theory. Molecular and orbital symmetry**.**
Prerequisites: CHM 191 and CHM 192 or Collegial Chemistry NYA and NYB

CHM 135 Physical Chemistry - Thermal and Fluid Physics 3-3-0
Pressure, hydrostatics, and hydrodynamics. Properties of materials and Young's Modulus. Temperature and heat. Kinetic theory of gases. Energy, work, heat. First, second, and third laws of thermodynamics. Entropy and disorder. Specific heat of solids, black body radiation, statistical thermodynamics involving different distributions and their applications.
Prerequisite: PHY 191 (or equivalent)

CHL 135 Physical Chemistry Laboratory 1-0-4
A series of experiments in Physical Chemistry to complement CHM 135.
Prerequisite: PHY 191 (or equivalent)
Co-requisite: CHM 135

CHM 141 Analytical Chemistry 3-3-0
Data handling, stoichiometric calculations, gravimetric analysis, acid-base equilibria and titrations, redox equilibria and titrations, complexometric titrations, precipitation reactions and titrations, electrochemical cells and electrode potentials.
Prerequisites: CHM 191 and CHM 192 or Collegial Chemistry NYA and NYB
Co-requisite: CHL 141

CHL 141 Analytical Chemistry Laboratory 1-0-4
Quantitative analysis of unknown samples by volumetric, gravimetric, and spectrometric methods will be carried out.
Co-requisite: CHM 141

CHM 181 The Chemistry of Everyday Life 3-3-0
This course will discuss the chemistry underlying some everyday, or easily recognizable, products, processes, and policies. These may include: the chemistry of pollution, warfare, polymers and plastics, household products, and food.
This course cannot be taken for credit by students who have received credit for CHM 191 or the collegial equivalent course, Chemistry NYA, or equivalent credit elsewhere.
Course registration requires the instructor's permission.

CHM 182 The History and Science of Beer and Brewing 3-3-0
Beer is among the world's most popular beverages and the industry continues to grow at both the megabrewery and microbrewery levels. This course is a general interest course on the nature of beer from a historical, sociological, and scientific perspective. The diverse nature of beer will be explored, as well as how the beverage has developed from its origins many thousands of years ago to what it has become today. Of particular emphasis will be the development of a general understanding of the brewing process, and the science and engineering involved. Various examples of beer's impact on society and culture will also be discussed.
For science students, this course cannot be taken for science credit, but only for free elective credits. For non-science students, this course can count as a science elective course.

CHM 185 The Science of Cooking 3-3-0
Food processing is one of the most common activities worldwide, but do we really know what is happening at the molecular level? This course is a general interest course on the chemistry of cooking and is designed to answer questions such as: Why does plunging food in ice water not stop the cooking process? What is happening when baking? And why does deep-fried food taste best and brown better when the oil is older? A particular emphasis will be placed on understanding what chemical transformations are involved during food processing.
For science students, this course cannot be taken for science credit, but only for free elective credits. For non-science students, this course can count as a science elective course.

CHM 191 General Chemistry I 3-3-0
A course for students lacking Collegial Chemistry NYA or its equivalent.
Atoms, molecules, and ions. Chemical formulae and equations. Thermochemistry. Electronic structure of atoms. Periodic Table and properties of elements. Chemical bonds. Physical properties and structure. Chemical kinetics
Co-requisite: CHL 191

CHL 191 Introductory Chemistry Laboratory I 1-0-4
A series of experiments in Introductory Chemistry to complement Chemistry 191 which must be taken concurrently.
Co-requisite: CHM 191

CHM 192 General Chemistry II 3-3-0
A course for students lacking Collegial Chemistry NYB or its equivalent. Solutions. Chemical equilibrium. Acids and Bases. Gases, Solids, and Liquids. Ionic equilibria.
Prerequisite: CHM 191 (or permission of instructor) or Collegial Chemistry
Co-requisite: CHL 192

CHL 192 Introductory Chemistry Laboratory II 1-0-4
A series of experiments in Introductory Chemistry to complement CHM 192 which must be taken concurrently.
Co-requisite: CHM 192

CHM 211 Organic Chemistry II: Introductory 3-3-0
This course is a continuation of CHM 111 and will elaborate upon the chemistry of the organic functional groups and their involvement in organic synthesis, emphasizing the importance of electronic factors (resonance, induction, acidity, electrophiles, nucleophiles, leaving groups, and carbenium ions) in influencing organic reaction mechanisms. Factors influencing nucleophilic substitutions, eliminations and nucleophilic additions to carbonyls will be discussed.
Prerequisite: CHM 111 or Collegial Chemistry BFB
Co-requisite: CHL 211

CHL 211 Organic Chemistry Laboratory II 1-0-4
Further experiments in organic synthesis and in chromatographic separations. An introduction to multi-step synthesis.
Co-requisite: CHM 211

CHM 225 Inorganic Chemistry II 3-3-0
This course provides students with a survey of inorganic chemistry. The course begins with the general chemistry of the inorganic elements (properties, oxidation states, introduction to their chemistry). This is followed up with two distinct sections. 1) Transition Metal Chemistry will look at crystal and ligand field theory, Werner complexes, and introduce organometallic complexes. 2) Main Group Chemistry will look at the structure and bonding of a selection of compounds from each group of the p-block.
Prerequisites: CHM 111 / CHL 111, CHM 121
Co-requisite: CHL 225

CHL 225 Inorganic Chemistry II Lab 1-0-4
This lab is comprised of experiments that provide an illustration of many of the topics covered in CHM 225. It combines experimental methods typical of inorganic chemistry (e.g. inert atmosphere) with the use of the instrumentation necessary to probed the properties of interest (e.g. FT-IR, UV-Vis, Magnetochemistry
Co-requisite: CHM 225

CHM 245 Instrumental Analysis 3-3-0
This course provides students within depth coverage of the theory of instrumental methods of analysis. The topics covered will be chromatography theory and chromatographic methods, atomic absorption and emission spectrometry, and electrochemical methods.
Prerequisites: CHM 141 and CHL 141

CHL 245 Instrumental Analysis Laboratory 1-0-4
This lab focuses mainly on learning to use the Department's extensive suite of chromatographic instrumentation (GC, GC-MS, HPLC, LC-MS) by performing numerous analyses on each instrument. The analyses will illustrate the importance of chromatography as an analytical method by using examples from forensic, environmental, and food and beverage science.
Co-requisite: CHM 245

CHM 311 Organic Chemistry III 3-3-0
A more advanced discussion of organic reaction mechanisms; enolate chemistry; electrophilic aromatic substitutions; oxidations; and unpolarized π-bonds as nucleophiles. Concepts of retrosynthesis will be introduced.
Prerequisites: CHM 111 and CHM 211

CHM 341 Principles and Practices of Chemical Spectroscopy and Mass Spectrometry 3-3-0
Theory and applications of multinuclear magnetic resonance, UV/VIS, EPR, and electron spectroscopies for chemical analysis. Mass spectrometry and hyphenated methods. Use of chemical spectroscopy and mass spectrometry for the identification of organic compounds. 2D- and imaging techniques, including MRI. This course may be taken online.
Prerequisites: CHM 111 and CHM 141
Co-requisite: CHL 341

CHL 341 Principles and Practices of Chemical Spectroscopy and Mass Spectrometry Laboratory 1-0-4
Experiments related to topics of CHM 341, which must be taken concurrently by chemistry and biochemistry students.
Co-requisite: CHM 341

CHM 350F Integrative Project in Chemistry 3-1-4
This course will provide students with the opportunity to engage in a project that integrates at least two disciplines of chemistry. Key aspects of the course will include literature search, experimental design, chemical synthesis, chemical analysis and communication of results.
CHM 350 is a full-year (Fall and Winter), 3-credit course. Chemistry students must enrol in CHM 350 as part of their degree program and may only take this course in their third year.
Prerequisites or co-requisites: CHM 111, CHM 211, CHM 141, CHM 121, CHM 135

CHM 371F Scientific Writing and Chemical Literature 3-0-0
This course introduces Chemistry Students to chemical information retrieval and requires two major term papers - one in the Fall semester and one in the Winter semester – each presented also in two short oral presentations. Students will use SciFinder to perform searching in structure/substructure, reaction and bibliographic databases. The literature searcing will be used in preparing the two term papers, chosen from a list of topics approved byth the Chemistry Department, under the supervision of a faculty member.
Note: CHM371 is a full-year (Fall and Winter), 3-credit course. Chemistry Major and Honours students must enroll in CHM371 as part of their degree program and may only take this course in their final year. Students receiving credits for CHM 371 cannot also receive credit for CHM 471.

CHM 381 Experiential Learning Project in Chemistry 3-0-9
This course is designed as an opportunity for science students to gain experience in a research lab and be involved in modern research in the different fields of chemistry. Students will engage in a research project under the supervision of a faculty member in the Chemistry Department.

Continues next page ➡

CHM 411 Organic Chemistry IV 3-3-0
Selected advanced topics in organic chemistry are introduced; pericyclic reactions, organometallic chemistry; radical chemistry; and/or stereoselective reactions.
Pre-requisite: CHM 311

CHM 491 Independent Study 3-0-0

CHM 492 Independent Study 3-0-0

CHM 499 Honours Chemistry Research Project 6-0-12
Under the guidance of a faculty member, the student does an experimental research project requiring approximately 12 hours per week in both the Fall and Winter semesters and presents the results of the project in a seminar and a written dissertation. The project chosen must be approved in advance by the Department and maybe in any field of chemistry plus material science.
Prerequisites: Third Year Honours Chemistry registration or permission of the Department.

Computer Science

Faculty

Madjid Allili,
B.Sc.(Algiers), M.Sc., Ph.D.(Sherbrooke);
Professor

Layachi Bentabet,
B.Sc.(Eng.National Polytechnic, Algeria),
M.Sc.(Elec.Eng. Institut national des sciences appliquées, Lyon),
Ph.D.(Sherbrooke); Professor

Stefan D. Bruda,
B.Sc.Eng., M.Sc., Ph.D. (Queen's);
Professor

Russell Butler
B.Sc. (Bishop's), M.Sc., Ph.D. (Sherbrooke);
Associate Professor
Chair of the Department

Rachid Hedjam
B. Eng.(University of Setif, Algeria), M.Sc. (Montreal),
Ph.D. (ÉTS);
Assistant Professor

Yasir Malik,
M.Sc. (Ajou University, S. Korea), Ph.D. (Sherbrooke);
Associate Professor

Program Overview

Computer Science is the study of how abstract ideas are made to run and halt on a physical machine. The Bishop's Computer Science program develops this understanding progressively, grounding students in algorithms, data structures, and computer organization before advancing to the design and analysis of complex computing systems, including security-critical and intelligent systems. Students pursue focused pathways, in Theory, AI, or Cybersecurity, completing advanced applied or research work under close faculty supervision, culminating in a year-long capstone or honours thesis.

The department offers a range of programs, from broad foundational study to focused specialization:

1.) Undergraduate Programs
- B.Sc. Honours in Computer Science
- B.Sc. Major in Computer Science

2.) Multidisciplinary Program
- B.A. with a Major in Information Technology (BAIT)

3.) Additional Options
- Minor in Computer Science
- Certificate in Computer Science

The department also offers a Master's degree in Computer Science *(see Graduate Studies section of calendar).*

Undergraduate B.Sc. Degree Programs

Honours in Computer Science (120 credits) HONCSC

A. Dissertation-Based Honours

18 credits: Program prerequisites *(please refer to Table II in the Faculty section of the Calendar)*
57 CS credits: 36 required: CS 201, CS 211, CS 216, CS 304, CS 310, CS 311, CS 317, CS 321, CS 403, CS 409, CS 499
21 electives: must include 12 credits from 400-level courses and above
12 MAT credits: 12 required: MAT 108, MAT 200, MAT 206, MAT 207
3 PHY credits: PHY 101
3 credits: Humanities and Social Sciences requirement *(please refer to the Faculty section of the Calendar)*
27 credits of free electives

B.Course-Based Honours

The course-based stream does not require a dissertation (i.e. CS 499) but requires 3 more CS courses. It is primarily designed for students wishing a specialization in Computer Science but are not interested in research and do not intend to pursue graduate studies:

18 credits: Program prerequisites *(please refer to Table II in the Faculty section of the Calendar)*
60 CS credits: 30 required: CS 201, CS 211, CS 216, CS 304, CS 310, CS 311, CS 317, CS 321, CS 403, CS 409
30 electives: must include 15 credits from 400-level courses
12 MAT credits: 12 required: MAT 108, MAT 200, MAT 206, MAT 207
3 PHY credits: PHY 101
3 credits: Humanities and Social Sciences requirement *(please refer to the Faculty section of the Calendar)*
24 credits of free electives

General Notes for Honours

- after a minimum of 1 semester, a student with a grade of at least 80% in required courses may request entry to the Honours program
- the dissertation stream requires, in addition, departmental permission
- students must maintain an average of 80% in required courses to stay in the program

Computer Science Major (120 credits) MAJCSC

18 credits: Program prerequisites *(please refer to Table II in the Faculty section of the Calendar)*
45 CS credits: 30 required: CS 201, CS 211, CS 216, CS 304, CS 310, CS 311, CS 317, CS 321, CS 403, CS 409
15 electives
9 MAT credits: 6 required: MAT 108, MAT 200, 3 elective (MAT 19X cannot count as MAT elective)
3 PHY credits: PHY 101
3 credits: Humanities and Social Sciences requirement *(refer to the Faculty section of the Calendar)*
42 credits of free electives

Information Technology Major (B.A.) MAJITC

Information Technology (IT) is defined by the Information Technology Association of America (ITAA), as the study, design, development, implementation, support or management of computer-based information systems, particularly software applications and computer hardware. IT deals with the use of electronic computers and computer software to convert, store, protect, manage, transmit and retrieve data, securely.

This program provides the necessary skills and knowledge to work/design/participate within organizations that manage large amount of data and provide services to a large number of users. Students will develop skills and knowledge in Information Technologies, Management practices and Organizations, with the required fundamentals of Computer Science.

Note: Students following this degree program are not eligible to add a Business program

Program prerequisites: (12 credits)
Please refer to Table II in the Faculty section of the Calendar.

Core curriculum (36 credits):
CS 201, CS 211, CS214, CS 325, CS 304, CS 307
BCS 220, BCS 320, BCS 313, BCS 422,
BMA 140, BMG 100

Secondary Core [1] (30 credits)
A minimum of 3 courses in Computer Science.
A minimum of 3 courses in Business, normally chosen from the following list:
BCS 317, BCS 416, BCS 340, BCS 420,
BCS 430, BCS 450, BMG 214, BMG 323,
BMK 211, BMK 214, BMK 321, BMK 323,
BMK 333

[1] Students are advised to consult the Calendar for prerequisites

Arts and Science requirements (3 credits)
Please refer to the Faculty section of the Calendar

Free electives (39 credits)

Co-operative Education Program

B.Sc. Coop – PROCOP

The Co-operative Education Program combines a student's academic program with integrated work experiences through full-time work terms and regular academic sessions. The work terms are designed to present the students with the opportunity to blend theory and practice and to gain relevant work experience.

Each co-operative work term is between 12 and 16 weeks in length, and the student will be registered in a 3-credit Co-operative Placement course (CS 391, CS 392 or CS 393). These course credits count as free electives. Each is graded on a pass/fail basis and this grade is not included in the student's cumulative average. The evaluation is the responsibility of the Departmental Chair and will be based upon the submission of a work term report and a job performance report submitted by the employer. Normal academic regulations apply to the conduct and evaluation of the courses.

The number of work terms needed depends on the number of credits the students need to complete upon admission at Bishop's. Student who have been granted 30 advance credits (or more) will be required to complete two work terms (6 credits). Other students who have been admitted into a regular 120-credit degree program will be required to complete three work terms (9 credits). These credits will be added to the student's program and do not count as computer science courses, computer science electives. All work terms must be completed before the student's final academic semester and a student's last semester before graduation cannot be a work term. While every effort will be made to find a suitable placement for all students in the program, no guarantee of placement can be made since the employment process is competitive and subject to market conditions.

Admission to the Co-operative Education Program

Students must submit an application to be admitted to the program. Full-time students in any Honours or Major program offered in the Computer Science Department who have completed the online application package, who have successfully completed BMG191 and who have a minimum cumulative average of 70% upon application are admissible into the Co-op Program. Students in the Co-op must maintain their 70% average and be full-time in order to stay in the program.

Work Term Registration

Once a student has signed the Co-operative Education Agreement, the student may not drop the course associated with the work placement, except for exceptional circumstances. A student who decides to do so will not be able to stay in the Co-operative Education program.

Tuition and Fees

Each work term placement is a 3-credit course and students will pay tuition based upon their fee paying status (Quebec resident, Canadian out-of-province, International).

Work Term Evaluation

Successful completion of the work term is based upon the following:

- The receipt of a satisfactory job performance report from the employer
- The submission of a satisfactory work term report by the student.

The job performance report will be completed by the employer, using guidelines supplied by the Computer Science Department. It is the student's responsibility to ensure that the employer sends the completed evaluation to the Co-op Coordinator on or before the established deadline. Employer evaluations are confidential and are not reported on the student's transcript.

Computer Science Minor (24 credits)

MINCSC

9 required: CS 201, CS 211, CS 304
15 electives from any CS course

Certificate in Computer Science (30 credits)

CONCSC

Description and objectives:

The Certificate Program in Computer Science is designed for individuals who need to acquire a basic understanding of computers and programming and knowledge of the field in order to expand their area of interest and professional expertise. Topics include: Programming, Software Engineering, Web Design, Networks, Graphics, Artificial Intelligence and others. This program will help students to take full advantage of the computer technology available in the workplace.

Prerequisites to programs:

Applicants with insufficient Math background might be required to take an additional 3-credit Math course in their first semester (Math 190 or equivalent).

Program Overview

Certificate in Computer Science

12 required credits: CS 201, CS 211, CS 304, CS 321
18 credits of CS electives

General Notes/Restrictions:

1. Only one of CS 404, CS 408 or CS 499 may be taken for credit, unless with a special departmental authorization
2. Computer Science courses that are double-listed in Math cannot be counted toward fulfilling the Math electives required for the Computer Science Honours/Major.
3. Students must fulfill their Arts and Science requirements and Humanities requirements outlined in the Faculty section of the Calendar.

List of Courses

CS 201 Foundations of Computer Science 3-3-0
An introduction to Computer Science and selected applications suitable for both majors and science non-majors who want a broad overview of the field. The course provides a layered introduction covering algorithms, hardware, system software and applications. The course includes elementary programming using Python to illustrate the implementation of algorithms. Topics include Algorithmic foundations of Computer Science; The hardware world: number systems, Boolean logic, computer circuits, Von-Newmann architecture; System software: assembly language, and a choice of applications.
Note: Registration priority is given to Science and IT students. CS students must take this course in their first year. This course will use Grade 12 level mathematics. MAT 190 is a recommended prerequisite.

CSL 201 Foundations of Computer Science Laboratory 1-0-3
This is the practical laboratory for CS 201

CS 203 Full-Stack Web Development 3-3-0
Introductory course in web application development. Students learn how to design and build interactive websites that respond to user input and work with stored data. The course introduces the core technologies of the web, including HTML and CSS for page structure and visual design, JavaScript for basic interactivity, and simple server-side tools for handling requests and working with databases. Topics include how web pages communicate with a server, creating and processing forms, storing and retrieving information, basic user accounts, and an introduction to common web security considerations. Laboratory work emphasizes hands-on learning, with students incrementally building, testing, and deploying a small but complete web application.

CSL 203 Full-Stack Web Development Laboratory 1-0-3
Laboratory work focuses on the incremental development, testing, and deployment of a full-stack web application.

CS 208 Coding in Plain English 3-3-0
This course explores the limits of AI-assisted programming by treating natural language as a computational interface. Students design and test increasingly complex problems to probe what modern AI systems can and cannot do. Through structured experimentation, students prototype apps and games, solve domain-specific problems, and apply generative AI across disciplines. Emphasis is placed on experimental design, adversarial testing, validation, and critical analysis of results, positioning students to reason about AI systems not just as tools, but as evolving computational agents with measurable capabilities and limits.

CS 211 Introduction to Programming 3-3-0
This course introduces algorithms, data structures and software engineering principles. The use of a high level language is the tool to develop these components. By the end of the course, a successful student should be 'fluent' in programming, and have a good base for simple data structures. The course provides the necessary programming skills needed for further studies in Computer Science.

CSL 211 Introduction to Programming Laboratory 1-0-3
This is the practical laboratory for CS 211

CS 214 Introduction to Networks 3-3-0
This course covers the principles and protocols of modern computer networks. Topics include network models (OSI, TCP/IP), packet switching, addressing, routing algorithms, and programmable networking. Core Internet protocols (IP, TCP, UDP, DNS) are examined, along with network performance and reliability issues such as latency, throughput, congestion control, and fault tolerance. Laboratory work uses software-based emulation and simulation to analyze and design networked systems.

CS 216 Low-Level Programming 3-3-0
System programmers need to understand how a computer works at a low level. They program primarily in C, with some assembly language. This course covers number systems, the C programming language, and an assembly language for a representative processor architecture. Topics covered include addressing modes, the stack, function calls and argument passing.

CSL 216 Low-Level Programming Laboratory 1-0-3
Practical work for CS 216 will consist of programming in C and MIPS assembly language.

CS 219 General Topics in Computer Applications 3-3-0
The course will present general Computer Science-related topics, of interest to both Computer Science as well as non-Computer Science students. The course content is expected to vary to reflect the interest of students and Faculty, as well as market innovations.

CS 225 Foundations of Cybersecurity 3-3-0
This course introduces the fundamental principles of cybersecurity from a systems perspective. Students examine how security failures arise from interactions between software, hardware, networks, and humans, and learn to reason about threats, trust, and risk across computing systems. Topics include threat models, basic cryptography concepts, operating system and network security fundamentals, software vulnerabilities, hardware trust boundaries, and the human factors that shape real-world attacks. Emphasis is placed on understanding why systems fail, not just how attacks are executed.

CS 301 Computer Ethics 3-3-0
Technically minded professionals often give little attention to ethical issues. This course examines ethical, legal, and societal issues in modern computing, with emphasis on artificial intelligence, data privacy, and automated systems. Students apply ethical reasoning frameworks to topics such as algorithmic bias, surveillance, data ownership, automated decision-making, intellectual property, misinformation, and platform-scale social impacts. Issues of accountability, transparency, and responsibility in software and AI systems are explored through case studies and written analysis.

CS 304 Data Structures 3-3-0
This course examines the design, implementation, and analysis of fundamental data structures used in software systems, including arrays, linked lists, stacks, queues, trees, heaps, hash tables, and graphs. Emphasis is placed on algorithmic efficiency and rigorous time and space complexity analysis using asymptotic notation, with careful comparison of alternative data structure choices and their trade-offs. C++ is used as the implementation language to expose memory layout, pointer-based representations, and object semantics, allowing students to connect theoretical performance guarantees with runtime behavior.
Prerequisite: CS 211

CS 307 Using and Designing Data Bases 3-3-0
This course presents data modeling (Entity-Relationship model, UML, etc..), relational algebra, normalization, SQL language. Implementation of databases using the relational model is discussed. Object-oriented modeling and implementation is also introduced. Other topics include: Concurrency control, transaction processing, client-server systems, distributed databases, and web-based delivery of data.
Prerequisite: CS 304
Note: Students may not take this course for credit if they received credit for either BCS 214 (Jan 98 and onward) or CSC 274 (prior to 2003).

CSL 307 Using and Designing Data Bases Laboratory 1-0-3
This is the practical laboratory for CS 307

CS 308 Scientific Computing 3-3-0
This course introduces the principles and practice of scientific computing for modeling and simulation in science and engineering. Students learn how mathematical models are translated into numerical algorithms and implemented efficiently on modern computing systems. Topics include numerical methods for scientific problems, parallel algorithms for large-scale computation, performance modeling, and the impact of memory hierarchies on computational efficiency. Through hands-on work, students develop and analyze programs that run on multicore processors, clusters, and accelerators, gaining experience using high-performance computing techniques to solve real-world scientific and engineering problems at scale.
Prerequisites: CS 304, MAT 191, MAT 192
Note: See PHY 378. Students may not take this course for credit if they have received credit for MAT 279 or PHY 378.

CS 310 Introduction to Software Specifications 3-3-0
This course provides to all the students in CS degrees essential material on formal languages and automata, and also on program specification using logical predicates. The following topics will be addressed: introduction to techniques for specifying the behaviour of software, with applications of these techniques to design, verification, and construction of software; logic-based techniques such as loop invariants and class invariants; automata and grammar-based techniques, with applications to scanners, parsers, user-interface dialogs and embedded systems; computability issues in software specifications. These topics have been chosen because they are both theoretical and practical, and will be presented as such.
Prerequisite: CS 211
Prerequisite or Co-requisite: MAT 200

CS 311 Computer Organization and Logic Design 3-3-0
This is a theoretical course on computer organization and architecture. Different computer components and how they function are studied in detail. By the end of the course, students should be able to build (in theory) a small computer without interface. Topics covered are: boolean algebra and gates, combinational circuits (decoders, multiplexers, PLAs), logic design (flip-flops, shirts registers, counters, sequential circuits), the ALU, memory (RAM,ROM, secondary storage), I/O Devices and the control unit (hardwired, microprogramed). For those interested students, a follow-up course, largely consisting of lab experiments, is CS 312
Prerequisites: CS 201, CS 211

CSL 311 Computer Organization and Logic Design Laboratory 1-0-3
This is the practical laboratory for CS 311

CS 312 Embedded Systems 3-3-0
This course introduces embedded systems programming with an emphasis on the close integration of software and physical hardware. Students study how low-level software interacts with microcontroller architectures, peripherals, and real-time constraints. Topics include low-level programming, interrupts and timers, memory-mapped I/O, communication protocols (I²C, SPI, UART), real-time behavior, and hardware-oriented debugging. Practical understanding is developed through simulation-based exercises, code analysis, design problems, and project work that models real embedded systems such as autonomous devices and control-oriented applications.
Prerequisite: CS 216.

CS 316 Representation Learning 3-3-0
This course examines how structure is extracted from data through classical representation-learning methods grounded in linear algebra and optimization. Students study matrix-based models that uncover latent structure by optimizing explicit objectives under constraints such as low-rank structure, sparsity, orthogonality, and non-negativity. Emphasis is placed on understanding how these objectives shape the geometry of learned representations, how optimization procedures behave in practice, and when and why these methods succeed or fail. Through hands-on implementation from first principles, students analyze numerical stability, sensitivity to noise, and identifiability issues in widely used dimensionality reduction, factorization, and clustering techniques.
Prerequisites: CS 304 and MAT 200

CS 317 Design and Analysis of Algorithms 3-3-0
This course is intended to make students familiar with most of the existing techniques for problem solving. It starts with an introduction to algorithms efficiency, solving recurrence relations and basic data structures. Then different techniques for algorithms design are discussed; the divide-and-conquer technique, the greedy technique and its applications to graph algorithms, dynamic programming, backtracking and branch and bound algorithms. With every technique presented, examples from different domains are studied and their algorithms analyzed. At the end, students are briefly introduced to the vast area of "difficult" problems, or NP-complete.
Prerequisites: CS 304 and MAT 200

CS 321 Advanced Programming Techniques 3-3-0
The course is intended to be a sequel to introductory programming with emphasis placed on the architecture of software. It will go in depth into object-oriented techniques, reusability, data abstraction, class design, and implementation, design and structure of class libraries. Topics to be covered include: polymorphism, encapsulation, overloading, inheritance and delegation, types of inheritance (Inheritance for Extension, Specialization and Specification), composition, aggregation and design of collections. Static and dynamic types, downcasting, exception handling. The second half of the course will be devoted to software design patterns, with particular emphasis on the observer, iterator, visitor and selected creational patterns. Course work will involve significant programming projects. The teaching language will be Java.
Prerequisite: CS 304 Allow concurrent

CS 320 Natural Language Processing 3-3-0
This course provides a hands-on introduction to Natural Language Processing (NLP) using classical, non-neural approaches. Students will learn how to clean and normalize text, construct TF-IDF and bag-of-words representations, and train linear classifiers such as Logistic Regression, Naive Bayes, and Support Vector Machines. The course covers sequence labeling with Conditional Random Fields (CRF), topic modeling using Latent Dirichlet Allocation (LDA), information retrieval with BM25, and extractive summarization with TextRank. Students will also build n-gram language models with smoothing, evaluate models using precision, recall, F1, and perplexity, and discuss ethical issues including bias, privacy, and multilingual fairness. The emphasis is on practical implementation, evaluation, and error analysis using Python and standard NLP libraries.
Prerequisite: CS 304

CSL 321 Advanced Programming Techniques Laboratory 1-0-3
This is the practical laboratory for CS 321

CS 325 Computer & Network Security 3-3-0
This course provides an introduction to security and privacy issues in various aspects of computing, including cryptography, software, operating systems, networks, databases, and Internet applications. It examines causes of security and privacy breaches, and gives methods to help prevent them.
Prerequisite: CS 214

CS 330 Mobile App Development 3-3-0
This course covers Android mobile application development using Android Studio and Jetpack Compose. Topics include application architecture, state and lifecycle management, responsive UI design, performance constraints, and mobile software engineering patterns. Students work with event handling, navigation, local storage, device features, and external APIs. Testing, security fundamentals, deployment, and app store compliance are introduced. The course concludes with a final project in which students build and publish a functional mobile application.
Prerequisite: CS 211

CS 379 Electric Circuits and Electronics 3-3-3
Review of D.C. circuits, Kirchoff's laws, network theorems. Network analysis for A.C. circuits, phasors. Diode circuits and filters. The physical basis of semiconductor devices including semiconductor diodes, junction transistors, and field-effect transistors. The operation of transistor amplifiers, digital electronics and integrated circuits will also be covered.
Note: See PHY 319. Students may not take this course for credit if they have received credit for PHY 319.

CS 391 Co-operative Placement I 3-0-0
Students will integrate theory and practice through a related work placement
Prerequisite: admission to the Co-op Education Program

CS 392 Co-operative Placement II 3-0-0
Students will integrate theory and practice through related work placement
Prerequisite: CS 391

CS 393 Co-operative Placement III 3-0-0
Students will integrate theory and practice through related work placement
Prerequisite: CS 392

CS 400 Independent Studies 3-0-0
Individual study and research under the guidance of an advisor and Department staff.
Prerequisite: Permission of the department

CS 401 Embedded AI and Control 3-3-0
This course examines artificial intelligence deployed directly on embedded and cyber-physical systems where latency, reliability, safety, and security are non-negotiable. Students study how AI models are designed and integrated to operate locally without dependence on cloud connectivity. Topics include real-time inference, power and memory constraints, sensor fusion, control loops, scheduling and operating-system interaction, hardware accelerators, robustness and degraded-mode operation, security and privacy at the edge, validation and testing of rare failures, and safety-critical deployment in robotics, autonomous vehicles, industrial systems, and medical devices.
Prerequisite: CS 312

CS 402 Computer Graphics 3-3-0
This is an introductory course to the principles of interactive raster graphics. Topics include an introduction to basic graphics concepts, scan conversion techniques, 2-D and 3-D modeling and transformations, viewing transformations, projections, rendering techniques, graphical software packages and graphics systems. Students will use OpenGL graphics API to reinforce concepts and study fundamental computer graphics techniques.
Prerequisites: CS 304, MAT 108

CS 403 Principles of Programming Languages 3-3-0
This course provides a comparative study of the core concepts underlying programming languages and their implementations. Topics include language definition, syntax and semantics; compilation and interpretation; parsing techniques and parser construction; variables, binding, expressions, and control structures; data types and memory models; scope, procedures, and run-time systems; modularity and abstraction; concurrency, exception handling, and program correctness. The course also examines major programming paradigms, including functional, object-oriented, logic, and constraint-based programming.
Prerequisites: CS 304 and CS 310

CS 404 Project 3-0-3
This course is normally taken by CS students in their final year. The project must be approved in advance by the department. Students will be expected to submit a written report and to make a presentation.
Prerequisites: approval of the dept., 80% in CS courses

CS 405 Data Mining 3-3-0
Data is now created faster than humans are able to understand it and use it. There may be patterns hiding within this data with potentially useful information. This course will teach students, how to discover these patterns for the purpose of solving problems, gaining knowledge, and making predictions. Topics covered in this course include data preparation, clustering, classification, association rules for mining and models combination. This course includes assignments and a final project where the students are required to perform mining on real datasets.
Prerequisite: PHY 101 (or equivalent)
Note: See PHY 374. Students may not take this course for credit if they have received credit for P HY 374.

CS 406 Program Execution and Isolation 3-3-0
This course examines how programs are translated, executed, and managed at runtime. Core topics include parsing and syntax-directed translation, intermediate representations, runtime memory and execution models, optimization, code generation, and error detection, with emphasis on how compilers and runtimes preserve program meaning across abstraction boundaries. These foundations are used to study how execution environments enforce isolation and where those guarantees break down, including privilege transitions, system calls, memory-safety and time-of-check/time-of-use errors, side-channel leakage, speculative execution effects, and the limits of container and virtual-machine isolation. Case studies examine historically significant and contemporary vulnerabilities such as Dirty COW and TOCTOU to illustrate failure modes in real systems.
*Prerequisite: CS 310***CS 408 Project II 3-0-3**
This course is normally taken in the final year of studies and may involve work on a theoretical topic or a practical implementation of a sizable software project. The topic must be approved in advance by the department. Students are expected to attend bi-weekly project meetings where they present and discuss their work. In addition, they will make a final presentation at the end of term and submit a report.
Prerequisites: approval of the dept., 80% in CS courses.

CS 409 Principles of Operating Systems 3-3-0
Basic concepts of computer hardware; program translation linking and loading; cooperating sequential processes; critical section problem, process synchronization primitives, parallel programming; introduction to multiprogramming; operating system nucleus; file systems; reliability and protection; system performance, measurement and evaluation. Memory Management. Paging and Virtual memory. Unix. Using and programming the Unix Shell, Unix implementation. Examination of the implementation of Unix clones Minix, Linux, Survey of state-of the-art operating systems. Distributed Systems, Communication and synchronization in distributed systems. Theoretical issues and implementation.
Prerequisite: CS 304

CS 410 Software Engineering 3-3-0
Software is an engineered product that requires planning, analysis, design, implementation, testing and maintenance. This course is a presentation of the techniques used in each step of the software product process. Topics: software requirements analysis and specifications; software design process, object oriented design; testing, reliability and maintenance. Students will be expected to work jointly on several large software projects.
Prerequisites: CS 304, CS 310, CS 321, CS 403 (allow concurrent)

CS 411 Advanced Computer Architecture 3-3-0
The focus in this course is on basic principles, current practice, and issues in computer architecture and organization. At the end of the course students will have gained an understanding of how a computing system is organized, as well as why it is organized this way. The relation between hardware and the software that runs on it is emphasized, leading to an intuitive understanding of how the behavior of applications influences computer organization and design. Topics covered typically include (but are not limited to): instruction set design, micro-programed versus hardwired processors, pipelining and superscalar processors, memory organization (cache, primary, virtual), I/O and interrupts, multiprocessors. Comparative critical and quantitative analyses of various systems that currently exist are presented.
Prerequisite: CS 311 or instructor's permission.

CS 412 Computer Games Design 3-3-0
This course will explore the theory and practice of video game design and programming. Students will learn the basic concepts and techniques for the design and development of digital games. The topics covered in this course will include the history and taxonomy of video games, the basic building blocks of a game, computer graphics and programming, use interface and interaction design, and the software architecture for video games. It is assumed that students have taken courses in programming (best if it includes C or C++) and data structures. A good background in algorithms and basic mathematics (matrix algebra, trigonometry, linear algebra, vector calculus) is an asset for this course.
Prerequisite: CS 304

CS 415 Distributed Systems 3-3-0
This course studies the principles and practice of distributed systems: collections of independent computers that cooperate to provide a unified service. We focus on the fundamental challenges of distribution—partial failure, concurrency, unreliable communication, and the absence of a global clock—and the abstractions used to manage them. Topics include communication models, time and ordering, consistency models, replication, fault tolerance, and consensus. Students will analyze classic impossibility results and core algorithms, and apply these ideas to the design of scalable, reliable systems. Emphasis is placed on reasoning about correctness, understanding trade-offs, and designing for failure. Through readings, problem sets, and programming projects, students will learn how modern distributed systems balance consistency, availability, and performance, and how theoretical limits shape real-world system design.
Prerequisites: CS 304, CS 310

CS 416 Special Topics in Cybersecurity 3-3-0
This course explores core topics in cybersecurity from both theoretical and practical perspectives. Students examine how security vulnerabilities arise across systems, networks, and applications, and how defensive strategies can be applied throughout the system lifecycle. Topics may include threat modeling, cryptography, network security, authentication and access control, system hardening, vulnerability analysis, incident response, and risk management. Emphasis is placed on understanding attack surfaces, adversarial thinking, and evaluating system resilience. Projects involve analyzing and securing complex computing environments.
Prerequisites: CS 410

CS 419 Advanced Low-Level Programming 3-3-0
This course examines how software brings up, controls, and extends complete computing systems at the hardware level. Students work with system-on-chip platforms to study boot processes, memory layout, interrupts, concurrency, and kernel–user space interaction, and to implement device drivers and hardware abstraction layers using memory-mapped I/O and inter-process communication. Development emphasizes cross-compilation, board support packages, and low-level debugging with tools such as gdb, JTAG, and system tracing, with projects focused on correctness, performance, and reliability on real hardware.
Prerequisites: CS 312

CS 420 Large Language Models 3-3-0
Cross-level listed with CS 520. This course introduces the architecture and practical use of modern Large Language Models. Topics include transformers, tokenization, datasets, prompt engineering, instruction tuning, parameter-efficient fine-tuning (e.g., LoRA), retrieval-augmented generation, evaluation, and deployment considerations. Students work hands-on with pre-trained models using Python and PyTorch to adapt LLMs to specific tasks and assess their behavior. Ethical and societal issues surrounding generative AI are also addressed.
Prerequisite: CS 320

CS 421 Autonomous Software Systems 3-3-0
Cross-level listed with CS 521. This course focuses on the construction and supervision of large-scale software systems using automation-assisted development tools in which natural language specifications guide code generation and modification. Students learn to decompose complex requirements, define precise interface and behavioral constraints, and integrate model-generated code into existing build, test, and deployment pipelines. Emphasis is placed on correctness, security, and execution control in non-trivial codebases including operating-system components, networked services, compilers or interpreters, and distributed backends. The course treats natural language as a formal specification layer, preparing students to design, audit, and maintain complex software systems developed under partial automation.
Prerequisites: CS 321, CS 310

CS 425 Ethical Hacking and Penetration Testing 3-3-0
In this course, students explore the role of the Ethical Hacker by practicing hacking techniques in a controlled, ethical setting to better understand how systems are compromised and defended. The course covers common intrusion and evasion techniques, methods for bypassing intrusion detection systems, and strategies for protecting corporate and government data from cyber-attacks. Students study Internet protocols, traffic analysis, filtering and monitoring techniques, and common attack procedures used to compromise systems. Emphasis is placed on hands-on experience with real tools and methods, as well as on designing effective intrusion detection and defense strategies.
All offensive security activities are conducted exclusively within department-approved, isolated laboratory environments or explicitly authorized targets. Unauthorized testing of external systems is prohibited. Students must agree to course-specific authorization and acceptable-use rules governing security tools and data prior to participating in practical exercises.
Prerequisite: CS 325

CS 426 Digital Forensics and Incident Response 3-3-0
This course covers methods and tools for investigating and responding to cybersecurity incidents. Students learn to collect, preserve, and analyze digital evidence from memory, disk, and network sources, with attention to chain-of-custody and reporting. Topics include log analysis, timeline reconstruction, malware investigation, event correlation, and AI-assisted forensic techniques. Labs and projects simulate real-world incidents and require formal forensic analysis and response planning.
Students must agree to course-specific authorization and acceptable-use rules governing security tools and data prior to participating in practical exercises.
Prerequisite: CS 325

CS 427 Cloud and Virtual Infrastructure Security 3-3-0
Cross-level listed with CS 527. This course examines security challenges in cloud and virtualized environments. Topics include IaaS, PaaS, and SaaS models; virtualization and containerization; Kubernetes security; identity and access management; monitoring; vulnerability assessment; and compliance frameworks such as NIST and ISO 27001. Through hands-on labs, students design, secure, audit, and evaluate cloud-native and multi-tenant infrastructures, applying mitigation strategies to realistic attack scenarios.
Students must agree to course-specific authorization and acceptable-use rules governing security tools and data prior to participating in practical exercises.
Prerequisite: CS 325

CS 428 Cyber-Physical and Industrial Control Security 3-3-0
Cross-level-listed with CS528. This course explores the security of cyber-physical and industrial control systems used in critical infrastructure. Students study OT architectures and protocols, including PLCs, SCADA systems, sensors, and real-time control networks. Topics include threat modeling, attack surfaces, segmentation, monitoring, and incident response in safety-critical environments. Applied work focuses on analyzing simulated control systems and designing security measures that balance cybersecurity with operational safety.
Students must agree to course-specific authorization and acceptable-use rules governing security tools and data prior to participating in practical exercises.
Prerequisite: CS 325

CS 457 Database Software Design 3-3-0
This course covers how one can implement a Database Management system. Major topics are storage management, Query processing, and Transaction management. As a basic assumption, data will not all fit in main memory, so algorithms and data structures appropriate for effective disk storage and quick access must be used. For example, one may use index structures such as B-trees or hash tables. We cover parsing of queries and optimizing of query plans. Finally, we cover durability of transactions using logging, and concurrency control for isolation of transactions. Additional topics in distributed databases are also presented.
Prerequisite: CS 307

CS 462 Image Processing 3-3-0
This course will introduce the area of Image Processing and present classical tools and algorithms in the field including: image perception, image acquisition and display, histogram techniques, image restoration, image enhancement, primitive operations for image analysis, segmentation, image transforms, and pattern and object recognition.
Some examples of industrial applications of image processing and some important developments in image processing research will be also addressed.
Prerequisites: CS 304, MAT 192, PHY 101 (or equivalent)

CS 463 Computer Vision 3-3-0
This course is concerned with the computer acquisition and analysis of image data. Computer vision is the construction of explicit, meaningful descriptions of a physical object from images. Emphasis will be placed on: camera models and calibration, image representation, pattern recognition concepts, filtering and enhancing, segmentation, texture, motion from image sequences, deformable models, matching, stereovision, perceiving 3D from 2D images and tracking with dynamic models. The programming projects assigned in this course will make substantial use of the C and C++ programming languages
Prerequisites: CS 304, MAT 192, PHY 101 (or equivalent)

CS 464 Network Programming 3-3-0
This course presents computer networks at a functional level, with strong emphasis on programming distributed applications over a network. Discussion will be based on open networking and application standards such as the TCP/IP protocol suite and the Portable Operating System Interface (POSIX). Topics normally covered are TCP/ IP architecture and programming, the client-server model, network file systems, streaming, tunnelling. Programming distributed applications (in C or C++) is an integral part of the course.
Prerequisite: CS 216

CS 467 Special Topics in Algorithms 3-3-0
The course builds on the techniques covered in CS 317 to present some specialized algorithms in several areas, including Bioinformatics, Computational Geometry, and Network Flow.
Prerequisite: CS 317 or permission of the instructor

CS 469 Special Topics in Computer Science 3-3-0
The course will present topics of current interest or research directions in Computer Science. The course content is expected to vary from year to year to reflect the current interests of students and faculty. It will be offered by arrangement with the department.
Prerequisite: CS 304

CS 471 Graph Theory 3-3-0
An introduction to the combinatorial, algorithmic and algebraic aspects of graph theory.
Prerequisites: CS 304, MAT 200
Note: See MAT 421. Students may not take this course for credit if they have received credit for MAT 421.

CS 486 Introduction to Quantum Computing 3-3-0
Qubits and quantum states, unitary operations, quantum gates and circuits, measurement, and basic quantum complexity concepts. Core algorithms such as Deutsch–Jozsa, Grover search, and Shor factoring are studied, along with an introduction to quantum error correction and quantum cryptographic protocols. Students gain practical experience through simulation and implementation of quantum circuits and algorithms using standard quantum computing frameworks.
Prerequisites: CS 304, MAT 108

CS 498 Capstone Project 6-0-0
This two-semester capstone course is the culminating project experience for senior undergraduate Computer Science students. Under faculty supervision, students work individually or in small teams to design and complete a substantial independent project that integrates knowledge and skills acquired throughout the program. Projects will be evaluated on clarity of assumptions, robustness under failure, and correctness of reasoning, in addition to functional outcomes. The course culminates in a formal written report and a public presentation or demonstration. This course fulfills the capstone requirement for the Cybersecurity Concentration.
Prerequisite: permission of the department

CS 499F Honours Dissertation 6-0-0
The student is required to complete a theoretical or applied project. The subject is arranged with the student's supervisor during the first four weeks of term. A written dissertation is required as well as two seminar presentation.
Note: This course is open only to final year Computer Science Honour Students in the dissertation stream, and only by permission of the department

Mathematics

Faculty

Madjid Allili,
B.Sc.(Algiers), M.Sc., Ph.D.(Sherbrooke);
Professor

Thomas Brüstle,
B.Sc., (Ludwig-Maximilians), M.Sc.,
Ph.D. (Zurich); Professor,
Maurice-Auslander Research Chair

François Huard,
B.Sc., M.Sc., Ph.D. (Sherbrooke); Professor

Trevor H. Jones,
B.Sc.H. (Acadia), M.Sc. (Dalhousie),
Ph.D. (University of New Brunswick);
Senior Instructor

Scosha Merovitz,
B.Sc.(Bishop's), M.Sc.(Dalhousie);
Special Instructor
Chair of the Department

David Smith,
B.Sc., M.Sc., Ph.D. (Sherbrooke);
Adjunct Professor

N. Brad Willms,
B.Math. M.M., Ph.D. (Waterloo);
Associate Professor

Program Overview

Mathematics is the language of the sciences, a language which allows scientists to quantify, model, understand and predict behaviour in an enormously diverse range of phenomena of interest. Simultaneously, Mathematics is often regarded as an art, as it is the creative study of patterns and of problem solving. Mathematics covers a wide range of disciplines including algebra, analysis, combinatorics and discrete mathematics, and differential equations. In first-year courses, mathematics students are joined by other science students, particularly from Physics and Computer Science. In the advanced courses, classes are very small, and some are given on an individual or tutorial basis.

The highest level of specialization is Honours, and Honours programs prepare students for direct entry into graduate work leading to a Master's or Ph.D. degree. All honours mathematics students have an opportunity to study independently and thus develop their reading and problem solving skills, and there is some chance to pursue special interests. The Majors programs provide students with an excellent general preparation for the career world, while not preventing entrance into graduate school (sometimes after a qualifying year). The Majors programs have sufficient electives to allow students to combine their major with a second major or at least a minor (the least specialized type of program) in another discipline. Students are encouraged to add a minor or major and many do so. Popular choices include computer science, physics, music, English, French, Spanish, drama, and philosophy. The Department of Mathematics offers several specialized, interdisciplinary programs, jointly with other departments, including Hispanic Studies and the School of Education.

First-year Calculus requirement

All Mathematics students require six course credits of Calculus studies, normally in their first year. Students with a Québec collegial diploma (DEC) shall be granted advance credit for these courses if they have completed a course in Differential Calculus and a course in Integral Calculus at CEGEP. If one or both of these courses were not completed at CEGEP, they must be completed at Bishop's and advanced credits shall be reduced accordingly. Students entering four-year programs in Mathematics with a grade 12 diploma (or equivalent) must register in MAT 191 and MAT 192 in their first year. These courses are included in the 120 total credit requirement.

First-year Physics requirement

Mathematics students pursuing the Bachelor of Science (B.Sc.) degree require six course credits of introductory physics studies in their first year. Students in the Bachelor of Arts (B.A.) degree program are exempt from this requirement. Students with any DEC are exempt from this requirement if they have completed two introductory Physics courses, Mechanics, and Electricity and Magnetism, at CEGEP. If one or both of these courses were not completed, they must be completed at Bishop's and advanced credits shall be reduced accordingly. Students entering four-year B.Sc. programs in Mathematics with a grade 12 diploma (or equivalent) must register in PHY 191 and PHY 192 in their first year.

Humanities requirement

Students must complete six course credits of humanities studies, normally in their first year at Bishop's. Students who have a Québec Collegial Diploma (DEC), students admitted as "Mature Students", and 2nd Bachelor's degree students are all exempt from this requirement. To meet the Humanities requirement, the two Humanities optional courses (6 credits) can be selected from any Humanities courses. It is recommended that at least one of these courses be a writing intensive course.

Humanities and Social Sciences requirement

In addition to the Humanities requirement above, all students are required to complete at least three credits in either the Faculty of Humanities or the Faculty of Social Sciences. Students with program combinations which require more than 72 credits are exempt from this requirement.

Please refer to the Natural Sciences Faculty page for information on Faculty Requirements.

Computer Science requirement

All Mathematics majors and honours students are required to complete the course CS 211 Programming Methodology.

Science Elective requirement

Mathematics students pursuing a Bachelor of Science degree must complete three courses (at least nine course credits) of science electives in their degree program. Students in any B.A. degree program are exempt from this requirement.

Mathematics Electives

Mathematics students (in any program) may not include courses from the list: MAT 190, MAT 191, MAT 192, MAT 196, MAT 197 as mathematics elective credits. Courses at the 460 level are only open to Honours students.

The course MAT 196 is not accepted for credit for any Science or Mathematics degree. The course MAT 190 may be taken for credit by Biology, Biochemistry, Chemistry, and Neuroscience students prior to receiving credits for MAT 191. Other Bishop's students cannot take MAT 190 for credit without permission from their Departmental Chair.

Mathematics courses MAT 190, MAT 191, MAT 192, MAT 196, MAT 197, may not be taken for credit by students who have already passed equivalent course(s) elsewhere. Students in Science programs, including Mathematics B.A., may receive a maximum of three credits in elementary statistic courses.

Matemáticas en Español

This is a unique program combining a Major in Mathematics, a Minor in Hispanic Studies as well as one year of Spanish immersion at the Universidad San Francisco de Quito in Ecuador. Contact the Chair of the department for more details.

Mathematics Honours (99 credits for B.Sc., 84 credits for B.A.) HONMAT

Normally a student is admitted to an Honours program after completing a minimum of 12 credits in Mathematics courses with an average of at least 70% and having achieved an average of 65% in all courses taken at Bishop's.

To continue in an Honours program the student must obtain an average of at least 70% in Mathematics courses in each academic year.

In order to graduate with a Mathematics Honours degree, the student must have an overall average of 70% in all Mathematics courses.

Requirements:

U1 (normally): MAT 191, MAT 192, Humanities options (6 credits)*, PHY 191 & PHY 192 (for B.Sc. only).

MAT 108, MAT 200, MAT 206, MAT 207, MAT 209, MAT 220, CS 211, MAT 310, MAT 313, MAT 314, MAT 315, MAT 317, MAT 322, MAT 323

6 optional credits of Mathematics courses at the 100 level or higher,

9 optional credits of Mathematics courses at the 300 level or higher,

6 optional credits of Mathematics courses at the 400 level or higher,

6 optional credits of Mathematics courses at the 460 level,

3 credits to satisfy the Arts and Science requirement.

B.Sc. students must include at least 9 additional Science credits among their options.

**Students with a CEGEP DEC or mature students will be granted exemption credits for these courses.*

Total credits:

B.Sc.: 72 Mathematics, 6 Physics, 3 Computer Science, 9 Science options, 6 Humanities, 3 Arts and Science options, 21 credits of free electives

B.A.: 72 Mathematics, 3 Computer Science, 6 Humanities, 3 Arts and Science options, 36 credits of free electives

Recommended schedule:

	Fall	Winter
Year 1		
(for students in a four-year program or lacking some CEGEP requirements)		
	MAT 191	MAT 192
	PHY 191 (B.Sc. students)	PHY 192 (B.Sc. students)
	Humanities elective	elective
	elective (B.A. students)	elective (B.A. students)
	Humanities elective	elective
	Arts and Science	elective
Year 2	MAT 200	MAT 220
	MAT 206	MAT 207
	MAT 108	MAT 209
	CS 211	elective
	elective	elective
Year 3	MAT 1xx	MAT 1xx
	MAT 313	MAT 314
	MAT 322	MAT 323
	MAT 3xx	MAT 3xx
	elective	elective
Year 4	MAT 315	MAT 317
	MAT 310	MAT 3xx
	MAT 4xx	MAT 4xx
	MAT 46x	MAT 46x
	Elective	Elective

This schedule is provided as a recommendation only. The order in which the courses are taken is subject to change. Students are encouraged to consult the Chair of the department before registering for their courses. The code MAT nxx refers to any 3-credit MAT course at the n-hundred level or higher.

Mathematics Major (81 credits for B.Sc., 66 credits for B.A.)

MAJMAT

Requirements:

U1 (normally) : MAT 191, MAT 192, Humanities options (6 credits)*, PHY 191 & PHY 192 (for B.Sc. only)

MAT 108, MAT 200, MAT 206, MAT 207, MAT 209, CS 211, MAT 310, MAT 313, MAT 314, MAT 315, MAT 322

3 credits from the list {MAT 202, MAT 203 OR MAT 220}

6 optional credits of Mathematics courses at the 100 level or higher,

9 optional credits of Mathematics courses at the 300 level or higher.

3 credits to satisfy the Arts and Science requirement.

B.Sc. students must include at least 9 additional Science credits among their options.

**Students with a CEGEP DEC and mature students will be granted exemption for these courses.*

Total credits:

B.Sc.: 54 Mathematics, 3 Computer Science, 6 Physics, 6 Humanities, 9 Science options, 3 Arts and Science options, 39 credits of free electives.

B.A.: 54 Mathematics, 3 Computer Science, 6 Humanities, 3 Arts and Science options, 54 credits of free electives.

Recommended schedule:

	Fall	Winter
Year 1		
(for students in a four-year program or lacking some CEGEP requirements)		
	MAT 191	MAT 192
	PHY 191 (B.Sc. students)	PHY 192 (B.Sc. students)
	Humanities elective	elective
	elective (B.A. students)	elective (B.A. students)
	Humanities elective	elective
	Arts and Science elective	elective
Year 2	MAT 200	MAT {202 or 203 or 220}
	MAT 206	MAT 207
	MAT 108	MAT 209
	CS 211	elective
	elective	elective
Year 3	MAT 1xx	MAT 1xx
	MAT 313	MAT 314
	MAT 322	MAT 3xx
	elective	elective
	elective	elective
Year 4	MAT 315	MAT 3xx
	MAT 310	MAT 3xx
	elective	elective
	elective	elective
	elective	elective

This schedule is provided as a recommendation only. The order in which the courses are taken is subject to change. Students are encouraged to consult the Chair of the department before registering for their course. The code MAT nxx refers to any 3-credit MAT course at the n-hundred level or higher.

Mathematics Minor B.Sc., B.A. (30 credits) MINMAT

U1 (normally): MAT 191, MAT 192.

MAT 206, MAT 207, MAT 108, MAT 209 or MAT 200 plus 12 additional mathematics credits, including at least 6 credits at the 300 level or higher.

Mathematical Contexts Minor B.A. (30 credits) MINMAC

The ancient, rich, and universal endeavor which is mathematics underlies all of science and engineering. Increasingly however, mathematical contexts are entwined in the fabric of modern humanistic studies.

The mathematics of social choice is enlightening the study of politics, sociology, and anthropology. The modern mathematics of management science is essential not only in the world of Business and Economics, but also to the work of human geographers who rely on mathematical modeling. Mathematical contexts reach even to the creative arts. Here new geometries, elliptic, hyperbolic, and most recently, fractal, are providing fresh and exciting sources of pattern and inspiration, the raw materials of the visual artist.

Statistics are encountered daily in every media, while statistical analyses have invaded every facet of modern life. Indeed, if for no other reason, educated persons today must understand mathematical concepts for the critical evaluation of data. Such is required in order to avoid deception and bogus claims based on false or misleading representations of statistics. Finally, the information age has given new context to an ancient mathematics: coding theory. From data encryption to internet security, mathematics is the context of modern human communication.

Many students of the Liberal Arts and Humanities, Education, and the Social Sciences, come to the discipline of Mathematics relatively late. Recently convinced of the necessity of broadening the mathematical context of their education, they nevertheless now face a language barrier. Not having pursued mastery of the high-school "advanced math" curriculum, or having gone "rusty" from lack of recent use, they now find the language of mathematics, that of quantitative reasoning, unfamiliar, foreign, and even intimidating.

It is for such students that the Minor in Mathematical Contexts is intended. Here mathematical concepts are developed and analytical thinking is employed to systematically study patterns (the raw materials of mathematics) discovered in diverse fields of study. The emphasis will be on mathematical context and thinking; not on techniques, computations, and prerequisite skills. An adult willingness to think deeply, and academic admission to Bishop's University, are the only prerequisites. In no way should these courses be confused with the "remediation" courses of other institutions: rectifying shortcomings in algebraic skills is not the goal. Rather, developing analytical problem solving skills in mathematical contexts is the objective. Successful students will find, incidentally, that their Bishop's B.A. degree has been significantly enhanced by this innovative program of study for citizens of the 21st century.

The minor in Mathematical Contexts can be added to any degree program and consists of the following courses:

MAT 200	Discrete Mathematics
MAT 108	Matrix Algebra
PHY 101	Statistical Methods
MAT 191	Calculus I, *prerequisite: MAT 190 recommended*
MAT 192	Calculus II, *prerequisite: MAT 191*

** (Remedial Precalculus and Algebra courses are available)*

An additional 15 course lecture credits in Mathematics must be chosen from among:

MAT 100	Excursions in Modern Mathematics*
MAT 101	Further Excursions in Modern Mathematics**
MAT 103	Environmental Modeling
MAT 104	History of Mathematics
MAT 126	Problems, Puzzles and Games
MAT 202	Modern Geometry: Euclidean to Fractal, *prerequisite: MAT 200*
MAT 203	Number Theory
MAT 209	Linear Algebra, *prerequisite:* MAT 108
MAT 220	Further Discrete Mathematics, *prerequisite: MAT 200*
MAT 322	Introduction to Modern Algebra I, *prerequisite: MAT 200, MAT 209*
MAT 323	Introduction to Modern Algebra II, *prerequisite: MAT 322*

Notes: *The two courses, PMA 260 and PMA 360 may replace PHY 101 in the required list of courses. A student may not graduate with a double minor in mathematics.*

** The science version of this course, MAT 110 is also accepted.*

*** The science version of this course, MAT 111 is also accepted.*

List of Courses

Note: See also the list of cognate courses at the end of this section.

MAT 100 Excursions in Modern Mathematics 3-3-0
This is a mathematics class for everyone. The course will allow students to develop a sense of the applications of mathematics, and an appreciation of the role of mathematics in the modern world. Topics are chosen from: the mathematics of elections (the paradoxes of democracy), the distribution of power (weighted voting), mathematics of resource sharing (fair division games), routing problems (the Königsberg bridges problem and Euler circuits), the mathematics of touring (the traveling salesman problem and Hamilton circuits), networking problems (minimum spanning trees and the cost of being connected), scheduling problems (chasing the critical path), shape and form (the mathematics of symmetry), Fractal Geometry (the kinky nature of nature), Fibonacci numbers and the Golden Ratio (tales of rabbits and gnomes).
Note: Science and mathematics students must enrol in MAT 110 instead of this course. Students may only receive credit for one of MAT 100 or MAT 110.

MAT 101 Further Excursions in Mathematics 3-3-0
Further topics in modern applied mathematics. A continuation of the style and subjects in MAT 100, this course does not have any mathematical prerequisites. Topics may include growth models, game theory, linear programming, fractal geometry, coding theory, non-Euclidean geometry, percolating theory, mathematics of fraud detection, basic financial mathematics, the look and say sequence, and selected current readings.
Note: Science students must enrol in MAT 111 instead of this course. Students may only receive credit for one of MAT 101 and MAT 111.

MAT 103 Environmental Modeling 3-3-0
The course employs a problem solving approach to teach students modeling principles which apply to issues arising in the environmental sciences. Students will practice important skills: transforming realistic, qualitatively described problems into forms suitable for producing approximate, quantitative solutions, and interpreting the results obtained from their calculations. A variety of environmental problems are presented, on topics such as: units and conversions, geometric scaling, power-law scaling, steady-state box models, solar spectrum, npp and solar energy flow, black-body radiation, the greenhouse effect and the global climate (equilibrium) model, wind power and Betz's law, models for growth (e.g. population, peak oil, pandemics), transport of pollutants, diffusion, Darcy's law. The mathematics involved will be elementary, at a level suitable for a high-school graduate with credit for a university-preparatory mathematics course.

MAT 104 History of Mathematics 3-3-0
This course is designed to help history, philosophy, and education students come to a deeper understanding of the mathematical side of culture by means of writing short essays. Mathematics majors acquire a philosophical and cultural understanding of their subject by means of doing actual mathematics problems from different eras. Topics may include perfect numbers, Diophantine equations, Euclidean construction and proofs, the circle area formula, the Pell equation, cubic equations, the four square theorem, quaternions, and Cantor's set theory. The philosophical themes of infinity and Platonism recur repeatedly throughout the course.

MAT 108 Matrix Algebra 3-3-0
Operations on matrices, transpose and inverse. Systems of linear equations. Determinants. Linear transformations. Eigenvalue and eigenvectors. Bases and dimension. Rank and nullity. Applications (some of which may require basic Calculus knowledge)

MAT 110 Excursions in Modern Mathematics 3-3-0
This is the same course as MAT 100 but it is intended that science students would enrol in this course and complete assignments that are more appropriate to their needs.
Note: Students may only receive credit for one of MAT 100 or MAT 110.

MAT 111 Further Excursions in Mathematics 3-3-0
This is the same course as MAT 101 but it is intended that science students would enrol in this course and complete assignments that are more appropriate to their needs.
Note: See MAT 101. Students may only receive credit for one of MAT 101 and MAT 111.

MAT 126 Problems, Puzzles and Games 3-3-0
This course teaches creative problem solving, logic, and analytical thinking in the context of recreational mathematics. Various logic puzzles and geometry problems will be solved. Games such as Kenken and Calcrostic will be practiced. A variety of mathematical paradoxes will be examined. Other problems and puzzles will be selected from the publications of Martin Gardner (e.g. "The Monkey and the Coconuts"), John Conway (e.g. "The Angel Problem"), Ian Stewart, and others, including from the many on-line math problems and puzzles sites.

MAT 190 Precalculus Mathematics 3-3-1.5
Review of algebra (fractions, exponents, radicals, etc.). Sets, linear functions, quadratic functions, polynomial functions, rational functions and their graphs. Factorization and simplification. Exponential and logarithm functions with applications. Introduction to trigonometry.
Students who have received credit for an equivalent course may not receive credit for this course. Students who have received credit for any math class numbered MAT 19X or higher may not receive credit for this course. Students outside of Biology, Biochemistry, Chemistry, and Neuroscience may only receive credit for this course with consent of their Departmental Chair.

MAT 191 Calculus I 3-3-1.5
Elementary functions, limits, continuity. The derivative, differentiability, mean value theorem. Maxima and minima, Fermat's theorem, extreme value theorem, related rates, L'Hospital's rule. Applications. Emphasis is on conceptual understanding.
This course is for students who lack collegial MAT 103 or the equivalent.
This course is required for all students in B.Sc. programs (Biochemistry, Biology, Chemistry, Computer Science, Environmental Science, Mathematics, Physics and Neuroscience) as well as B.A. Mathematics students and some B. Ed. (CONEMT and CONSCT) students.
B.B.A. Finance students and B.A. (Information Technology) students are recommended to take MAT 197. Economics students should consult their Departmental Chair prior to registering in this course.
Students who have received credit for an equivalent course taken elsewhere may not register for this course.
Students may only receive credit for one of MAT 191 or MAT 197.

MAT 192 Calculus II 3-3-1.5
Riemann sums. Area. The definite integral. The Fundamental Theorem of Calculus. Techniques of integration. Volumes, centres of mass, moments of inertia, arc length and other applications of integration. Emphasis is on conceptual understanding.
Prerequisite: MAT 191 or MAT 197
This course is for students who lack Collegial Mathematics NYB or the equivalent.
This course is required for all students in Biochemistry, Chemistry, Mathematics, Physics, other B.Sc. programs (Biology, Computer Science, Environmental Science and Neuroscience) and B.Ed. Education (CONEMT and CONSCT).
Students who have received credit for an equivalent course taken elsewhere may not register for this course.

MAT 196 Finite Mathematics for Business Students 3-3-0
This course aims to familiarize business students with the fundamentals of linear algebra required by disciplines such as Statistics, Finance, Management, Economics, and others. Topics covered in this course include: review of high school algebra, arithmetic and geometric sequences, sums of sequences, inequalities in one and two variables, linear equations, introduction to matrices, matrix algebra: addition, multiplication, inverses, and Gaussian elimination.
Prerequisite: MAT 190 or equivalent or permission of instructor.

MAT 197 Calculus I 3-3-1.5
This course aims to familiarize business students with the fundamentals of calculus required by disciplines such as Statistics, Finance, Management, Economics, and others. Topics covered include: Elementary functions, limits, continuity. The derivative, differentiability, mean value theorem. Maxima and minima, Fermat's theorem, extreme value theorem, related rates, L'Hospital's rule. Applications. Emphasis is on conceptual understanding.
Prerequisite: MAT 196 or permission of Chair
This is a course for students in the B.B.A. Finance program and BAIT program. Economics students should consult their Departmental Chair prior to registering in this course.
Students who have received credit for an equivalent course taken elsewhere may not register for this course.
Students may only receive credit for one of MAT 191 or MAT 197.

MAT 200 Introduction to Discrete Mathematics 3-3-0
This course is an introduction to logic and proofs. Logic will be introduced through propositional logic and quantifiers. Concrete applications using topics drawn from the study of discrete mathematics, such as set, combinatorics, and recursion relations. These applications will form the basis for the introduction of proof techniques such as induction and proof by contradiction.

MAT 202 Modern Geometry: Euclidean to Fractal 3-3-0
Particularly recommended for elementary and high-school teachers. Geometry and the axiomatic method. Euclidean, elliptic and hyperbolic geometries. Constructability. Applications may include: modern graphics, fractal images and the work of analytical artists like M.C. Escher. Free geometry software (e.g., GeoGebra) projects will be used to enhance learning.
Prerequisite: MAT 200

MAT 203 Number Theory 3-3-0
A classical discipline, number theory has become the spectacularly successful language of modern cryptography and coding theory. This course is a gentle introduction to the classical theory and modern applications. Topics may include: unique factorization and congruences, group of integers modulo n and its units, Fermat's little theorem, Fermat's last theorem, Euler's function, Wilson's theorem, Chinese remainder theorem, quadratic reciprocity, Gaussian integers.

MAT 206 Advanced Calculus I 3-3-0
Parametric curves: rates of change, areas, arc-length, and polar coordinates. Vectors, dot-product, cross-product, equations on lines and planes. Functions of 2 and 3 variables. Partial derivatives, directional derivatives, differentials. Lagrange multipliers. Multiple integrals and applications. Change of variables and Jacobians.
Prerequisite: MAT 192
Co-requisite: MAT 108

MAT 207 Advanced Calculus II 3-3-0
Vector valued functions, curvature. Line integrals. Surface integrals. Green's theorem. Divergence theorem. Stoke's theorem. Differential operator. Sequences and series. Power Series. Taylor series and polynomials.
Prerequisite: MAT 206

MAT 209 Linear Algebra 3-3-0
Vector Spaces. Diagonalization. Inner product spaces. Gram-Schmidt process. Change of basis. Complex vector spaces. Applications may include systems of differential equations.
Prerequisite: MAT 108

MAT 220 Further Discrete Mathematics 3-3-0
Relations: functions, equivalence relations, partially ordered sets. Zorn's lemma. The axiom of choice. Cardinality and counting. Graph theory. Solving recurrence relations.
Prerequisite: MAT 200

MAT 310 Ordinary Differential Equations 3-3-0
Techniques for solving first order differential equations and second order linear differential equations. Systems of first order equations. Various applications of differential equations.
Prerequisite: MAT 192
Note: See PHY 270. Students may not take this course for credit if they have received credit for PHY 270

MAT 311 Mathematical Methods of Physics 3-3-0
Power series solutions for second order equations including the method of Frobenius. Discussion of series solutions in connection with the gamma function and Bessel, Legendre and hypergeometric functions. Elementary trigonometric Fourier series and boundary value problems. Certain partial differential equations of physics.
Prerequisites: MAT 207 and MAT 310 or PHY 270
Note: See PHY 371. Students may not take this course for credit if they have received credit for PHY 371

MAT 313 Introduction to Probability 3-3-0
Discrete and continuous distributions. Moments, mean and variance. Moment generating functions. Multivariate distributions. Laws of large numbers. Sampling distributions. Central Limit Theorem.
Prerequisite: MAT 206

MAT 314 Introduction to Mathematical Statistics 3-3-0
Further sampling distributions: Chi-square, t and F. Estimation, confidence intervals. Hypothesis testing, theory and practice. Regression and correlation.
Prerequisite: MAT 313

MAT 315 Real Analysis I 3-3-0
Real number system. Completeness theorem. Sequences of real numbers. Bolzano-Weierstrass Theorem. Cauchy sequences. Series of real numbers. Limits. Continuous functions. Infinite series.
Prerequisite: MAT 207

MAT 316 Real Analysis II 3-3-0
The generalized Riemann integral (improper integrals). Sequences and series of functions. Pointwise and uniform convergence. Power series. Taylor series. Classical theorems (integration, differentiation, Weierstrass M-test. Cauchy-Hadamard theorem). Equicontinuity. Ascoli-Arzela theorem. Stone-Weierstrass approximation theorem).
Prerequisite: MAT 315

MAT 317 Complex Analysis 3-3-0
Sequences and series of complex numbers. Functions. Limits. Continuous functions. Analytic functions. Cauchy-Riemann equations. Contour integration. Cauchy's theorem. Cauchy integral formula. Taylor and Laurent series. Singularities and residues. Conformal mappings.
Prerequisite: MAT 207

MAT 322 Introduction to Modern Algebra I 3-3-0
Introduction to the theory of groups. Symmetries of a square. The dihedral groups. Cyclic groups, permutation groups. Isomorphisms, external and internal direct sums. Cosets and Lagrange's theorem. Factor groups.
Prerequisites: MAT 200 and MAT 209

MAT 323 Introduction to Modern Algebra II 3-3-0
Additional topics from group theory. Introduction to Ring Theory. Integral Domains and Fields. Factorization of Polynomials. Finite Fields.
Prerequisite: MAT 322

MAT 324 Cryptography 3-3-0
Cryptography is a key technology in electronic security systems. The aim of this course is to explain the basic techniques of modern cryptography and to provide the necessary mathematical background. Topics may include: the classical encryption schemes, public-key encryption, RSA crypto system, prime number generation, and factoring.
Prerequisite: MAT 108
Note: Credit will only be given for only one of MAT 324 and MAT 524.

MAT 326 Mathematical Problem Solving 3-3-0
A course designed to foster problem solving abilities in mathematics. New mathematical concepts will be introduced to the student through solving specific problems. Problems may be taken from Putnam and Mathematics Olympiad competitions.
Prerequisites: MAT 200, MAT 207, MAT 108, or permission of instructor

MAT 401 Vector Analysis 3-3-0
Algebra of vectors. Vector-valued functions. Vector differential and integral calculus. Theorems of Gauss, Green and Stokes. Differential forms. Differentiability in Rn. Inverse function theorem.
Prerequisite: MAT 207

MAT 402 Tensor Analysis 3-3-0
General curvilinear coordinates. Differential forms. Bilinear forms and tensors of rank two. Tensor algebra and tensor calculus.
Prerequisite: MAT 401

MAT 405 Calculus of Variations 3-3-0
Euler-Lagrange equations for constrained and unconstrained single and double integral variational problems. Parameter-invariant single integrals. General variational formula. The canonical formalism. Hilbert's independent integral. Hamilton-Jacobi equation and the Caratheodory complete figure. Fields and the Legendre and Weierstrass sufficient conditions.
Prerequisites: MAT 207, MAT 310
Note: See PHY 376. Students may not take this course for credit if they have received credit for PHY 376

MAT 406 Differential Geometry 3-3-0
Curves in 3-space. Euclidean motions, surface theory. Introduction to differential manifold, Gaussian and mean curvature, imbedding conditions. Geodesics, parallel transport and the Gauss-Bonnet Theorem.
Prerequisites: MAT 207, MAT 310

MAT 414 Regression and Analysis of Variance 3-3-0
Topics in this course will include simple, multiple, polynomial and other nonlinear regression; Analysis of variance and covariance. The course may include data sets from case studies. Students will gain some facility with certain mathematics software packages.
Prerequisite: MAT 314

MAT 421 Graph Theory 3-3-0
This course provides an introduction to the combinatorial, algorithmic, and algebraic aspect of graph theory. There will be a brief refresher of mathematical proof techniques. Topics will include paths and circuits, graph trees, planar graphs, graph colourings, and the Max Flow-Min Cut Theorem. Programming assignments to implement graph algorithms (in Maple or Octave for example) may be required.
Prerequisite: MAT 200
Note: See CS 571. Credit will be given for only one of MAT 421, MAT 521, CS 471 and CS 571.

MAT 431 Metric Spaces and Topology 3-3-0
Sets, functions, images and preimages. Topological spaces, metric spaces. Open and closed sets, accumulation points, continuous functions, homeomorphisms. Some topological properties, particularly connectedness and compactness.
Prerequisite: MAT 315, or consent of the instructor.

MAT 446 Independent Study 3-3-0
This course aims to familiarize mathematics students with fundamental knowledge, skills and techniques in a chosen field of mathematics. A presentation will constitute a portion of the final grade.
Offered by arrangement

46x level courses are for Honours students only

MAT 460 Topics in Algebra I 3-3-0
A selection is made to suit the interests of students from such topics as: ring theory, introduction to homological algebra, introduction to group representations or commutative algebra.
Prerequisites: MAT 209, MAT 323 or consent of instructor.
Offered by arrangement.

MAT 461 Topics in Algebra II 3-3-0
A selection is made to suit the interests of students from such topics as: ring theory, introduction to homological algebra, introduction to group representations or commutative algebra.
Prerequisites: MAT 209, MAT 323 or consent of instructor.
Offered by arrangement.

MAT 462 Topics in Analysis I 3-3-0
Normed spaces, Banach and Hilbert spaces, Hilbert space operators, Normed algebras, Stone-Weierstrass theorem. Special function spaces.
Prerequisite: MAT 316

MAT 463 Topics in Analysis II 3-3-0
Theory of integration. Measurable functions, measures and integrable functions. Lebesque spaces. Models of convergence. Decomposition and generation of measures. Product measures.
Prerequisite: MAT 316
Offered by arrangement.

MAT 464 Topology 3-3-0
Offered by arrangement.

MAT 465 Topology 3-3-0
Offered by arrangement.

MAT 466 Independent Studies I 3-0-0
Open to final-year honours students by arrangement with the department. A presentation will constitute a portion of the final grade.

MAT 467 Independent Studies II 3-0-0
Open to final-year honours students by arrangement with the department. A presentation will constitute a portion of the final grade.
Note: See MAT 466.

MAT 480 Honours Research Dissertation 6-0-0
Each student is required to carry out an original research project under the supervision of a faculty member. A plan outlining the proposed research must be submitted for approval during the first four weeks of the course. Each student will present his/her results in the form of a seminar and a written dissertation.

MAT 521 Graph Theory 3-3-0
This course develops the theoretical foundations of graph theory with emphasis on combinatorial structures, algorithmic techniques, and algebraic properties of graphs. Topics include paths, cycles, trees, connectivity, planarity, graph colorings, and flow networks, including the Max-Flow–Min-Cut Theorem. The course emphasizes rigorous reasoning, proof techniques, and the formal analysis of graph algorithms. Assignments may involve the implementation and analysis of core graph algorithms to connect theory with computational practice.
Note: See CS 571. Credit will be given for only one of MAT 421, MAT 521, CS 471 and CS 571.

MAT 524 Cryptography 3-3-0
Cryptography is a key technology in electronic security systems. The aim of this course is to explain the basic techniques of modern cryptography and to provide the necessary mathematical background. Topics may include: the classical encryption schemes, public-key encryption, RSA crypto system, prime number generation, and factoring. Programming Assignments to implement certain encryption algorithms may be required.
Note: Credit will be given for only one of MAT 324 and MAT 524.

Cognate Courses:

The following courses may count as 200-level Mathematics options:

EMA 262 Mathematical Economics I
PHY 208 Introduction to Mechanics

The following courses may count as 300-level Mathematics options:

CS 308 Scientific Programming
CS 317 Design and Analysis of Algorithms
CS 455 Theoretical Aspects of Computer Science
EMA 361 Econometrics II
EMA 362 Mathematical Economic II
PHY 318 Advanced Mechanics

Physics & Astronomy

Faculty

Ariel Edery,
B.Sc. (McGill), M.Sc. (Queen's), Ph.D. (Montréal); Professor

Valerio Faraoni,
B.Sc. (University of Pavia, Italy), M.Sc., Ph.D. (International School for Advanced Studies, Italy); Professor

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Jason Rowe,
B.Sc. (Toronto), M.Sc., Ph.D. (UBC); Professor
Canada Research Chair (Tier II)

John Ruan,
B.Sc.(Columbia), M.Sc., Ph.D.(University of Washington)
Associate Professor, Canada Research Chair (Tier II)
Chair of the Department

Sylvain Turcotte,
B.Sc., M.Sc., Ph.D. (Montreal); Adjunct Professor

Program Overview

Physics is often regarded as the cornerstone of the Natural Sciences. It encompasses a diverse range of disciplines including astronomy and astrophysics, photonics, electronics, classical and quantum mechanics, statistical mechanics, particle physics, and solid state physics. The BSc Major program provides students with a fundamental understanding of physics. The highest level of specialization at the undergraduate level is the BSc Honours program. It prepares students for direct entry into graduate work in physics (leading to an MSc or PhD degree). Students may be admitted into the Honours program after one year is completed in the Physics Major program.

The Master of Science (MSc) program is designed to give students a much deeper appreciation of physics while at the same time training them to become independent researchers and scientists. Graduate supervision is available in a wide variety of disciplines including astronomy, astrophysics, exoplanetary science, theoretical cosmology and gravitational theory, and particle physics.

First-year Science Core requirements

All Physics students are required to take six course credits of Introductory Physics (PHY 191, PHY 192), six course credits of Introductory Calculus (MAT 191, MAT 192), and six course credits of Introductory Chemistry (CHM 191, CHM 192), normally in their first year. Students with a Québec collegial diploma (DEC)

shall be granted advanced credit for these courses if they have completed the Pure Science program. If any of these equivalent courses were not completed at CEGEP, they must be completed at Bishop's and advanced credits shall be reduced accordingly. Students with a Québec collegial diploma (DEC) may be exempted from MAT 108 (Matrix Algebra) if they obtained high standing in an equivalent course at CEGEP. Students would have to replace this course if they received an exemption.

Humanities requirement

(BSc students only)

Students must complete six course credits of humanities studies, normally in their first year at Bishop's. Students who have a Québec Collegial Diploma (DEC), students admitted as "Mature Students", and 2nd Bachelor's degree students are all exempt from this requirement. The two Humanities optional courses (6 credits) can be selected from any Humanities courses. It is recommended that at least one of these courses be a writing intensive course.

Arts and Science requirement

(BSc students only)

In addition to the Humanities requirement above, all students are required to complete at least three credits in either the Faculty of Humanities or the Faculty of Social Sciences. Students with program combinations which require more than 72 credits are exempt from this requirement.

Please refer to the Natural Sciences Faculty page for information on Faculty Requirements.

Laboratory Courses

(BSc students only)

When any lecture course (e.g., PHY 206) also has an associated laboratory course (e.g. PHL 206), both the lecture and laboratory courses should be taken concurrently. Laboratory credits thus obtained are in addition to the total required lecture credits specified below for the program.

Undergraduate Programs

Physics Honours (120 credits) HONPHY

Entrance Requirements for Honours Program:
A student will normally be admitted to the Honours program after obtaining at least a 70% average on all required second-year (200-level) physics and mathematics courses. In order to complete an Honours degree, a student must normally obtain an average of at least 65% in required physics courses in each academic year.

Requirements:
First year Science core requirements as listed above*. The following courses are also required for the Physics Honours: PHY 101, PHY 206, PHY 207, PHY 208, PHY 270, PHY 315, PHY 316, PHY 317, PHY 318, PHY 319, PHY 320, PHY 321, PHY325, PHY 361, PHY 371, PHY 462, additional 400-level or 500-level course, PHY 480; MAT 108, MAT 206, MAT 207, MAT 209, MAT 317; CS 211.

Total: **57** lecture-course credits physics, **15** credits math,
3 credits computer science,
15 elective credits = 90 lecture course credits.

Physics labs: PHL 206, PHL 385, PHL 386,
Computer Science lab : CSL 211
Total of 6 lab-course credits.

N.B.: When any lecture course (e.g., PHY 206) also has an associated laboratory course (e.g. PHL 206), both the lecture and laboratory courses must be taken concurrently. Laboratory credits thus obtained are in addition to the total required lecture credits specified above for the program.

**Students with a CEGEP DEC or mature students will be granted advanced credits for these courses as appropriate.*

Physics Major (120 credits) MAJPHY

A Physics Major is less intensive than the Honours program and does not require any 400-level physics courses or MAT 317.

Requirements:
First-year Science core requirements as listed above*. The following courses are also required for the Physics Major:

PHY 101, PHY 206, PHY 207, PHY 208, PHY 270, PHY 315, PHY 316, PHY 317, PHY 318, PHY 319, PHY 320, PHY 321, PHY 325, PHY 361, PHY 371; MAT 108, MAT 206, MAT 207, MAT 209; CS 211.

Total: **45** lecture-course credits physics, **12** credits math,
3 credits computer science, **30** elective credits =
90 lecture course credits.

Physics labs: PHL 206, PHL 385, PHL 386,
Computer Science lab : CSL 211

Total of **6 lab-course credits**.

N.B.: When any lecture course (e.g., PHY 206) also has an associated laboratory course (e.g., PHL 206), both the lecture and laboratory courses must be taken concurrently. Laboratory credits thus obtained are in addition to the total required lecture credits specified above for the program.

**Students with a CEGEP DEC or mature students will be granted advanced credits for these courses as appropriate.*

Physics Minor (24 credits) MINPHY

A minor in Physics allows students to gain a solid introduction to the subject.

Requirements:

The following courses are required:

PHY 191, PHY 192, MAT 108, PHY 101, PHY 206, PHY 207, PHY 208 and one other lecture course in Physics selected from 200 and 300 level courses. The total course credit requirement for the minor is **24 lecture-course credits.**

N.B.: When any lecture course (e.g., PHY 206) also has an associated laboratory course (e.g. PHL 206), both the lecture and laboratory courses must be taken concurrently. Laboratory credits thus obtained are in addition to the total required lecture credits specified above for the program.

PHYSICS HONOURS DEGREE

Two possible sequences are suggested below

	SEQUENCE #1		SEQUENCE #2	
Year/Semester	**FALL**	**WINTER**	**FALL**	**WINTER**
U1	First-year science core credits **OR** DEC in Pure or Applied Science			
U2	PHY 101 PHY 206 / PHL 206 PHY 270 MAT 108 MAT 206	PHY 208 PHY 207 MAT 207 MAT 209 Option 1*	PHY 101 PHY 206 / PHL 206 PHY 270 MAT 108 MAT 206	PHY 208 PHY 207 MAT 207 MAT 209 Option 1*
U3	PHY 318 PHY 361 CS 211 / CSL 211 Option 2* Option 4*	PHY 317 PHY 315 PHY 462 PHY 325 Option 3* Option 5*	MAT 317 PHY 320 PHY 316 CS 211 / CSL 211 PHL 385‡ Option 2*	PHY 321 PHY 319 PHY 371 PHY 466† PHL 386‡ Option 4*
U4	MAT 317 PHY 320 PHY 316 PHY 480 PHL 385‡ …	PHY 321 PHY 319 PHY 371 PHY 466† PHY 480 PHL 386‡	PHY 318 PHY 361 PHY 480 Option 3*	PHY 317 PHY 315 PHY 462 PHY 480 PHY 325 Option 5*

† Or another 400-level course. Students who have maintained an overall cumulative average of 75% or greater and have completed at least 90 credits may be eligible to register in one other graduate (500-level) course instead with the permission of the student's departmental / program chairperson and instructor of the graduate level course.

‡ One-semester lab course (6 hours per week) worth 2 credits.

* At least 3 credits must be taken in either the Faculty of Humanities or Social Sciences if a student's program combinations require less than 75 lecture credits.

PHYSICS MAJOR DEGREE

Two possible sequences are suggested below

	SEQUENCE #1		SEQUENCE #2	
Year/Semester	**FALL**	**WINTER**	**FALL**	**WINTER**
U1	First-year science core credits **OR** DEC in Pure or Applied Science			
U2	PHY 101 PHY 206 / PHL 206 PHY 270 MAT 108 MAT 206	PHY 208 PHY 207 MAT 207 MAT 209 Option 1*	PHY 101 PHY 206 / PHL 206 PHY 270 MAT 108 MAT 206	PHY 208 PHY 207 MAT 207 MAT 209 Option 1*
U3	PHY 318 PHY 361 CS 211 / CSL 211 Option 2* Option 3*	PHY 317 PHY 315 PHY 325 Option 4* Option 5* Option 6*	PHY 320 PHY 316 CS 211 / CSL 211 PHL 385‡ Option 2* Option 3*	PHY 321 PHY 319 PHY 371 PHL 386‡ Option 4* Option 5*
U4	PHY 320 PHY 316 PHL 385‡ Option 7* Option 8* …….	PHY 321 PHY 319 PHY 371 PHL 386‡ Option 9* Option 10*	PHY 318 PHY 361 Option 6* Option 7* …….	PHY 317 PHY 315 PHY 325 Option 8* Option 9* Option 10*

‡ One-semester lab course (6 hours per week) worth 2 credits.

* At least 3 credits must be taken in either the Faculty of Humanities or Social Sciences if a student's program combinations require less than 75 lecture credits.

Elective Courses (Liberal Science Options)

These courses are open to any students with little or no scientific background.

PHY 111 Physics of Everyday Phenomena
PHY 112 Introduction to Holography
PHY 113 Introduction to Astronomy

Physics Major and Honours Courses

These courses typically numbers that start at 100 and extend to 399.

Note that 3rd and 4th year physics students may take 400-level courses if they have the prerequisites.

Physics Honours Courses

Final-year Honours physics courses have numbers that start with 462 and end at 480.

Graduate Courses

All graduate MSc courses have numbers that start with 500 or above.

List of Courses

PHY 101 Statistical Methods in Experimental Science 3-3-0
This course is specifically designed to meet the needs of students of physics, chemistry, biology, mathematics, and computer science. Topics include: errors of observation, graphical visualization of data; descriptive analysis, elementary probability, permutations and combinations; the binomial, normal and Poisson distributions; random sampling; testing hypotheses, significance levels, confidence limits, large and small sampling methods; regression and correlation; chi-square test; analysis of variance (ANOVA).
Note: In order for students to obtain credit for both PHY 101 and MAT 314, PHY 101 must be taken first or concurrently. Students who are enrolled in, or who have credit for, PMA 260, BMA 141, or EMA 141 may not enrol in this course.

PHY 111 The Physics of Everyday Phenomena 3-3-1
This course is designed to meet the needs of non-science students by providing them with a practical introduction to physics and science as it is applies to everyday life. Students are assumed to have no background in math or science. By allowing students to practice science through practical demonstrations of physical phenomena and engaging in small-group inquiry and discussion, they will learn to think logically when solving problems, enhance their scientific literacy, and develop their physical intuition. Typical questions that will be addressed include: Why is the sky blue? Why purchase a car with an anti-locking brake system (ABS)? Where is lightning most likely to strike and how can you best protect yourself? How do medical scanning procedures such as MRI work? Does a curve ball really curve or is it an optical illusion?
Note: Students enrolled in a program in the Faculty of Natural Sciences and Mathematics cannot use this course for science credits.

PHY 112 / FIN 209 Introduction to Holography 3-3-0
This course is designed to give students an introduction to the principles of laser holography (3-D photography) while at the same time providing them with the opportunity to create holograms in the laboratory. Students are assumed to have no background in mathematics or science. Students will make holograms using single and multiple beam reflection and transmission techniques. Special topics related to the making of rainbow, colour, and other types of holograms will be discussed and attention will be given to the application of this medium as a form of visual expression. In addition students will be able to apply their knowledge to create holograms at home (sandbox holography).
Prerequisite: permission of the instructor.
Note: See FIN 209. Students may not take this course for credit if they have received credit for FIN 209
Students enrolled in a program in the Faculty of Natural Sciences and Mathematics cannot use this course for science credits.

PHY 113 Introduction to Astronomy 3-3-1
An outline of our knowledge of the size, structure, and possible origin of the Universe. Starting with the primitive speculations of the Greeks, the course ends with the theory of the expanding universe and its origin in the -"Big Bang"-.
Prerequisite: Students should have a background in high school mathematics.

PHY 191 Introductory Physics I (Mechanics) 3-3-0
This course is designed to give students an introduction to classical mechanics. Topics that will be covered include statics, particle kinematics in one and two dimensions, particle dynamics and Newton's Laws, conservation of energy and momentum, and rotational kinematics and dynamics.
Prerequisites: MAT 191 and PHL 191 or, PHL 193, or PHY 081, or PHY 083.
This course should be taken concurrently with Physics Lab 191 (PHL 191). This course is for students who lack collegial Physics NYA. Students who have received credit for an equivalent course taken elsewhere may not register for this course. Credit will be given for only one of PHY 191 or PHY 193.

PHL 191 Introductory Physics Laboratory I 1-0-3
A series of experiments in General Physics to complement the material covered in PHY 191.
This course must be taken concurrently with PHY 191. May not be taken for credit if credit has been granted for PHL 193.

PHY 192 Introductory Physics II (Electricity and Magnetism) 3-3-0
This course is designed to give students an introduction to electromagnetism and its applications. Topics that will be covered include Coulomb's Law, electric fields, electric potential, capacitance, direct current circuits, magnetism, electromagnetic induction, alternating current circuits, and electromagnetic waves.
Prerequisite: PHY 191, PHY 193, or the permission of the instructor.
Co-requisites: MAT 192 or MAT 199
This course should be taken concurrently with PHL 192. This course is for students who lack collegial Physics NYB. Students who have received credit for an equivalent course taken elsewhere may not register for this course. Credit will be given for only one of PHY 192 or PHY 194.

PHL 192 Introductory Physics Laboratory II 1-0-3
A series of experiments in general physics to complement the material covered in PHY 192.
This course must be taken concurrently with PHY 192. May not be taken for credit if credit has been granted for PHL 194.

PHY 193 Physics for the Life Sciences I 3-3-0
This course is designed to emphasize topics of particular relevance to the life sciences. Topics that will be covered include: mechanics (statics, kinematics, dynamics, conservation of energy and momentum, rotational motion); fluid dynamics (pressure, elasticity, viscosity, diffusion); and thermodynamics (temperature, heat transport, kinetic theory of gases). Concepts and problem-solving skills are emphasized.
Prerequisites: MAT 191 and PHL 191 or, PHL 193, or PHY 081, or PHY 083.
This course should be taken concurrently with PHL 193. This course is for students who lack collegial Physics NYA.
Students who have received credit for an equivalent course taken elsewhere may not register for this course.
Credit will be given for only one of PHY 191 or PHY 193.

PHL 193 Physics for the Life Sciences Laboratory I 1-0-3
A series of experiments in college physics to complement the material covered in PHY 193.
This course must be taken concurrently with PHY 193. May not be taken for credit if credit has been granted for PHL 191.

PHY 194 Physics for the Life Sciences II 3-3-0
This course is designed to emphasize topics of particular relevance to the life sciences. Topics that will be covered include: vibrations and waves; sound; electrostatics (charges, electric fields and potential); circuits; magnetism (forces, induction, electromagnetic waves); optics (interference, diffraction, instruments); and modern physics (atoms, radioactivity, MRI, CAT).
Prerequisite: PHY 191 or PHY 193 or the permission of the instructor.
Co-requisites: MAT 192 or MAT 199.
This course should be taken concurrently with PHL 194. This course is for students who lack collegial Physics NYB.
Students who have received credit for an equivalent course taken elsewhere may not register for this course.
Credit will be given for only one of PHY 192 or PHY 194.

PHL 194 Physics for the Life Sciences Laboratory II 1-0-3
A series of experiments in college physics to complement the material covered in PHY 194.
This course must be taken concurrently with PHY 194. May not be taken for credit if credit has been granted for PHL 192.

PHY 206 Waves, Optics, and Modern Physics 3-3-0
Wave phenomena. Wave and photon theories of light. Huygens' principle and its applications. Geometrical optics.Interference, diffraction and polarization of light. Modern physics, including elementary atomic physics, nuclear physics, and radioactivity.
Prerequisite: PHY 191 or PHY 193.
Co-requisite: PHL 206.

PHL 206 Waves, Optics, and Modern Physics Laboratory 1-0-3
Experiments in geometrical and physical optics, wave motion, and modern physics.
This course must be taken concurrently with PHY 206.

CHM 135 /
PHY 207 Thermal and Fluid Physics 3-3-0
Pressure, hydrostatics, and hydrodynamics. Properties of materials and Young's Modulus. Temperature and heat. Kinetic theory of gases. Energy, work, heat. First, second, and third laws of thermodynamics. Entropy and disorder. Specific heat of solids, black body radiation, statistical thermodynamics involving different distributions and their applications.
Prerequisite: PHY 191 (or equivalent).

PHY 208 Introduction to Mechanics 3-3-0
Statics: equilibrium of bodies subject to many forces. Kinematics; rectilinear, plane, circular, and simple harmonic motion. Dynamics: conservation of mechanical energy and momentum; plane and circular motions of particles; rotation of macroscopic bodies. Non-inertial frames.
Prerequisite: PHY 191 or equivalent and PHY 270 (or equivalent), or permission of the instructor.

PHY 214 Astronomy and Astrophysics 3-3-0
A survey of our understanding of the physical properties of the universe. Topics to be studied include: observational astronomy, stellar evolution, binary stars, white dwarfs, neutron stars, black holes, galaxies, quasars, large scale structure of the universe, and cosmology.
Prerequisite: PHY 191 (or equivalent), MAT 191 (or equivalent), or permission of the instructor.

PHY 270 Ordinary Differential Equations 3-3-0
Techniques for solving first order differential equations and second order linear differential equations. Systems of first order equations. Various applications of differential equations.
Co-requisite: MAT 206.
Note: See MAT 310. Students may not take this course for credit if they have received credit for MAT 310.

PHY 273 Observational Astronomy I 3-3-0
Students will become familiar with modern astronomical techniques through a combination of theoretical and hands-on experience. Techniques covered include CCD observations of stars, planets and galaxies, photometry, and spectroscopy. Students will use the Bishop's 0.45 m telescope to take observations of various targets. Student projects may include: determination of the distances and ages of star clusters; measurements of the variability of stars and quasars; determination of the orbital periods of binary systems; measurements of the mass of Jupiter and galaxies; and determination of the Hubble constant.
Prerequisite: Permission of the Instructor.

PHY 315 Special Relativity 3-3-0
Special Relativity. Lorentz Transformations. The geometry of space-time. Relativistic mechanics of massive and massless particles. Elementary particles.
Co-requisite: PHY 208.
Offered alternate years.

PHY 316 Physical and Contemporary Optics 3-3-0
Wave theory, polarization, interference, diffraction. Basics of coherence theory, lasers, holography. Quantum nature of light.
Prerequisite: PHY 206.
Offered alternate years.

PHY 317 Statistical Mechanics 3-3-0
The statistical definition of entropy and temperature. Statistical Ensembles. The Planck and Maxwell-Boltzmann distributions. The Fermi and Bose distributions. Thermodynamic state functions. Applications of Fermi-Dirac and Bose-Einstein statistics.
Pre or Co-requisite: PHY 207.
Offered alternate years.

PHY 318 Advanced Mechanics 3-3-0
Central forces. Newtonian gravitation: planetary orbits and tides. The Lagrangian and Hamilton's Principle. Liouville's Theorem. Poisson brackets. Hamilton-Jacobi theory. Theory of vibrations and small oscillations (normal modes). Dynamics of macroscopic bodies.
Pre or Co-requisites: PHY 208, PHY 270, or permission of the instructor.
Offered alternate years

PHY 319 Electric Circuits and Electronics 3-3-0
Review of D.C. circuits, Kirchoff's laws, network theorems. Network analysis for A.C. circuits, phasors. Diode circuits and filters. The physical basis of semiconductor devices including semiconductor diodes, junction transistors, and field-effect transistors. The operation of transistor amplifiers, digital electronics, and integrated circuits will also be covered.
Prerequisite: PHY 192 or NYB or permission of instructor.
Note: See CS 379. Students may not take this course for credit if they have received credit for CS 379.

PHY 320 Electromagnetism I 3-3-0
Review of vector calculus. Electrostatics: fields and potentials of point charges, dipoles, and distributed charges; Gauss's theorem; Poisson's and Laplace's equations; dielectrics; capacitance. Current electricity.
Prerequisites: PHY 192, PHY 208, MAT 207.
Offered alternate years.

PHY 321 Electromagnetism II 3-3-0
Magnetic phenomena, magnetic induction, Ampere's Law, and solenoids. Faraday's Law and the displacement current. Magnetic and dielectric materials. Magnetic and electric fields: Maxwell's equations of the electro-magnetic field; plane electromagnetic radiation in dielectrics and conducting media. Radiation and antennae.
Prerequisite: PHY 320.
Offered alternate years.

PHY 325 Computational Physics 3-3-0
A broad range of numerical methods that are commonly used to solve problems in physics will be employed. Examples include ordinary and partial differential equations, linear systems, numerical integration and stochastic methods. We will discuss each algorithm within a physical context that includes classical mechanics, chaotic dynamics, electromagnetism, statistical physics, astrophysics, and quantum systems. Students will use the Python programming language to solve the problems.
Co-requisites: CS 211 and CSL 211
Prerequisites: PHY 208 and PHY 270 (or MAT 310).
Offered alternate years

PHY 335 Environmental Physics 3-3-0
This quantitative, calculus-based, course discusses fundamental environmental problems within a physical context. Topics covered include: the greenhouse effect, blackbody radiation, the ozone problem, mathematical techniques, heat transfer, electricity, the transport of pollutants, plumes, and basic groundwater hydrology.
Prerequisite: PHY 207.

PHY 361 Quantum Mechanics I 3-3-0
Topics to be studied include: foundations of quantum mechanics, angular momentum quantization, the Schroedinger equation, central potentials, one-dimensional systems, and the hydrogen atom.
Prerequisite: PHY 208
Co-requisite: PHY 318, or permission of the instructor.
Offered alternate years.

PHY 371 Mathematical Methods of Physics 3-3-0
Power series solutions for second order equations including the method of Frobenius. Discussion of series solutions in connection with the gamma function and Bessel, Legendre and hypergeometric functions. Elementary trigonometric Fourier series and boundary value problems. Certain partial differential equations of physics.
Prerequisites: MAT 207 and MAT 310 or PHY 270.
Note: See MAT 311. Students may not take this course for credit if they have received credit for MAT 311.

PHY 374 Data Mining for Scientists 4-3-3
Data is now created faster than humans are able to understand it and use it. There may be patterns hiding within this data with potentially useful information. This course will teach students, including Biology and Biochemistry students as well as those from Computer Science, how to discover these patterns for the purpose of solving problems, gaining knowledge, and making predictions. Topics covered in this course include data preparation, clustering, classification, association rules for mining and linear regression. This course includes assignments and a final project where the students are required to perform mining on real datasets drawn from the biological and physical sciences.
Prerequisite: PHY 101 (or equivalent).
Note: See CS 305. Students may not take this course for credit if they have received credit for CS 305.

PHY 376 Calculus of Variations 3-3-0
Euler-Lagrange equations for constrained and unconstrained single and multiple integral variational problems. Parameter-invariant single integrals. General variational formula. The canonical formalism. Hilbert's independent integral. Hamilton-Jacobi equation and the Caratheodory complete figure. Fields and the Legendre and Weierstrass sufficient conditions.
Prerequisite: Permission of the Instructor.
Note: See MAT 405. Students may not take this course for credit if they have received credit for MAT 405.

PHY 380 Experiential Learning in Astronomy 3-3-0
Students will be expected to work in the Observatory as a telescope operator, guide, and/or public speaker. These activities will help fulfill the Observatory's role as a resource for public outreach in the field of science. Students will be expected to become conversant with the essentials of observational astronomy and to develop their ability to articulate the importance of astronomy and science to the general public through oral and/or written communication. Students must seek out an internal supervisor (a full-time faculty member) who will supervise their activities. Assessment of the student will be based on a mark assigned by the supervisor and will reflect the quality of the work carried out by the student. Students must also submit a journal detailing the actual daily work that was accomplished. Projects may be intensive in nature (i.e., 3 weeks during the summer), or may extend over longer durations (i.e., 6-8 hours per week during the semester).
Note: Students may only take one experiential learning course for credit. Permission of the instructor.

PHY 381 Research Based Experiential Learning 3-0-9
Students will be engaged in modern research in the field of physics and astronomy to gain hands-on experience with research to better connect the student to physics theory and knowledge that has already been learned in the classroom.
Prerequisite: Permission of the instructor.
Note: Students may only take one experiential learning course for credit.

PHL 385 Intermediate Physics Lab I 2-0-6
Introduction to data acquisition and analysis of experiments which serve to measure the fundamental constants or properties of nature (e.g., Planck's constant, Boltzmann's constant, speed of light, charge of the electron, Landé g-factor). Data will be collected by using a variety of instruments including oscilloscopes, computer interfaces using A/D converters, and other data sensors.
Offered alternate years.

PHL 386 Intermediate Physics Lab II 2-0-6
Experiments in quantum physics, non-linear dynamics (chaos), thermodynamics, and low-temperature physics will be carried out. Computer interfaces and nuclear counters will be used to collect and analyze data.
Offered alternate years.

PHY 462 Quantum Mechanics II 3-3-0
Theory of angular momentum, matrix mechanics and applications of quantum mechanics to various branches of physics. Perturbation theory, scattering, molecular applications, and Hartree-Fock theory.
Prerequisite: PHY 361.

PHY 463 Nuclear Physics 3-3-0
Nuclear structure and systematics; alpha emission, beta decay, gamma emission, two-body systems and nuclear reactions; neutron physics; sub-nuclear particles.
Prerequisite: PHY 361.

PHY 464 Condensed Matter Physics 3-3-0
Topics to be studied include the one-electron theory of solids, energy bands, lattice vibrations, transport theory, and thermodynamic properties.
Prerequisite: PHY 317, or permission of the department.

PHY 465 Electromagnetic Theory 3-3-0
Static and dynamic electric and magnetic fields; Maxwell's equations and solutions involving plane waves. Covariant formulation of electromagnetic field theory.
Prerequisite: PHY 321.

PHY 466 Theoretical Topics 3-3-0
Topics to be studied will be selected from the areas of special and general relativity, classical and quantum mechanics, particle physics, astrophysics, and cosmology. In particular, the covariant nature of physics and various physical symmetries will be investigated.
Prerequisites: PHY 317, PHY 318; or permission of the instructor.
Note: see PHY 566. Students who take this course for credit may not receive credit for PHY 566.

PHY 467 Advanced Statistical Mechanics 3-3-0
Derivation of the laws of thermodynamics from statistical principles. Quantum statistics, arbitrarily degenerate and relativistic perfect gases, transport theory, thermodynamic fluctuations, and low-temperature physics will also be studied.
Prerequisite: PHY 317.

PHY 469 Independent Studies I 3-0-0
Topics to be determined by the instructor based on student's needs.

PHY 470 Independent Studies II 3-0-0
Topics to be determined by the instructor based on student's needs.

PHY 471 Independent Studies III 3-0-0
Topics to be determined by the instructor based on student's needs.

PHY 474 Cosmology 3-0-0
Topics to be studied include: cosmology, inflation, dark energy, compact objects, *relativistic fluid dynamics, gravitational lensing, and gravitational waves.*
Prerequisite: PHY 208, PHY 214; or permission of the instructor.
Note: See PHY 574. Students who take this course for credit may not receive credit for PHY 574.

PHY 475 Numerical Methods and Simulations 3-3-0
This course will cover selected topics in High Performance Computing including cellular automata, finite element methods, molecular dynamics, Monte Carlo methods, and multigrid methods. Applications of the algorithms to the study of classical fields, fluid dynamics, materials properties, nanostructures, and biomolecules will be addressed depending on the interests of the students.
Note: See PHY 575. Students may not take this course for credit if they have received credit for PHY 575.

PHY 476 Stellar Astrophysics 3-3-0

An introduction to the properties of stellar atmospheres and interiors. The equations of stellar evolution, nuclear energy generation, radiative transport and stellar model building will be studied. Further topics include the formation of stars, and the physics associated with supernovae, white dwarfs, neutron stars, pulsars and black holes.

Prerequisite: PHY 208, PHY 214; or permission of the instructor.

Note: See PHY 576. Students who take this course for credit may not receive credit for PHY 576.

PHY 480 Honours Research Dissertation 6-1-6

Each student is required to carry out either an experimental or theoretical project under the supervision of a faculty member. A plan outlining the proposed research must be submitted for approval during the first four weeks of the course. Each student will present his/her results in the form of a seminar, an oral thesis defense, and a written dissertation.

Prerequisite: U3 Honours Physics registration or permission of the department.

PHY 487 Exoplanet Astrophysics 3-3-0

Exoplanets are planets in orbit around distant stars. This course is designed as an introduction to the discovery and characterization of exoplanets. The application of transits, velocimetry, imaging and lensing will be studied. Exoplanet atmospheres, interiors and orbital dynamics will be studied. Further topics include demographics, biosignatures and exploration of our Solar System to understand the origins of life.

Prerequisites: PHY 208, PHY 214; or permission of the instructor.

Note: See PHY 587. Students who take this course for credit may not receive credit for PHY 587.

PHY 488 Statistics and Machine Learning for Physics 3-3-0

Theory and applications of modern techniques in statistics and machine learning for physics and astronomy. Topics covered include: frequentist statistics and Bayesian inference, dimensionality reduction, density estimation and clustering, regression and model selection, classification, Gaussian processes, and deep learning. Some frontier topics such as simulation-based inference and transformers will be covered.

Note: See PHY 588. Students who take this course for credit may not receive credit for PHY 588.

Prerequisites: PHY 206, PHY 208, CS 211

Co-requisite: PHY 325

Faculty of Social Sciences

The Faculty of Social Sciences offers a wide array of courses and programs in the areas of Economics, Environment, Agriculture and Geography, Politics and International Studies, Psychology, Sociology and Sports Studies.

Degrees and Programs

Detailed descriptions of the degrees and programs offered are found under the respective Departmental sections of this calendar. The Faculty of Social Sciences offers a wide range of Major programs leading to a Bachelor of Arts (B.A) degree. The Faculty also offers Bachelor of Science (B.Sc.) degrees in Psychology (Neuroscience) and in Environment, Agriculture and Geography (Environmental Science). In addition, the Departments offer Honours programs directed towards students that wish to attain higher levels of specialization in their discipline and that intend to pursue graduate studies. In addition, several departments offer Minor programs that can be added to one's Honours/Major program and some departments offer certificate programs.

Social Sciences Divisional Major

MAJDSS

The Faculty offers an entry level program for a limited number of students, allowing them to register as Divisional Majors (rather than into a specific program) for a maximum of two semesters. After two semesters of full-time study are completed, students must enrol into a specific program (Major). Students who are not accepted into one of the regular programs must consult with with the Academic Advisor to determine an academic plan.

Arts & Science Requirement

In order to encourage students enrolled in the Faculty of Social Sciences to broaden the scope of their education, all majors and honours are required to complete at least three credits in the Faculty of Natural Sciences & Mathematics. While this requirement will not in itself ensure against excessive specialization, it is hoped that it will lead students to find and pursue various areas of interest. Students with program combinations which require more than 72 credits are exempt from this requirement.

Transfers from Other Programs

Rules pertaining to transfer into Faculty of Social Sciences programs are published in the Undergraduate Academic Regulations, under the article "Change of Degrees or Degree Components."

Graduation "With Distinction" or "With High Distinction"

Rules pertaining to graduating with distinction are published in the Undergraduate Academic Regulations, under the article "Graduating with Distinction."

Social Sciences Courses

ILT 104 / 141 Information Retrieval and Evaluation Skills for the Social Sciences (Lab) 1-0-1

(Not mandatory unless indicated)

The objective of this laboratory course is to introduce students to the skills necessary to effectively complete their research assignments, including the correct use of library resources, such as the online catalogue, periodical indexes, and other relevant databases. Other areas of study include the identification of key terms for effective searching, productive use of the internet, and the critical evaluation of retrieved resources. Academic integrity, plagiarism, and the correct citation of print and online sources are also covered. Taught in conjunction with a research-based course, the specific resources relevant to research in the Social Sciences are introduced, and the students retrieve the material necessary to complete the essays for their particular course. The course is taught in the library's electronic classroom, and each week the students are given the opportunity for practical experience.

INT 300 International Development Assistance Internship 3-0-0

Students must secure the approval of a Department and of a faculty member in that Department to supervise an AUCC/Canada Corps Internship, a Champlain Regional College-Bishop's University Mai-Sot Internship, a Champlain Regional College Peru Internship or any other international internship sponsored by an NGO or accredited institution that is recognized by a Selection Committee chaired by the Vice-Principal. Application for selection and funding must be addressed to the Vice-Principal's Office normally by December 1. The number of internships is subject to acceptance by sponsoring agencies and availability of funding.

Prerequisite: Final-year students only or permission of the Selection Committee.

Economics

Faculty

Elise Cristoph,
B.A. (Concordia), M.A. (Concordia)
PhD. (Ottawa); Assistant Professor

Terry Eyland,
B.B.A. (Bishop's), M.A. (Ottawa),
PhD. (HEC Montréal); Associate Professor

Marianne Vigneault,
B.A. (Bishop's), M.A. (Queen's), Ph.D. (Queen's);
Professor
Chair of the Department

Program Overview

Studying Economics provides students with valuable skills that will serve them well in many careers. A BA degree in Economics allows graduates to pursue varied careers in areas such as economic forecasting, economic policy analysis, financial markets and institutions, and public policy. The undergraduate degree in economics also provides a basis for entry into graduate work in Economics, Finance, Business Administration, Law, Political Science, Political Economy, and Public Administration.

Economics is concerned with the fundamental principle upon which human activity revolves — our wants are unlimited while the resources available for their satisfaction are not. Any economic system must determine what is to be produced from these limited resources, and how the resulting output is to be distributed amongst its population. The human organization and economic machinery necessary for the resolution of this problem is a very complex matter, especially in a highly decentralized decision-making society such as our own private enterprise economy. The objectives of the discipline of economics are to explain how an economy works, how well it is performing, and how it may perform better. It may be noted here that economics is the only discipline within the Social Sciences where a Nobel Prize is awarded.

In addressing these concerns economics uses its own approach or manner of thinking. The goal of the Department of Economics is to develop in the student the capacity to "think like an economist". To achieve this objective requires that our students become familiar with disciplined economic reasoning and therefore familiar with the analytical tools of economic science. The process involves the development of both problem-solving and creative skills. These attributes, in turn, increase the understanding of present-day economic phenomena as well as promoting effective predictions of the consequences of changes in our evolving world. The student is prepared for the present and forearmed for the future.

The breadth of programs available allows students to tailor their studies in line with their objectives. Choices may be made from the outline below in honours, major, minor, and joint programs such as International Political Economy.

Entrance Requirements

1. Admission
Rules and regulations for admission into degree programs in Economics are detailed in the section of this Calendar entitled "Admission and Registration" with the following additional specification:

a) Mathematics

(i) MAT 196 is a required course for all Economics programs except the Minor and B.A. Honours or Major in International Political Economy. * MAT 196 and MAT 191 are required courses for the B.A Honours Mathematical Economics, and B.A. Major Economics. MAT 108, MAT 192 and MAT 206 are required courses for the B.A Honours Mathematical Economics.

(ii) A student having a Québec Collegial Diploma (D.E.C.) including Linear Algebra, Differential Calculus, and Integral Calculus may be exempted from MAT 191, MAT 192, and MAT 196. Students granted exemption must substitute these courses with free elective courses. Students lacking the appropriate preparation for MAT 191 or MAT 196 will be required to successfully complete an additional mathematics course (MAT 190) as a free elective..

b) Statistics

Students are also required to have completed a course in Introductory Statistics, equivalent to BMA 140 as a prerequisite for all Economics programs. Students who are required to take BMA 140 will use this course as a free elective.

2. Transfers from Other Bishop's Programs
Rules pertaining to transfer into Department of Economics Major or Honours programs are published in the Undergraduate Academic Regulations, under the article "Change of Degrees or Degree Components."

3. Double Failure Rule
Rules pertaining to the double failure of a course are published in the Undergraduate Academic Regulations, under the article "Double Failure Rule."

Programs in Economics

Economics Honours: Mathematical Economics Concentration (B.A.) HONECM

The Economics Honours: Mathematical Economics Concentration (B.A.) is a 120-credit degree program plus ILT 104 (1 lab credit). It is designed to provide students with a solid preparation for graduate studies in Economics.

Requirements of the B.A. program are:

Required courses in Economics	24 credits
Elective courses in Economics*	15 credits
Required courses in Mathematics…	12 credits
Mathematics elective courses…	6 credits
Required course in Statistics…	3 credits
Required course in Computer Science	3 credits
Free Electives**	57 credits
Total	**120 credits + ILT104 (1 lab credit)**

** Up to 6 of the total required credits in this category can be met, with departmental approval, by a selection of courses in cognate areas.*

*** At least 12 credits in this category must be earned outside of the Department of Economics.*

Information Retrieval

ILT 104	Information Retrieval and Evaluation Skills for the Social Sciences

Required courses in Economics (Total of 24 credits)

ECO 102	Principles of Economics: Microeconomics
ECO 103	Principles of Economics: Macroeconomics
ECO 208	Intermediate Microeconomics I
ECO 209	Intermediate Microeconomics II
ECO 212	Intermediate Macroeconomics
EMA 261	Econometrics I
EMA 262*	Mathematical Economics I
ECO 361	Applied Economic Analysis

**EMA 262 is offered in alternate years.*

Required courses in Mathematics (Total of 12 credits)

MAT 108	Matrix Algebra
MAT 191	Calculus I †
MAT 192	Calculus II †
MAT 206	Advanced Calculus I

† These courses have a 1.5-hour laboratory work component.

Required course in Statistics (Total of 3 credits)

BMA 141	Statistical Analysis for Business Decisions II
	or
PHY 101	Statistical Methods in Experimental Science
	or
PMA 260	Psychological Statistics

Required course in Computer Science (Total of 3 credits)

CSC 211/ CSL 211 Introduction to Programming †

† This course currently has a corequisite, 1-credit tutorial session course, CSL 211

Recommended Course Sequence

Recommended Course Sequences for the HONECM program is provided below for students in a four-year program. For Cegep students, credit for required courses and free elective credits reduce the overall sequence to three years. Some courses are pre-requisites for other courses. Please consult the course descriptions.

	Fall	Winter
Year 1	ECO 102	ECO 103
	MAT 191	MAT 192
	ILT 104	BMA 141, PHY 101, **or** PMA 260
	ECO elective	ECO elective
	2 free electives***	Free elective
Year 2	ECO 208*	ECO 209 **or** ECO elective
	EMA 261* **or** ECO elective	ECO 212*
	Free **or** MAT elective	MAT elective
	Free **or** MAT elective	EMA 262** **or** free elective
	Free Elective	Free **or** MAT elective
Year 3	MAT108	ECO209 **or** ECO elective
	EMA 261* or ECO elective	EMA 262** **or** free elective
	MAT 206	ECO 361 **or** ECO elective
	CSC 211	Free **or** MAT elective
	Free Elective	Free **or** MAT elective
Year 4	Free **or** MAT elective	ECO elective
	Free **or** MAT elective	ECO 361 **or** ECO elective
	3 free electives	3 free electives

**ECO 208 is offered in the Fall semester and ECO 212 is offered in the Winter semester. EMA 261 must be taken before ECO 361.*

***Offered bi-annually*

**** Students that have not completed the equivalent of BMA 140 should do so as a free elective.*

Economics Major (B.A.) MAJECO

The Economics Major (B.A.) consists of 120 credits + ILT 104 (1 lab credit).

Requirements of the program are:

Mathematics	6 credits
Quantitative Methods	6 credits
Required courses in Economics	18 credits
Elective courses in Economics*	18 credits
Free Electives**	72 credits
Total	**120 credits + ILT 104 (1 lab credit)**

**Up to 6 of the total required credits in this category can be met, with departmental approval, by a selection of courses in cognate areas.*

***At least 15 credits in this category must be earned outside of the Department of Economics.*

Information Retrieval

ILT 104	Information Retrieval and Evaluation Skills for the Social Sciences

Quantitative Methods (6 credits)

BMA 141	Statistical Analysis for Business Decisions II
EMA 261	Econometrics I

Mathematics (6 credits)

MAT 191	Calculus I†
MAT 196	Finite Mathematics for Business Students

† This course has a 1.5 hour laboratory work component.

Required Courses in Economics (18 credits)

ECO 102	Principles of Economics: Microeconomics
ECO 103	Principles of Economics: Macroeconomics
ECO 208	Intermediate Microeconomics I
ECO 209	Intermediate Microeconomics II
ECO 212	Intermediate Macroeconomics
ECO 361	Applied Economic Analysis

Recommended Course Sequence

Recommended Course Sequences for the MAJECO program is provided below for students in a four year program. For Cegep students, credit for required courses and free elective credits reduce the overall sequence to three years. Some courses are pre-requisites for other courses. Please consult the course descriptions.

	Fall	**Winter**
Year 1	ECO 102 **and/or** ECO 103 MAT 196 ILT 104 ECO elective 2 free electives**	ECO 102 **and/or** ECO 103 BMA 141 ECO elective 2 free electives
Year 2	ECO 208* ECO 212* EMA 261* **or** ECO elective MAT 191 **or** free elective Free Elective	ECO 209 **or** ECO elective ECO elective 3 free electives
Year 3	EMA 261* **or** ECO elective MAT191 **or** free elective ECO elective 2 free electives	ECO 209 **or** ECO elective ECO361 **or** ECO elective ECO elective 2 free electives
Year 4	ECO **or** free elective 4 free electives	ECO 361 **or** ECO elective ECO **or** free elective 3 free electives

**ECO 208 is offered in the Fall semester and ECO 212 is offered in the Winter semester. EMA 261 must be taken before ECO 361.*

*** Students that have not completed the equivalent of BMA 140 should do so as a free elective.*

Economics Major: Business Economics Concentration (B.A.) MAJECB

Students wishing to develop expertise in specific areas of Economics and Business can elect to follow the Business Economics Concentration (MAJECB).

The Economics Major: Business Economics Concentration (B.A.) consists of 120 credits + ILT 104 (1 lab credit).

Requirements of the program are:

Mathematics	3 credits
Quantitative Methods	6 credits
Required courses in Economics	15 credits
Required courses in Concentration	18 credits
Free Electives*	78 credits
Total	**120 credits + ILT104 (1 lab credit)**

** At least 15 credits in this category must be earned outside of the Department of Economics.*

Information Retrieval

ILT 104 Information Retrieval and Evaluation Skills for the Social Sciences

Quantitative Methods

BMA 141 Statistical Analysis for Business Students
EMA 261 Econometrics I

Mathematics

MAT 196 Finite Mathematics for Business Students

Required courses in Economics

ECO 102 Principles of Economics: Microeconomics
ECO 103 Principles of Economics: Macroeconomics
ECO 208 Intermediate Microeconomics I
ECO 212 Intermediate Macroeconomics
ECO 361 Applied Economic Analysis

Required Courses in Business Economics Concentration (MAJECB): Any six of the following:

ECO 105 Behavioural Economics
ECO 124 Sports Economics
ECO 200 Money and Banking
ECO 204 Labour Economics
ECO 217 International Economics
ECO 218 Managerial Economics
ECO 270 Public Economics
ECO 305 Game Theory
ECO 322 Real Estate Economics

With departmental approval, students can satisfy up to 6 of the 18-credit requirement from courses in Business.

Recommended Course Sequence

Recommended Course Sequences for the MAJECB program is provided below for students in a four year program. For Cegep students, credit for required courses and free elective credits reduce the overall sequence to three years. Some courses are pre-requisites for other courses. Please consult the course descriptions.

	Fall	Winter
Year 1	ECO 102	ECO 103
	MAT 196	BMA 141
	ILT 104	Concentration elective
	3 free electives***	2 free electives
Year 2	ECO 208*	ECO 212*
	EMA 261* **or** concentration elective	2 concentration electives
	3 free electives	2 free electives
Year 3	EMA 261* **or** concentration elective	ECO 361 **or** concentraton elective
	Concentration **or** free elective	Concentration **or** free elective
	3 free electives	3 free electives
Year 4	Concentration **or** free elective	ECO 361 **or** concentration elective
	4 free electives	4 free electives

**OECO 208 is offered in the Fall semester and ECO 212 is offered in the Winter semester. EMA 261 must be taken before ECO 361.*

*** Students that have not completed the equivalent of BMA 140 should do so as a free elective.*

Economics Minor (24 credits) MINECO

The Economics Minor consists of any 24 credits* in Economics including ECO 102 and ECO 103, plus ILT 104 or its equivalent. Students considering a minor in Economics should consult the Chair of the Department. If Economics is required as a Cognate in another program, economics courses so taken will also be counted towards the minor. The course BMA 141: Statistical Analysis for Business Decisions II can be included within the required 24 credits.

**Up to 3 of the total required credits in this category can be met, with departmental approval, by a selection of courses in cognate areas such as Business Administration, Mathematics, Computer Science, and Political Studies.*

International Political Economy Honours (B.A.) HONIPE

The International Political Economy Honours (B.A.) programs are offered jointly by the Departments of Economics and Politics and International Studies. As an area of academic inquiry, International Political Economy examines the relations between modes of production and distribution in the private and public spheres. Note that, in light of the impacts of globalization pressures on the political economies of the state, these programs have a decidedly international focus.

The Honours program in International Political Economy consists of at least 60 credits, with 30 credits drawn from Politics and International Studies and 30 from Economics.

To enter or continue in an Honours program, students must normally obtain and sustain a cumulative average of 75 % in the Politics and International Studies and Economics courses. Honours students who do not fulfill the above requirements will automatically revert to the Major program. To be awarded Honours at graduation, students must be registered in the Honours program at Bishop's during their last thirty (30) credits of study. Honours standing at graduation will be determined by the students overall record in the Honours program.

Economics Requirements (30 credits)

Required Economics Courses (15 credits):

ECO 102 Principles of Economics: Microeconomics
ECO 103 Principles of Economics: Macroeconomics
ECO 212 Intermediate Macroeconomics
ECO 270 Public Economics

One of the following courses:

ECO 125 Economic Development I: Human Development Problems and Policies
ECO 175 Economic Geography
ECO 180 Contemporary Perspectives in Political Economy
ECO 217 International Economics
ECO 251 History of Economic Thought I

Elective Economics Courses (15 credits):

The remaining 15 credits to be taken from any area of Economics

Politics and International Studies Requirements (30 credits)

Required Courses:

POL 101 Introduction to Comparative Politics
POL 140 Introduction to International Relations
POL 240 International Political Economy
POL 361 Techniques of Quantitative Research

Plus two of:

POL 217 Business and Government
POL 241 International Affairs
POL 242 International Organizations
POL 317 Canadian Welfare State
POL 344 Politics of International Trade and Investment
POL 346 Politics of Global Finance

Plus:

One POL 400 level course

Plus Free Elective Courses in Politics and International Studies:

9 credits (3 POL courses)

Note that some of these courses may have prerequisites or, alternatively, require permission from the instructor.

To enter and remain in the Honours program, students must normally attain a cumulative average of 75% in program courses. Honours students who do not meet this average requirement at graduation will automatically revert to the Major program.

International Political Economy Major (B.A.) MAJIPE

The International Political Economy Major (B.A.) consists of at least 48 credits, with 24 credits drawn from Politics and International Studies and 24 from Economics.

Economics Requirements (24 credits)

Required Economics Courses (9 credits):

ECO 102 Principles of Economics: Microeconomics
ECO 103 Principles of Economics: Macroeconomics

One of the following courses:

ECO 125 Economic Development I: Human Development Problems and Policies
ECO 175 Economic Geography
ECO 180 Contemporary Perspectives in Political Economy
ECO 217 International Economics
ECO 251 History of Economic Thought I
ECO 270 Public Economics

Elective Economics Courses (15 credits):

The remaining 15 credits to be taken from any area of Economics

Politics and International Studies Requirements (24 credits)

Required Courses:

POL 101 Introduction to Comparative Politics
POL 140 Introduction to International Relations
POL 240 International Political Economy

Plus two of:

POL 217 Business and Government
POL 241 International Affairs
POL 242 International Organizations
POL 317 Canadian Welfare State
POL 344 Politics of International Trade and Investment
POL 346 Politics of Global Finance

Plus Free Elective Courses in Politics and International Studies:

9 credits (3 POL courses)

Note that some of these courses may have pre-requisites or, alternatively, require permission from the instructor

List of Courses

ECO 100 Economic Life/ Economic Society 3-3-0

An historical and descriptive approach to understanding how economic activity and the modern economy can be understood from the broader social context in which human beings interact. The course provides an introduction to the study of economic relationships and economic society.

ECO 102 Principles of Economics: Microeconomics 3-3-0

A general introduction to the study of Economics and the nature of economic problems. Of primary concern is the behaviour of individual consumers and firms in particular markets, and the results of their actions as they appear in production, sales, costs, prices, wages, interest and profits.

ECO 103 Principles of Economics: Macroeconomics 3-3-0

A general introduction to the study of Economics and the nature of economic problems. The course is largely concerned with the determinants of the level of national income, employment and the accompanying stabilization problems — all in a Canadian context.

ECO 105 Behavioural Economics 3-3-0

This course introduces students to the relatively new field of behavioural economics. It goes beyond the rational behaviour seen in typical economics courses and studies models that are combined with psychologically plausible assumptions of behaviour. Topics will include choice under risk and uncertainty, bounded rationality, intertemporal choice, behavioural choice, behavioural game theory, procrastination, altruism, and reciprocity.

ECO 109 Economic Policy 3-3-0

Economics is studied for its policy implications. This course will examine problems, policies, institutions, and controversies in public policy regarding the economy in Canada from both an analytical and a historical perspective.

ECO 115 The Making of Economic Society 3-3-0

A non-technical introduction to the history of the development of the modern market economy, from its beginnings in Medieval Europe up to the Twenty-first Century. An exploration of the economic events, resources, institutions, ideas and technologies that have shaped the evolution of Western civilization and led to the westernization of the global economy.

ECO 118 Canadian Economic Development I 3-3-0

A study of historical factors which have determined Canada's present economic structure, from the first penetration of European civilization into what is now the territory of Canada, to the dawn of the 20th century. Topics include the staple export industries (e.g. fur, fish, lumber, wheat, minerals, newsprint, energy), agriculture, changes in technology, state administration and policy, foreign investment.

ECO 119 Canadian Economic Development II 3-3-0

A study of historical factors of the 20th century which have shaped the development of the modern Canadian economy including staple industries, agriculture, energy, crown corporations and other financial and political institutions, federal-provincial relations, regionalism, industrial organization, technical change, foreign investment and transnational firms, international trade, and globalization.

Prerequisite: ECO 102

ECO 124 Sports Economics 3-3-0

The course provides a general introduction to microeconomic concepts through an analysis of professional sports. Among the topics covered are the market for sports, the market for athletic talent, pricing decisions, labour relations, and the role of public policy. The field draws from several important subfields of microeconomics, including game theory, industrial organization, public economics, labour economics, and the economics of information.

Antirequisite: Not available for credit for students having taken ECO 224.

ECO 125 Economic Development I: Human Development Problems and Policies 3-3-0

The course provides an introduction to the concept of economic development and an analysis of domestic problems facing developing countries, including poverty and inequality, population growth, education, rural development, unemployment, and the environment.

ECO 126 Economics of Crime and Criminal Justice 3-3-0

This course discusses the economic elements underlying the behaviour of criminals, victims, and law enforcement agencies. Major topics covered include the supply of crime by criminals, the demand for crime prevention by victims, and public policy issues like crime control, and the allocation of criminal justice resources.

ECO 131 A History of Major Economic Events: 1750 to the present 3-3-0

This course is a non-technical introduction to some of the basic concepts of economics through an historical review of the most important economic events of the last two hundred years. A variety of topics are discussed from the Industrial Revolution in Great Britain, the Great Depression, the construction of Europe, to the most recent Financial Crises that led to the Great Recession. Special attention is given to the parallels that can be drawn from past economic events with current ones.

ECO 175 Economic Geography 3-3-0

The production of, and trade in, goods and services vary by city, region, and country. In recent years, these spatial variations have widened in some cases, and narrowed in others. But common to all are the drivers-of-change. These include major geo-political events, the adoption of innovative cost-saving practices, and the creation and evolution of entrepreneurial networks and industrial clusters. This course will explore the key elements of these dynamics, and explore the ongoing debate about the appropriate role of government in an increasingly-globalized world.

This course is cross-listed with ESG 175.

ECO 180 Contemporary Perspectives in Political Economy 3-3-0

This course develops core contemporary perspectives in political economy within an international context. This course is neither a course in political science nor a course in economics, but rather a course that stresses the interaction of the two disciplines.

Students who received credit for ECO280 cannot receive credit for ECO180

ECO 200 Money and Banking 3-3-0

Nature and functions of money and credit, financial institutions, commercial and central banking in the Canadian economy. Aims, instruments, and effectiveness of monetary policy.

Prerequisite: ECO 103

ECO 204 Labour Economics 3-3-0

An analysis of the demand for and the supply of labor, wage differentials, and wage structures, as well as an analysis of the effects of unions, and the rationale for current supply-side or passive employment policies in Canada and other OECD countries.

Prerequisite: ECO 102

ECO 206 Economics of the Agri-Food System 3-3-0
This course introduces students to the major aspects of economics, business and resource use in the Canadian agri-food sector. Topics include agricultural supply and demand, markets, prices, agribusiness financing, farm risk management, government policies, international trade in agricultural products, and the circular economy.
This course is cross-listed with AGR 206.
Credits will only be given for one of ECO 206 or AGR 206

ECO 208 Intermediate Microeconomics I 3-3-0
Consumer theory, production and cost theory, output and price determination by market structures, introduction to game theory, general equilibrium analysis, choice under uncertainty and imperfect information.
Prerequisites: ECO 102 and MAT 196

ECO 209 Intermediate Microeconomics II 3-3-0
Consumer Theory, Decision Theory under Risk and Uncertainty, Information, and Microeconomic applications.
Prerequisites: ECO 208 and MAT 191

ECO 210 Economics and the Law 3-3-0
An introduction to the application of economic principles and methodology to a variety of legal problems with particular emphasis on the theory of property rights and the allocation of resources. Problems under imperfect information, such as the principal-agent problem, the "market for lemons," job market signaling and screening, are also discussed.
Prerequisite: ECO 102

ECO 212 Intermediate Macroeconomics 3-3-0
This course examines business cycles, monetary and fiscal stabilization policies, unemployment and labour market frictions, inflation, exchange rate determination, exchange rate systems, and introduction to economic growth.
Prerequisite: ECO 103

ECO 217 International Economics 3-3-0
The course provides an introduction to international economics. The first half of the course examines trade theory and policy, including the Classical and modern theories of international trade, policies restricting trade, and international trade liberalization. The second half of the course examines international monetary economics, including foreign exchange markets, exchange rate determination, and open-economy macroeconomic policy.
Prerequisites: ECO 102 and ECO 103

ECO 218 Managerial Economics 3-3-0
An introduction to the principal topics in managerial economics. These include decision-making under uncertainty, demand analysis and estimation, cost analysis and estimation, and pricing theory and practices.
Prerequisite: ECO 102

ECO 225 Economic Development II: Macroeconomic and Policy Issues 3-3-0
An introduction to models of economic growth. An analysis of international issues facing developing countries: international trade and trade policy, foreign investment and foreign aid, the balance of payments, and third world debt. An introduction to the techniques of evaluating development projects.
Prerequisites: ECO 102 and ECO 103

ECO 236 Contemporary Economic Issues 3-3-0
Application of tools of economic analysis to selected issues and problems in Canada.
Prerequisite: ECO 103

ECO 237 Economics of the Environment 3-3-0
Application of concepts and methods of economic analysis to environmental problems. Pros and cons of selected policies for environmental protection. Economic growth and environmental decay. Private vs social costs of environmental decay.

ECO 251 History of Economic Thought I 3-3-0
An introductory analysis of the methodological foundations of the more prominent schools of thought within mainstream Economics. This is a seminar course, and students are required to prepare one or more essays.
Prerequisites: ECO 102 and ECO 103
Offered in rotation with ECO 180

ECO 270 Public Economics 3-3-0
This course examines key policy issues related to government expenditure and taxation. Topics covered include the rationale for government provision of goods in a market economy, public choice, fiscal federalism, cost-benefit analysis, and an analysis of tax incidence and efficiency.
Prerequisite: ECO 102

ECO 305 Game Theory with Applications to Economics 3-3-0
Game Theory studies the causes and consequences of the actions of decision-makers who are aware that their choices affect each other. The theory includes: non-cooperative games, cooperation and reputation, and dynamic games. Applications include: bargaining, auctions, industrial organization, asymmetric information, and social choice theory (the economics of democratic institutions).
Prerequisite: ECO 208

ECO 310 Economics Internship 3-0-0
The Economics Internship provides an opportunity for a continuing student to gain valuable experience working alongside professional economists. The internship is subject to acceptance and supervision by the Department of Economics and by the participating institution. The participating institution can be located outside of the Lennoxville/Sherbrooke community, and thus may require the student to reside in another city. The internship takes place over some or all of the summer months.

ECO 322 Real Estate Economics 3-3-0
This course provides students with an understanding of the elements to consider when purchasing Real Estate. First, students will learn to build a model using excel to evaluate the optimal financial decision between buying a house versus renting and generating interest/gains with the money saved. Topics include, taxation, compounding, discounting, mortgage fees. Second, it looks at Real Estate valuation techniques and the economics behind price fluctuations.
Prerequisite: ECO 103

ECO 337 Ecological Economics 3-3-0
This course explores the principles underlying a truly sustainable ecological economy in a "full world". Topics such as sustainability, the nature of work, quality in production and consumption, ecological cost, peak oil, inequality, the scale and distribution of economic activity, and the purpose of economic activity and economic development are entertained. Seminar course in which student presentations feature prominently. Intended for students who have completed at least 45 credits at the university, including at least 12 in economics.
Prerequisites: ECO 102 and ECO 103

ECO 342 Advanced Macroeconomics 3-3-0
With departmental approval, to be taken at Université de Sherbrooke, at an exchange university, or online at another university. Students must make the necessary arrangements for completing ECO 342 and ECO 343.
Prerequisites: ECO 212, EMA 261 and EMA 262 or equivalent

ECO 343 Advanced Microeconomics 3-3-0
With departmental approval, to be taken at Université de Sherbrooke, at an exchange university, or online at another university. Students must make the necessary arrangements for completing ECO 342 and ECO 343.
Prerequisite: ECO 209, EMA 261 and EMA 262 or equivalent

ECO 344 Independent Study 3-0-0
Individual study and research under the guidance of an advisor.
Prerequisites: Permission of the Department and instructor. ECO 208 and ECO 212

ECO 345 Independent Study 3-0-0
Individual study and research under the guidance of an advisor.
Prerequisites: Permission of the Department and instructor. ECO 208 and ECO 212

ECO 351 History of Economic Thought II 3-3-0
An advanced analysis of the methodological foundations of the more prominent schools of thought within mainstream Economics. This is a seminar course, and students are required to prepare one or more essays.
Prerequisites: ECO 102, ECO 103, and ECO 251

ECO 361 Applied Economic Analysis 3-3-0
The purpose of this course is to provide students with a basic understanding of conducting applied economic analysis. It builds upon the student's knowledge of basic econometrics and allows him/her to use this knowledge to analyze real-world data and undertake original empirical analyses. Written and oral dissemination of results is also emphasized as important skills.
Prerequisites: EMA261, ECO 208 and ECO 212

ECO 365 Honours Seminar 3-3-0
The purpose of this course is to prepare the student for advanced economic research leading up to original empirical and/or theoretical research undertaken by the student for his/her honours thesis and for research undertaken at the graduate level and beyond. Areas covered include: selection of a research topic, literature survey, theoretical and empirical analyses including model building, formulation of a research question and hypothesis, and testing hypotheses.
Prerequisites: ECO 209 and EMA 261

ECO 370 Honours Thesis 3-0-0
Continuation of ECO 360. Under the supervision of a faculty member of the Department of Economics, the student in the final year of his Honours program will complete the research agenda developed in ECO 360. The student will present the research results in a seminar to be scheduled in the last two weeks of class.
Prerequisite: ECO 365

Courses for Mathematics

BMA 140 Statistical Analysis for Business Decisions I 3-3-0
This course provides an overview of fundamental statistical and mathematical concepts needed to perform statistical data analysis to support business decisionmaking such as probability, random variables, descriptive statistics, and common probability distributions.
Prerequisite: MAT 190

BMA 141 Statistical Analysis for Business Decisions II 3-3-0
This course provides an overview of advanced statistical and mathematical concepts needed to perform statistical data analysis to support business decisionmaking and projections such as sampling methods and sampling distributions; statistical inference; estimation and hypothesis testing; simple linear regression and correlation; multiple linear regression; chi-square tests for independence and goodness-of-fit; introduction to analysis of variance.
Prerequisite: BMA 140
Note: this course may not be taken for credit by Science students.

EMA 261 Econometrics I 3-3-0
An introduction to econometrics. Topics include the classical assumptions, ordinary and generalized least squares estimation, hypothesis testing, the statistical implications of violating of the classical assumptions, common remedial measures, and the distributed lag and autoregressive models.
Prerequisites: ECO 102, ECO 103, and BMA 141

EMA 262 Mathematical Economics I 3-3-0
The application of matrix algebra and multivariate calculus to model-building and problem-solving in Economics.
Prerequisites: ECO 102, ECO 103, MAT 196 and MAT 192 or MAT 197
Cross-listed with MAT 172

EMA 265 Applied Time Series Analysis 3-3-0
This course provides an introduction to applied time series analysis. Students learn skills required for empirical analysis with time series data, with particular emphasis on macroeconomic and financial economic analysis and forecasting. Topics include autocorrelation, stationary and non-stationary time series models, autoregressive models, ARMA and ARIMA models, VAR models, VECM models, ARCH models. Econometric software is used.
Prerequisite: BMA 141 or equivalent

EMA 361 Econometrics II 3-3-0
Ordinary and generalized least squares estimation, and hypothesis testing, using matrix algebra. Additional topics include simultaneous-equation estimation, the identification problem, two-stage least squares estimation, a stationary series, the unit-root test, spurious regression, the Granger causality test, cointegration, and the error-correction model.
Prerequisites: EMA 261, ECO 208 and ECO 212

EMA 362 Mathematical Economics II 3-3-0
The application of differential and difference equations, and mathematical programming, to model-building and problem-solving in Economics.
Prerequisites: EMA 262, ECO 208 and ECO 212

Cognate Courses

A number of cognate courses may be taken in such areas as Business Administration, Mathematics, Computer Science, Environment, Agriculture and Geography, and Political Studies. Consult the Chair of the Department for the full range of possibilities.

Environment, Agriculture and Geography

Faculty

Mirella Aoun,
B. Agricultural Eng. (St-Joseph, Lebanon),
M.Sc. (Lyon), Ph.D. (Laval)
Associate Professor

Darren Bardati,
B.A.(Bishop's), M.A., Ph.D. (McGill)
Professor
Chair of the Department

Bryan Dale,
B.A. (Toronto Metropolitan University); M.A., Ph.D. (Toronto)
Associate Professor

Elisabeth Levac,
B.Sc., M.Sc. (UQAM), Ph.D. (Dalhousie)
Professor

Jane Morrison,
B.Civ.Eng. M.Sc. (McGill), Ph.D. (Barcelona Tech)
Assistant Professor

Juan Francisco Nunez
B.A. International trade (Instituto Politenico National, Mexico), M. Sc. Administration (Escuela Superior de Comercio y Administración, Mexico), D.B.A. (Sherbrooke)

Matthew Peros,
B.Sc. (Toronto), M.Sc. (York), Ph.D. (Toronto)
Professor
Dean of Social Sciences

Vivian Valencia,
B.A. (Florida), M.H.S.(Johns Hopkins), Ph.D. (Columbia)
Associate Professor, Research Chair in Sustainable Agriculture and Climate Action

Program Overview

The Department of Environment, Agriculture and Geography offers both B.A. and B.Sc. majors and a wide variety of courses focusing on the intersection of humans and natural environment. In order to gain a complete understanding of human-environment interactions, students need to understand the science of the natural world, and the impacts humans are having on their environment, at all scales, from local to global. We must understand how and why the environment is changing. Climate change, air pollution, ocean acidification, waste management, food systems, and water conservation are issues which require thorough examination so that leaders in government, industry and non-governmental organizations can implement proper decision-making processes. We carefully and systematically examine all aspects of the environment so that our graduates can play an important role in the future of our environment.

Bishop's location in the midst of an area of great social, economic, environmental and agricultural diversity provides many opportunities for students to take part in practical fieldwork and applied projects. Such studies are integral parts of several courses, especially those relating to elements of physical geography, agriculture, and human impact on the environment. Students enrolling in ESG and AGR courses should be prepared to devote time to fieldwork outside of normal class time. Details of field studies will be discussed within individual courses.

Environment, Agriculture and Geography Programs

Environmental Studies (EST)
Environmental Studies Honours, 60 credits
Environmental Studies Major, 48 credits
Environmental Studies Minor, 24 credits
Scientific Diving and Freshwater Environmental Assessment Minor, 24 credits

Environmental Science (ENV)
Environmental Science Honours, 81 credits
Environmental Science Major, 75 credits
Environmental Science Minor, 24 credits

Geography and Climate Change (GCC)
Geography and Climate Change Honours, 60 credits
Geography and Climate Change Major, 48 credits
Geography and Climate Change Minor, 24 credits

Sustainable Agriculture and Food Systems (SAFS)
SAFS Honours, 60 credits
SAFS Major, 48 credits
Sustainable Agriculture and Food Systems Minor, 24 credits

Certificate Programs

Certificate in Environmental Studies and Geography, 30 credits
Certificate in Sustainable Agriculture and Food Systems, 30 credits
Graduate-level Micro-Program in Climate Change, 9 credits

(See graduate programs section of the Academic Calendar)

NOTES:

1. All AGR coded courses may count as ESG electives for the EST, GCC or ENV majors, honours and minors, subject to the Chair's approval.
2. You cannot major in either EST, GCC or ENV and minor in any of EST, GCC or ENV at the same time, due to the abundant overlap in courses. However, you can major in either EST, GCC or ENV and minor in SAFS. Likewise, you can major in SAFS and minor in EST, ENV or GCC.
3. For B.A. programs, you must take a 3-credit course from the Faculty of Natural Sciences and Mathematics to fulfill your divisional requirement.
4. Our department values experiential learning activities, such as field trips, invited guests, student pedagogical activities and others. We incorporate such rich learning experiences into most of our courses. As a result, students in any of the EAG Department programs will be charged an annual fee of $100 for majors, and $50 for minors, to be used to offset the costs of these valuable experiential learning activities.

B.A. Environmental Studies

Environmental Studies Honours (60 credits) HONEST

Same as Environmental Studies Major, plus:

Core (2 courses or 6 credits)

ESG 461 **Honours Proposal**

ESG 462 **Honours Thesis**

Additional required: Any 2 courses (6 credits) from the ESG department

Environmental Studies Major (48 credits) MAJEST

Core (7 courses or 21 credits)

ENG 116 **Effective Writing** *(or any University-level English literature 3-credit course)*

ESG 126 **Introduction to Human Geography**

ESG 127 **Living in the Environment**

ESG 260 **Methods for Studying the Environment**

or

AGR 260 **Methods for Studying Sustainable Foodscapes**

A statistics course: *ESG 261, BMA 140, PMA 260, or PHY 101*

ESG 262 **Introduction to Geographic Information Systems**

ESG 300 **Advanced Environmental Seminar**

Additional required: Any 9 courses (27 credits) from the EAG department

Environmental Studies Minor (24 credits) MINEST

Core (2 courses or 6 credits)

ESG 126 **Introduction to Human Geography**

ESG 127 **Living in the Environment**

Additional required: Any 6 courses (18 credits) from the EAG department

Scientific Diving and Freshwater Environmental Assessment Minor (24 credits) MINSDE

Core (3 courses or 9 credits)

Choose one from this list:

ESG 260 **Research Methods or equivalent**

ESG 349 **Water Resource Management**

ESG 354 **Environmental Impact Assessment**

Choose two from this list:

ESG 288 **Underwater Environmental Assessment**

BIO 331 **Freshwater Biology**

ESG 226 **Physical Oceanography**

ESG 227 **Biogeochemical Oceanography**

Practicum: At least one field course (3 credits) from the list:

ESG 280 **Underwater Field Acquisition and Data Collection (3 credit)**

ESG 290 **Scientific Diving Internship 1**

ESG 291 **Scientific Diving Internship 2**

Additional required: 4 courses (12 credits) from this list:

ESG 127 **Living in the Environment**

ESG 226 **Physical Oceanography**

ESG 227 **Biogeochemical Oceanography**

ESG 249 **Resource Management**

ESG 288 **Underwater Environmental Assessment**

ESG 290 **Scientific Diving Internship 1**

ESG 291 **Scientific Diving Internship 2**

ESG 354 **Environmental Impact Assessment**

BIO/BIL 205 **Animal Diversity**

BIO 207 **Introduction to Evolution and Ecology (prerequisite for BIO 331)**

BIO 219 **Vertebrate Field Identification**

BIO 311 **Quantitative Methods**

BIO 338 **Vertebrate Life I: An Introduction to Ichthyology and Herpetology**

B.A. Geography and Climate Change

Geography and Climate Change Honours (60 credits) HONGCC

Same as Geography Major, plus:

Core (2 courses or 6 credits)

ESG 461 **Honours Proposal**

ESG 462 **Honours Thesis**

Additional required: Any 3 courses (9 credits) from the EAG department

Geography and Climate Change Major (48 credits) MAJGCC

Core - (7 courses or 21 credits)

ESG 126 **Introduction to Human Geography**

ESG 127 **Living in the Environment**

ESG 260 **Methods for Studying the Environment**

or

AGR 260 **Methods for Studying Sustainable Foodscapes**

A statistics course: *ESG 261, BMA 140, PMA 260, or PHY 101*

ESG 262 **Introduction to Geographic Systems**

ESG 267 **Global Environmental Change: A Physical Perspective**

or

ESG 368 **Adaptation to Climate Change**

ESG 367 **Climate Change**

Additional courses: 9 courses (27 credits) from this list:

ESG 175 **Economic Geography**

ESG 248 **Geography of Food**

ESG 249 **Resource Management**

ESG 250 **Geomorphology**

ESG 251 **Biogeography**

ESG 263 **Introduction to Remote Sensing**

ESG 264 **Outdoor Recreation**

ESG 269 **The Earth's Crust**

ESG 348 **Urban Geography and Planning**

ESG 353 **Urban Political Ecology Field Course**

ESG 361 **Glaciers and Climate Change**

ESG 362 **Advanced Geographic Information Systems**

ESG 363 **Natural Hazards**

ESG 364 **Field Course in Environmental Studies and Geography**

AGR 333 **Climate Change, Agriculture and Food Security**

Geography and Climate Change Minor (24 credits) MINGCC

Core (4 courses or 12 credits)

ESG 126 **Introduction to Human Geography**

ESG 127 **Living in the Environment**

ESG 267 **Global Environmental Change: A Physical Perspective**

or

ESG 368 **Adaptation to Climate Change**

ESG 367 **Climate Change**

Plus any 4 courses (12 credits) from the Additional courses list of MAJGCC (see MAJGCC list separately)

Environment and Geography Certificate (30 credits) CONESG

ESG 126 **Introduction to Human Geography**

ESG 127 **Living in the Environment**

Additional required: Any 8 ESG-coded courses (24 credits)

B.Sc. Environmental Science

Environmental Science Honours (81 credits) HONENV

Same as Environmental Science Major, plus

Core (2 courses or 6 credits)

ESG 461 **Honours Proposal**

ESG 462 **Honours Thesis**

Environmental Science Major (75 credits) MAJENV

Core (12 courses or 36 credits)

MAT 191	**Calculus I**
MAT 192	**Calculus II**
PHY 193	**Physics for Life Sciences I & Lab PHL 193**
PHY 194	**Physics for Life Sciences II & Lab PHL 194**
CHM 191	**General Chemistry I & Lab CHL 191**
CHM 192	**General Chemistry II & Lab CHL 192**
BIO 196	**Introduction to Cellular and Molecular Biology & Lab BIL 196**
BIO 207	**Introduction to Evolution and Ecology**
ESG 127	**Living in the Environment**
ESG 260	**Methods for Studying the Environment**
or	
AGR 260	**Methods for Studying Sustainable Foodscapes**
ESG 262	**Introduction to Geographic Information Systems**

A statistics course: *ESG 261, BMA 140, PMA 260, or PHY 101*

Additional required DNS and other courses: Any 5 courses (15 credits) from this list:

ECO 237	**Economics of the Environment**
ECO 337	**Ecological Economics**
MAT 103	**Environmental Modeling**
PHY 206	**Waves and Optics & Lab PHL 206**
PHY 207	**Thermal and Fluid Physics**
CHM 111	**Organic Chemistry I: Introductory & Lab CHL 111**
CHM 141	**Analytical Chemistry & Lab CHL 141**
BIO 211	**Sustainable Organic Agriculture & Lab BIL 211**
BIO 205	**Animal Diversity & Lab BIL 205**
BIO 206	**Plant Diversity**
BIO 327	**Advanced Ecology**
BIO 331	**Freshwater Biology**

Additional required ESG/AGR courses: Any 8 courses (24 credits) from this list:

AGR 130	**Environmental Implications of Agriculture**
AGR 171	**Permaculture Design I**
AGR 172	**Permaculture Design II**
AGR 210	**Food Science**
AGR 220	**Soil Science**
AGR 231	**Organic Fruit Production**
AGR 232	**Organic Vegetable Production**
AGR 240	**Water Conservation in Agriculture**
AGR 311	**Agricultural Pests and Integrated Pest Management**
ESG 226	**Physical Oceanography**
ESG 227	**Biogeochemical & Environmental Oceanography**
ESG 250	**Geomorphology**
ESG 251	**Biogeography**
ESG 263	**Introduction to Remote Sensing**
ESG 265	**The Atmosphere & Weather**
ESG 267	**Global Environmental Change: a physical perspective**
ESG 269	**The Earth's Crust**
ESG 349	**Water Resource Management**
ESG 354	**Environmental Impact Assessment**
ESG 361	**Glaciers and Climate Change**
ESG 362	**Advanced Geographic Information Systems**
ESG 363	**Natural Hazards**
ESG 364	**Field Course in Environment and Geography**
ESG 365	**Mid-Latitude Weather Systems**
ESG 367	**Climate Change**

Environmental Science Minor (24 credits) MINENV

Core (2 courses or 6 credits)

ESG 127	**Living in the Environment**

A statistics course: *ESG 261, BMA 140, PMA 260, or PHY 101*

Additional required DNS and other courses:

Any 3 courses (9 credits) from the list of additional required DNS and other courses for the Environmental Science Major

Additional required ESG courses: Any 3 courses (9 credits) from the list of additional required ESG courses for the Environmental Science Major

Sustainable Agriculture and Food Systems (SAFS) (B.A.)

SAFS Honours (60 credits) HONSAF

Same as B.A. Major in SAFS (48 credits), plus:

Any 6 AGR credits

AGR 461	**Honours Proposal in SAFS**
AGR 462	**Honours Thesis in SAFS**

Additional required: Any 2 courses (6 credits) from the EAG department

SAFS Major (48 credits) MAJSAF

Core (30 credits)

AGR 100	**Introduction to Sustainable Agriculture and Food Systems**
AGR 165	**Practicum at the Educational Farm (6 credits)**
AGR 171	**Permaculture Design I**
AGR 172	**Permaculture Design II**
ESG 260	**Methods for Studying the Environment**
or	
AGR 260	**Methods for Studying Sustainable Foodscapes**
AGR 206	**Economics of the Agri-Food System**
AGR 265	**Sustainable Agriculture and Food Systems Internship (6 credits)**
AGR 333	**Climate Change, Agriculture and Food Security**

Additional required courses - Choose 3 courses (9 credits) from each category:

Sustainable Agriculture courses:

BIO 111	**Organic Gardening**
AGR 130	**Environmental Implications of Agriculture**
AGR 201	**Market Gardening**
AGR 204	**Urban Agriculture**
AGR 220	**Soil Science**
AGR 231	**Organic Fruit Production**
AGR 232	**Organic Vegetable Production**
AGR 240	**Water Conservation in Agriculture**
AGR 300	**Agri-Food Business Management**
AGR 311	**Agricultural Pests and Integrated Pest Management**
AGR 312	**Sustainable Agroforestry**

Sustainable Food Systems courses:

ESG 248	**Geography of Food**
AGR 104	**An Edible History of Humanity**
AGR 202	**Culture and Food**
AGR 203	**Healthy Nutrition**
AGR 205	**Sustainable Food Value Chains**
AGR 208	**Agri-Food Entrepreneurship**
AGR 210	**Food Science**
AGR 211	**Lighthouse Farms for a Sustainable Future**
AGR 300	**Agri-Food Business Management**
AGR 303	**Food Preparation and Preservation**
AGR 304	**Agritourism**
AGR 341	**Sustainable Food Systems**
AGR 343	**Agroecology**
AGR 344	**Indigenous Food Systems**

SAFS Minor (24 credits) MINSAF

Core- 4 courses (12 credits):

AGR 100 **Intro to Sustainable Agriculture and Food Systems**

AGR 171 **Permaculture Design I**

AGR 206 **Economics of the Agri-Food System**

AGR 333 **Climate Change, Agriculture and Food Security**

Additional Courses - choose 4 courses (12 credits) from the list of AGR coded courses

SAFS Certificate (30 credits) CONSAF

Core - 4 courses

AGR 100 **Intro to Sustainable Agriculture and Food Systems**

AGR 171 **Permaculture Design I**

AGR 206 **Economics of the Agri-Food System**

AGR 333 **Climate Change, Agriculture and Food Security**

Additional courses: choose 6 courses (18 credits) from the list of courses serving the major (MAJSAF)

List of Courses

ESG 126 **Introduction to Human Geography** **3-3-0**
An introduction to the field of human geography; its scope and methods. The aim is to focus on the relationship between people and their environment, including population trends, resource use, political and economic forces and urban planning.

ESG 127 **Living in the Environment** **3-3-0**
An introduction to physical geography with an emphasis on human existence within Earth's systems, including climatology and geomorphology. Topics discussed include Earth's radiation balance, atmospheric wind systems, major climate types, and the work of geomorphic agents, such as water and wind, on the development of physical landscapes.

ESG 175 **Economic Geography** **3-0-0**
The production of, and trade in, goods and services vary by city, region, and country. In recent years, these spatial variations have widened in some cases, and narrowed in others. But common to all are the drivers-of-change. These include major geo-political events, the adoption of innovative cost-saving practices, and the creation and evolution of entrepreneurial networks and industrial clusters. This course will explore the key elements of these dynamics, and explore the ongoing debate about the appropriate role of government in an increasingly-globalized world.
This course is cross-listed with ECO 175.

ESG 224 **Human Impact on the Environment** **3-3-0**
Changing environmental relationships in the modern context of population growth and technological advance. The human impact on the world's atmosphere and climate, water, land and soils, vegetation, and animal life.
Prerequisite: ESG 126 or ESG 127

ESG 226 **Physical Oceanography** **3-3-0**
An introduction to physical and geological oceanography. Topics to be covered include: the history of oceanography, plate tectonics and the origin of the oceans basins, marine sediments, seawater properties, ocean climates, geostrophic currents, deep ocean circulation, waves and tides.
Prerequisite: ESG 127

ESG 227 **Biogeochemical and Environmental Oceanography** **3-3-0**
An introduction to marine life and the interaction between the oceans and society at large. Topics will include: biological productivity (phytoplankton, zooplankton), biogeochemical, cycles in the oceans, life in various marine habitats, marine resources, fisheries, mariculture, pollution, coastal development and other environmental issues affecting the oceans.
Prerequisite: ESG 226 or ESG 127

ESG 248 **Geography of Food** **3-3-0**
This course examines the growing harvesting, processing, packaging, transporting, marketing, consumption, and disposal of food and food-related items. By employing spatial concepts and analysis the impacts of food systems on the natural environment, this course examines conventional/industrial food systems, as well as alternatives such as organic food, local food, community-supported agriculture, farmers' markets, slow food movements and others.
Prerequisite: ESG 126 or ESG 127

ESG 249 **Resource Management** **3-3-0**
This course examines the interactions between natural and social processes in the development, use and conservation of natural resources. Theories and concepts explored are: integrated resource management, ecosystem management, adaptive management and the role of public participation. Case studies explore trends in forestry, fisheries, agriculture, mining, wildlife and water management.
Prerequisite: ESG 126 or ESG 127

ESG 250 **Geomorphology** **3-3-0**
Selected topics in geomorphology with particular emphasis on fluvial processes and land forms of southern Quebec. Aspects of applied physical geography may be covered. Fieldwork is an integral part of this course.
Prerequisite: ESG 127

ESG 251 **Biogeography** **3-3-0**
Biogeography is the study of the distribution of species and ecosystems in geographical space and through geological time. Have you even wondered why the tropics are more diverse than the poles? Why certain plant and animal groups are located where they are? How ecosystems and individual species, respond to climate change? And what part humans play in all these questions? This course will explore these and other topics and assess to what extent this information can be useful for ongoing conservation practices.
Prerequisite: ESG 127

ESG 260 **Methods for Studying the Environment** **3-3-0**
This course is required for all majors in the Department of Environment, Agriculture and Geography programs. Rooted in both the natural and the social sciences, this course will introduce students to a diversity of methods (qualitative, quantitative, field and laboratory), and approaches to preparing field reports, research papers, and essays. We will also promote dialogue and critical thinking around issues of academic integrity and plagiarism, ethics in research, use of artificial intelligence, and various field and lab safety protocols. We will seek opportunities to incorporate field trips and guest speakers. This course should be taken in Year 1 of the students' degree.
Antirequisite: AGR 260

ESG 261 **Quantitative Methods** **3-3-0**
Quantitative methods in environment and geography; the nature of explanation; problems of observation and data collection; descriptive statistical analysis; inferential statistical analysis.
Prerequisites: any two of ESG 126, ESG 127 or AGR 100

ESG 262 **Introduction to Geographic Information Systems** **3-3-0**
An introduction to geographic information systems including cartographic concepts, basic remote sensing (aerial photography and digital imagery), vector and raster digital spatial data models, data input and editing, database management, structured query language, and elementary spatial analysis.
Prerequisite: ESG 127 or permission of the instructor

ESG 263 **Introduction to Remote Sensing** **3-3-0**
An introduction to remote sensing including concepts and techniques, including air photo interpretation, satellite imagery and others, and their application in earth observation and analysis. Experiential learning is a part of this course, allowing student to do measurements and analysis using remote sensing instruments to apply and improve the theoretical knowledge acquired during class.
Prerequisite: ESG 127 or permission of the instructor

ESG 264 **Outdoor Recreation** **3-3-0**
This course examines: (i) theories and concepts concerning the recreational use of natural settings (the human dimensions), (ii) the nature, capabilities and limitations of natural settings (the natural dimensions) and, (iii) the institutional arrangements which exist to manage outdoor recreation settings (the management dimensions), including national parks and protected areas. This course involves multiple field trips.
Prerequisite: ESG 126 or ESG 127

ESG 265 **The Atmosphere and Weather** **3-3-0**
A comprehensive description of the principal characteristics of Earth's atmosphere including air temperature, density, pressure and moisture; the development of clouds, wind and precipitation, and physical explanations of weather events such as mid-latitude cyclones, thunderstorms and hurricanes.
Prerequisite: ESG 127

ESG 266 Environmental Policy 3-3-0
An introduction to the field of environmental policy, with an emphasis on the regulation of technological hazards.
Consideration will also be given to different approaches to environmental policy, including "command-and- control" regulation and enforcement as well as the emergence of market incentives and voluntary initiatives. Topics will include: air quality, water quality, solid and hazardous waste, toxic substances, pollution-prevention and environmental assessment.
Prerequisite: ESG 126

ESG 267 Global Environmental Change: a physical perspective 3-3-0
An examination of the general trends and concepts associated with global environmental change using a physical geographic approach. This includes analysis of the complex interlinkages of the atmosphere-ocean- terrestrial biosphere systems, of environmental changes during the Quaternary Period, and of the environmental issues associated with these changes. The human response to global environmental change will be covered in less detail.
Prerequisite: ESG 127

ESG 269 The Earth's Crust 3-3-0
The course is a general study of the materials and dynamics of Earth's crust. Students will learn about igneous, metamorphic sedimentary rocks, rock weathering and transport of material at the surface. They will also learn the basic principles of physical geology and how the Earth works: volcanic activity, earthquakes, rock deformation, mountain building, and plate tectonics. We will also explore the vastness of geologic time.
Prerequisite: ESG 127

ESG 280 Underwater Field Acquisition and Data Collection 3-3-3
This course provides fieldwork training for the collection and acquisition of underwater data through a projectbased approach. It complements ESG 288 by allowing the student pursuing a scientific diver training to perform additional dives and gain underwater time. The theoretical component of the course will include training modules to cover the safety training requirements put in place by the Canadian Association for Underwater Sciences: oxygen delivery + diving safety procedure + diving safety attendant, etc. Students will also have to submit a report about a small research project they will be working on as part of this course. The dives and research project can be done with any organization that is a member of CAUS.
Prerequisite: ESG 288 and permission of the instructor or: having obtained a PADI open water certification; a first aid course; and permission of the instructor.

ESG 288 Underwater Environmental Assessment 3-3-0
This course examines human impact on the underwater environment, including limnology, and the monitoring and restoration of ecosystems affected by invasive species. The course also introduces students to the different tasks performed by a scientific diver: from the collection of samples, environmental monitoring and aquatic inventory, to the restoration operations. Specific scientific diving training including PADI Open Water certification, can lead to Diver-in-Training certification from the Canadian Association for Underwater Sciences (CAUS). Additional course fees (300$) will be charged for the diving expenses.
Prerequisite: Permission of the instructor
Outside academic Co-requisites: It is required that students also obtain First-Aid training with CPR and oxygen administration. This certification will be offered separately.

ESG 290 Scientific Diving Internship 1 3-3-0
This 1-semester practicum provides underwater work experience and allows the diver-in-training to complete the 25 required dives to pursue the scientific diver level-1 certification. The internship can be done at any CAUS institution. A written report is expected from the student at the end of the internship.
Prerequisite: ESG 288

ESG 291 Scientific Diving Internship 2 3-3-0
This 1-semester practicum provides underwater work experience and allows for scientific diver level-1 to gain enough experience, leadership, and management skills to be a diver-in-charge. The scientific diver-level 1 will enter a mentoring process with other divers-in-charge and, when ready, will act as divers-in-charge for the rest of the internship. A minimum of 50 scientific dives are required, or equivalent experience, to register in this course. A written report is expected from the student at the end of the internship.
Prerequisites: ESG 288, ESG 290

ESG 300 Advanced Environmental Seminar 3-3-0
As an advanced seminar course, this course allows detailed study of particular areas of environmental research through faculty presentations, student-led seminars and general class discussion.
Prerequisite: ESG 260. Open only to U3 and U4 Honours and Majors students in Environmental Studies, Environmental Science or Geography programs.

ESG 346 Independent Study I / Internship I 3-0-0
The student is required to select an independent research project or internship, and, under the supervision of a faculty member, complete a formal report. Open to majors and honours students at the discretion of the Department.

ESG 347 Independent Study II / Internship II 3-0-0
The student is required to select an independent research project or internship, and, under the supervision of a faculty member, complete a formal report. Open to majors and honours students at the discretion of the Department.

ESG 348 Urban Geography and Planning 3-3-0
An examination into how cities may be made to be more livable and sustainable. This course includes an exploration of key urban geography issues such as housing, social inequality, and transportation in cities, as well as how urban planning tools like zoning and official plans can be used to help tackle challenges such as climate change Prerequisite: ESG 126.

ESG 349 Water Resource Management 3-3-0
This course examines integrated water management, the implications of natural resource development and land use on water quality and quantity, climate change impacts, water and food security, dams and diversions, as well as the role of stakeholder collaboration in watershed-scale assessment, planning and decision-making.
Prerequisite: ESG 126, ESG 127 or ESG 249-

ESG 350 Environmental Justice 3-3-0
An introduction to the field of environmental justice, with an emphasis on fairness and equity in struggles related to ecological resources, hazardous wastes, and climate change. The course will examine the history of activism and the development of theoretical work and empirical evidence regarding the connections between the environment and forms of oppression based on factors such as race and class.
Prerequisite: ESG 126

ESG 353 Urban Political Ecology Field Course 3-3-0
This field course combines occasional lectures with visits to local sites to explore the theme of urban political ecology. In doing so, students gain an understanding of how analyzing the city as an ecosystem can contribute to long-term goals of environmental sustainability and social justice. Field trips, discussions and course projects highlight the ever-changing material and energy flows of a city's metabolism, covering topics such as water and waste infrastructures, power generation, and industrial activities. A field trip fee will be assessed.
Prerequisite: ESG 126 or ESG 127, and a total of at least 12 ESG-coded credits

ESG 354 Environmental Impact Assessment 3-3-0
Environmental impact assessment (EIA) is intended to provide a basis for deciding whether and how to proceed with a proposed resource development project so as to prevent or minimize environmental degradation. This course will examine the theory, methods, regulatory frameworks and social implications of EIA with emphasis on recent Canadian case studies.
Prerequisite: ESG 126, ESG 127 or ESG 249

ESG 358 International Environmental Issues 3-3-0
Environmental factors and their impact on global agricultural production, population growth and distribution. Fresh water and its effect on socio-economic development and political stability. Issues in trans-boundary pollution are discussed. Case studies from developed and developing countries.
Prerequisite: ESG 126

ESG 361 Glaciers and Climate Change 3-3-0
The study of glaciers as monitors and indicators of climate change. Particular emphasis will be placed on the effects of present and past glaciations on climate and the key roles played by glaciers on climate change. Topics will include glacial influence on sea level rise, water resources and landscape creation, among others. Arctic and alpine environments provide many excellent examples of how glaciers influence climate change.
Prerequisite: ESG 127, ESG 250 or ESG 267

ESG 362 Advanced Geographic Information Systems 3-3-0
Project-based applications stress the utility of advanced GIS analysis in environment and geography.
Prerequisite: ESG 262 or permission of the instructor

ESG 363 Natural Hazards 3-3-0
The course is an examination of the occurrence, nature and explanation of hazardous natural processes. Attention will be given to defining natural hazards, describing their physical characteristics and discussing the human response to these events. Geological hazards, such as earthquakes, floods and volcanoes, and climatological hazards, such as hurricanes, tornadoes and blizzards, will be studied.
Prerequisite: Any one of ESG 250, ESG 269 or ESG 265

ESG 364 Field Course in Environment and Geography 3-0-0
The course will introduce students to field techniques and data collection and analysis in human, environmental and physical geography. Sometimes offered during Spring semester, depending on faculty resources and student enrollments. A field camp fee will be assessed.
Prerequisite: Open to majors and honours students at the discretion of the Department.

ESG 365 Mid-Latitude Weather Systems 3-3-0
Examination of several of the major factors in mid-latitude cyclones including: air masses, upper and middle atmospheric structure, baroclinic instability, vorticity, divergence and geostrophic flow. Discussion of normal and extreme weather events such as blizzards, thunderstorms, extra-tropical cyclones, tornadoes and Nor'easters. An introduction to weather forecasting and weather on the internet.
Prerequisite: ESG 265

ESG 366 Ethical Perspectives on Environmental Problems 3-3-0
An introduction to the major philosophical traditions in the field of environmental ethics: natural law, utilitarianism, virtue theory and deontology. The use of case studies in environmental problems, *e.g.* ocean dumping, nuclear wastes, air pollution, greenhouse gases, etc., as a way of exploring several contemporary positions such as biocentrism, ecocentrism, the land ethic and deep ecology.
Prerequisites: ESG 126 and ESG 127

ESG 367 Climate Change 3-3-0
The course examines the debate surrounding global climate change with climatic and paleo-climatic perspectives. The climate system's natural variability, and predicted impacts and environmental implications are examined. The course will include a short review of the present climate system, and a section on the Holocene climate. We will also examine how predictive climate models are developed and tested against recent and Holocene paleo-climatic data.
Prerequisite: ESG 127

ESG 368 Adaptation to Climate Change 3-3-0
This course will provide students with an overview of the current state of knowledge on climate change adaptation. Students will gain an understanding of regional climate trends, risks, and their implications for human and natural systems, the role of adaptation in risk reduction, resilience-building, and how social-ecological systems theory and science-based information and tools can be used in strategic adaptation planning.
Prerequisite: ESG 126 or ESG 127 or AGR 130

ESG 370 Special Topics in Environment and Geography 3-3-0
A lecture/seminar course offered by regular and visiting faculty on environmental/geographical topics related to their research interests. Topics are determined by the instructor therefore content of the course varies year by year. The course will be offered on an occasional basis.

ESG 461a Honours Research Proposal 3-0-0
An introduction to the planning, execution and reporting of Environment and Geography research. The student is required to select an appropriate research project and, under the supervision of a faculty member, complete a formal research proposal. The proposal must include a detailed Introduction, including the purpose, objectives and research hypothesis, a detailed Conceptual Background, with associated Literature Review and Bibliography, and a description of the Research Methods and Data Collection Techniques to be used in the project. Preliminary data collection should also take place. The Proposal will be presented at a Departmental seminar to be scheduled during the last two weeks of classes.
Prerequisites: ESG 260 and permission of department. A minimum cumulative grade average of 70% is required to be admitted into ESG 461.

ESG 462b Honours Thesis 3-0-0
The continuation of ESG 461. Information and data collected for the Honours Research Proposal, plus additional data collected will be analysed, discussed and presented in an Honours thesis. Research findings will be presented at a Departmental seminar to be scheduled during the last two weeks of classes; the final submission of the thesis must occur before the last day of the formal examination period. The completion of both ESG 461 and ESG 462 is necessary to satisfy the requirements for Honours in Environment and Geography.
Prerequisite: ESG 461 and permission of the Department. A minimum of 75% in AGR 461 is required to be admitted into AGR 462.

AGR courses:

AGR-coded courses are associated with the Sustainable Agriculture and Food Systems (SAFS) programs.

AGR 100 Introduction to Sustainable Agriculture and Food Systems 3-3-0
Conventional, industrial agriculture and fisheries are the source of most of our food, but are increasingly linked to economic injustice, loss of food security, and poor health, while also being criticized for being unsustainable, causing environmental degradation. Alternative food systems are emerging, providing innovative, sustainable, local, and organic solutions. This course provides an interdisciplinary survey of the environmental, social, economic and cultural aspects of agriculture and food, and outlines some of the emerging sustainable food systems. This course will help students develop an informed critique of conventional agricultural systems. This course will introduce the topics and skills to be learned during the rest of the program in sustainable agriculture and food systems.

AGR 104 An Edible History of Humanity 3–3–0
This course traces food through human history. Topics include: how the Neolithic period transformed hunter-gatherers to agriculturalists; how sedentary societies that store food create inequalities in wealth and power; how specialty products such as beaver-pelts and spices motivated exploration and colonization; how crops and fossil fuels expanded agricultural productivity, allowing many people to pursue non-farming occupations; how political leaders use power over food supply to mobilize armies and to crush dissent, and currently; how the 20th century Green Revolution solved some problems but now creates new ones.

AGR 130 Environmental Implications of Agriculture 3–3–0
When agricultural operations are sustainably managed, they preserve and even restore critical habitats, protect watersheds, and maintain soil health and water quality. On the other hand, some of the negative environmental impacts from unsustainable farming practices include: land conversion, deforestation and habitat loss, wasteful water consumption, soil erosion and degradation, pollution and contaminated runoff, climate change, genetic erosion and loss of resilience, toxicity to pollinators and other critical eco-system damage This course will expose students to the effects of these impacts, positive and negative, and introduce various indicators of environmental impact based on farmer's production methods, and the impact these methods have on emissions to the environment. The goal is an introductory ability to assess environmental impact at the farm level.

AGR 165 Practicum at Educational Farm 6-0-12
This first year Practicum Internship occurs during the 6-week intensive Spring Session (May to mid-June) at the Educational Farm. It involves planning the growing season, preparing the agricultural gardens, and planting, pruning and other early season activities.
Prerequisites: AGR 100, AGR 171
Antirequisites: AGR 174, AGR 175

AGR 171 Permaculture Design I 3-0-3
This course introduces students to permaculture design principles. Derived from "permanent agriculture", permaculture is the design and maintenance of agriculturally productive ecosystems which have the diversity, stability, and resilience of natural ecosystems. Permaculture is a multidisciplinary approach that utilizes systems thinking, as well as landscape design techniques, to create plans for food production, water use, energy use and habitat that mimic patterns observed in nature. Permaculture is applicable to a wide range of places, such as urban lots, schoolyards, municipal parks, and rural farms all over the planet, so students will be well-equipped to apply these principles in a variety of socio-economic and environmental contexts. This course follows a standard worldwide format. Students who successfully complete AGR 171 and AGR 172 will obtain the internationally recognized "Permaculture Design Certificate (PDC)".

AGR 172 Permaculture Design II 3–3–3
AGR 172 is a follow-up course to AGR 171. Permaculture is an integrated design system for human food production, water and energy use, modeled on nature. AGR 172 is a continuation and deepening of the design principles and applications covered in AGR 171. Students in AGR 172 will perform various permaculture design practices in a variety of settings, for various needs. The course involves lab and field work and requires completion of a significant design project. Students who complete both AGR 171 and AGR 172 will obtain an internationally recognized "Permaculture Design Certificate (PDC)", enabling them to work as a certified permaculturalist. An extra fee is required for the certificate.
Prerequisite: A grade of 75% in AGR 171

AGR 201 Market Gardening 3–2–1
This course explores the principles and practices associated with a Market Garden enterprise: a small-scale, intensive production of fruits, berries, vegetables, flowers, herbs, perennials, shrubs, seeds, bulbs and tubers, mushrooms and fungi, and more, as cash crops. Market Garden businesses frequently sell directly to consumers via local farmers' markets and community supported agriculture (CSA) and to local restaurants and inns. Market Garden enterprises are commonly characterized by their diversity of crops, grown on a small area of land, typically less than a hectare, and often in greenhouses. Principles and practices include: CSA initiatives, web and social media presence, product diversity, marketing, business plans, financing and capital, accounting and logistics, the regulatory environment, problem-solving and more. This course includes case studies, field trips to Bishop's Campus Educational Farm, the Bishop's Greenhouse, and local Market Garden enterprises.

AGR 202 Culture and Food 3–3–0
This course presents a social perspective on food and culture. It explores the distinctiveness of foods and food preparation within different cultures and their roles in the building of social identity. In a complementary way, the course also explores the universality of human experiences with food. Significant attention is paid to the role of food and societal food practices in the contemporary global era. Topics include food practices, food's role in socialization, identity, health and social change, as well as food marketing and the changing global food system.

AGR 203 Healthy Nutrition 3–3–0
This course surveys the basic principles of human nutrition, and is intended for students with limited science background. The primary aim of the course is to clarify the profound relationship between nutrition and human health, both current health and future health. Topics include health and disease effects due to over-nutrition (focusing on macronutrients), malnutrition (focusing on micronutrients), weight management strategies, nutritional needs through the life cycle, public nutrition and the relationships between nutrition and chronic diseases.

AGR 204 Urban Agriculture 3–3–0
This course examines various urban gardens (e.g. community gardens, war-time victory gardens, school, senior's residence, hospital, rooftop and other urban gardens) and addresses opportunities and impediments to starting and maintaining such a garden, as well as the social and environmental benefits to community gardening. Emphasis is placed on acquiring and communicating knowledge about the natural science processes that take place in a garden (e.g. nitrogen fixation, carbon dioxide sequestration, soil biodiversity and health), and the interactions that individuals and community groups have with the garden environment (e.g. environmental literacy, nutritional knowledge, life skills, problem solving). Field experience will take place at Bishop's Campus Educational Farm, as well as at local community gardens.

AGR 205 Sustainable Food Value Chains 3–3–0
This course aims to equip students with the concepts, principles, and tools they need to leverage value chain approaches that improve human nutrition through agriculture and food systems. The course will cover key concepts related to food value chains and their sustainability; the different stages of food value chains and how these are created; the process of developing an added value from production to processing to distribution. This course introduces issues influencing the sustainability of food values. It provides the tools and methods to analyze the sustainability of value-adding activities from 'farm to fork".

AGR 206 Economics of the Agri-Food System 3-3-0
This course introduces students to the major aspects of economics, business and resource use in the Canadian agri-food sector. Topics include agricultural supply and demand, markets, prices, agribusiness financing, farm risk management, government policies, international trade in agricultural products, and the circular economy.
This course is cross-listed with ECO 206.
Credit will only be given for one of AGR 206 or ECO 206

AGR 208 Agricultural Entrepreneurship 3–3–0
Agri-Food Entrepreneurship is designed to provide students with an understanding of the key concepts and processes involved in starting and managing new ventures in an agricultural, agritourism or food business. These concepts include: opportunity recognition, business model canvass, feasibility analysis, understanding market structure and niche markets, customer values, new product development, raising start-up capital, and development and management of successful new ventures. The course is appropriate for students interested in a variety of new ventures, from for-profit private companies to social enterprises and cooperatives.
Prerequisite: AGR 206

AGR 210 Food Science 3–3–0
This course provides an overview of the science of food preparation and transformation, focusing on the principles of sustainability: waste reduction, nutrient retention, minimization of packaging. Topics include food chemistry, analysis, microbiology, food safety assessment, product development, packaging, and the effects of processing on physico-chemical, rheological, and sensory characteristics.
Prerequisites: BIO 194 or BIO 196 and CHM 191 and CHM 192

AGR 211 Lighthouse Farms for a Sustainable Future 3–3–0
While climate and global environmental change models project a grim future, there are lighthouse farms that shed light on more sustainable and hopeful futures. This course will investigate the transformation of food and farming systems towards sustainability by studying "lighthouse farms"—extraordinary food and farming systems. Students will explore concepts and theories to study food systems transformation, while also gaining knowledge of the sustainability challenges that food and farming systems face.
Prerequisite: AGR 100

AGR 220 Soil Science 3–3–0
This course provides an introductory survey of soils and their management: properties of soils, soil formation, description, and use. The course focuses on the role of soils in sustainable agriculture, causes and processes of degradation (including erosion, pollution, and nutrient depletion), and the maintenance of healthy soils.
Prerequisites: BIO 194 or BIO 196 and AGR 130

AGR 231 Organic Fruit Production 3-3-0
This is an interdisciplinary course that covers the principles and practices of fruit cultivation in temperate regions. It will start with providing important notions in horticultural sciences related to the botany, physiology, growth, and development of perennial plants. It will then survey the main characteristics of important fruit crops cultivated in temperate regions; and move to cover sustainable practices in fruit production from propagation to postharvest handling.
Prerequisite: AGR 130

AGR 232 Organic Vegetable Production 3-3-0
This is an interdisciplinary course that covers the principles and practices of olericulture. The course will familiarize the student with crops grown as vegetables, their characteristics, and organic management practices for their production. The course focuses on practices that minimize the use of off-farm inputs and maximize the stewardship of resources while also considering the profitability and sustainability of the vegetable production system.
Prerequisite: AGR 130

AGR 240 Water Conservation in Agriculture 3-3-0
The agricultural sector is the largest consumer of freshwater worldwide and there is an urgent need for improved agricultural water management. This course examines applied, environmental, and socio-economic aspects of water use and management in agriculture. It explores comprehensive perspectives of agriculture-related water resource management issues, including water resource scarcity and other climate change impacts. Topics include water demand for crop production, irrigation management and water-saving technologies, environmental implications, drought resilience, soil water retention strategies, water recycling opportunities, irrigation ponds, agroecological water perspectives and global water issues.
Prerequisite: AGR 130

AGR 260 Methods for Studying Sustainable Foodscapes 3-3-0
Foodscapes are diverse and unique social-ecological systems that reflect local biophysical, cultural and socioeconomic conditions. As such, they can be studied using a combination of approaches from the broad fields of geography and environmental sciences. This course will introduce students to a diversity of methods and approaches to study foodscapes, rooted in both the natural and the social sciences.
Prerequisite: ESG 126, ESG 127, or AGR 100
Anti-requisite: ESG 260

AGR 265 Sustainable Agriculture and Food Systems Internship 6–0–12
This course is only open to SAFS majors and honours. It provides practical agricultural experience or placement to occur off-campus at a host farm, food provider/transformer, government agency or non-profit organization. Pedagogical aspects of this course are supervised by a SAFS faculty member assigned to the student. Off-campus internships are coordinated by the SAFS program director.
Prerequisites: AGR 165 and Permission of SAFS Chair

AGR 270 Special Topics/Field Course in Sustainable Agriculture and Food Systems I 3–1–5
A special topics seminar/field course offered by regular and visiting faculty on topics related to their research interests in sustainable agriculture and food systems. Topics are determined by the instructor and may include case-studies, projects and farm and agri-business visits, with the result that content of the course varies from one offering to the next. The course will be offered on an occasional basis.
Prerequisites: AGR 100 or AGR 130

AGR 300 Agri-Food Business Management 3-1-2
This experiential learning course will build on existing courses to walk you through the tasks of agri-food (farm and/or food transformation) operations and business planning and management. It will give you the opportunity to strategically develop your own sustainable agri-food business, build crop enterprise budgets and comprehensive business plan. It also offers the opportunity to profile different existing agri-food businesses and learn about the tips and challenges of business management. At the end of the course, you will have produced your own agri-food business plan and developed your strategies in the key areas of business planning and management.
Prerequisite: AGR 206

AGR 303 Food Preparation and Preservation 3–1-3
This course presents an overview of food processing and food preservation, including temperature and water activity control, pasteurization, refrigeration and freezing, drying, fermentation, additives, irradiation, and others. Students will examine sustainability issues associated with food preparation and preservation practices. The course will contain theoretical, practical and experiential aspects, and feature invited guest speakers from the food handling community. As part of this course, students will have the opportunity to obtain their official "Food Handler Certification" from the Canadian Institute of Food Safety (at extra cost), which meets Canada's and Quebec's legal requirement for food safety training.

AGR 304 Agritourism 3–3–0
Agritourism includes farm stands or shops, U-pick, farm stays, tours, on-farm classes, fairs, festivals, pumpkin patches, corn mazes, Christmas tree farms, winery weddings, orchard dinners, youth camps, barn dances, hunting or fishing, guest ranches, and more. Food and wine tourism is a rapidly growing sector of tourism, which reflects changing lifestyles and increasing diversification within the tourism industry. This course explores the development of the food and wine tourism industry, the concept and size of agritourism, food and wine business development, marketing and broad trends affecting tourism enterprises within this sector - with case studies and field visits within the Eastern Townships region of Quebec.

AGR 311 Agricultural Pests and Integrated Pest Management 3–3–0
This course presents the principles of sustainable Integrated Pest Management (IPM) and teaches their application vegetable and fruit and berries production. Sustainable IPM principles include no disruption to agro-ecosystems, natural pest control mechanisms, and no synthetic pesticides. The course begins with a survey of pests, plant pathogens, diseases and weeds, continues with non-chemical and biological means of control, monitoring and forecasting methods, and ends with sustainable practices and discussion of the techniques employed for IPM on the Campus Educational Farm.
Prerequisite: AGR 130

AGR 312 Sustainable Agroforestry 3–3–0
This course exposes students to agroforestry as a farming system in which trees and shrubs are grown in association with agricultural crops, pastures and livestock, and in which there are both economic and ecological benefits between trees and other components. Emphasis will be on sustainability issues, and how agroforestry can contribute to climate resilient farming. Topics examined include nut trees, windbreaks and shelterbelts, riparian buffers, vegetated swales, understory crops, silvopasturing, acericulture, and wild and cultivated non-timber forest products (such as mushrooms and others). Field trips to the Educational Farm and campus forests.
Prerequisite: AGR 130

AGR 333 Climate Change, Agriculture, and Food Security 3–3–0
This course examines the role that agriculture plays in climate change as a producer of greenhouse gases, and how this intersects with food security concerns around the globe. Likewise, the course examines how climate change impacts agriculture and food security. Agriculture's role as mitigating agent in climate change, through various peasant practices and modern innovations, and their effect on food security is examined.
Prerequisites: AGR 100 or AGR 130

AGR 341 Sustainable Food Systems 3–3–0
The agriculture and food sectors are subjects of growing interest in terms of their social and ecological impacts, and overall sustainability. This course builds on concepts encountered in AGR 100 and other program courses. It examines methods of analysis used to study food systems, and gives students opportunities to conduct relevant case studies. Students will learn how the analysis of food systems at various scales can help to reduce environmental impact, including through practical applications such as modelling, policy development, and dietary guidelines.
Prerequisite: AGR 100

AGR 343 Agroecology 3–3–0
This course will expose students to the growing field of agroecology, an integrated approach that applies both ecological and social principles to the design and management of food and agricultural systems. Agroecology is a transdisciplinary, participatory and action-oriented process that seeks to optimize the interactions between plants, animals, humans and the environment. This course examines how agroecology can be utilized to transform agriculture and food systems and how to employ agroecological solutions in response to a variety of environmental or social obstacles (e.g., diversified systems, the co-creation of knowledge, promoting gender equality, etc.).
Prerequisite: AGR 100

AGR 344 Indigenous Food Systems 3–3–0
This course examines the food systems of Indigenous peoples. Students will be exposed to the wide range of historical and contemporary food systems, practices and issues that impact Indigenous communities all around the world, and their connections to the ecosystems that support them. Furthermore, this course examines how these relationships have transformed over time and current threats to Indigenous food culture.
Prerequisites: AGR 100 or AGR 104

AGR 370 Special Topics/Field Course in Sustainable Agriculture and Food Systems II 3–1–5
A third-year special topics seminar/field course offered by regular and visiting faculty on topics related to their research interests in sustainable agriculture and food systems. Topics are determined by the instructor and may include case-studies, projects and farm and agri-business visits, with the result that content of the course varies from one offering to the next. The course will be offered on an occasional basis.
Prerequisite: AGR 100 or AGR 130

AGR 461 Honours Proposal in Sustainable Agriculture and Food Systems 3–0–0
This course provides an introduction to the planning, execution and reporting of Sustainable Agriculture and Food Systems research. The student is required to select an appropriate research project and, under the supervision of a faculty member, complete a formal research proposal. The proposal must include a detailed Introduction, including the purpose, objectives and research hypothesis, a detailed Conceptual Background, with associated Literature Review and Bibliography, and a description of the Research Methods and Data Collection Techniques to be used in the project. Preliminary data collection should also take place. The Proposal will be presented at a Departmental seminar to be scheduled near the end of the semester.
Prerequisites: ESG 260 or AGR 260, and permission of Department.
A minimum cumulative grade average of 70% is required to be admitted into AGR 461.

AGR 462 Honours Thesis in Sustainable Agriculture and Food Systems 3–0–0

This course is a continuation of AGR 461. Information and data collected for the Honours Research Proposal, plus additional data collected will be analyzed, discussed and presented in an Honours thesis. Research findings will be presented at a Departmental seminar to be scheduled during the last two weeks of classes; the final submission of the thesis must occur before the last day of the formal examination period. The completion of both AGR 461 and AGR 462 is necessary to satisfy the requirements for Honours in Sustainable Agriculture and Food Systems.

Prerequisites: AGR 461 and permission of the Department.
A minimum of 75% in AGR 461 is required to be admitted into AGR 462.

AGR 471 Experiential Learning in Sustainable Agriculture and Food Systems I 3–0–0

The aim of this course is to expose students to the application of what they have learned with a practical, field project or placement. Students will be expected to engage in a project or field placement, with off-campus, community projects preferred. A project proposal will be required. Each experiential learning project will include an "external supervisor", and an internal supervisor (a departmental faculty member). The project will be expected to take significant time to complete, at least 100 hours. The student's performance during the practical work will be evaluated by the external supervisor. The student will also be required to produce a final report concerning the project outcomes, and/or a presentation of the findings. The course is normally restricted to students with a cumulative average grade of at least 70%.

Prerequisite: This course may only be registered during the final 30 credits of the student's program and by permission of the Department.

AGR 472 Experiential Learning in Sustainable Agriculture and Food Systems II 3–0–0

This course follows the same course structure and requirements as AGR 471 and builds further depth in this field of study.

Prerequisites: AGR 471 and by Permission of the Department.

Politics and International Studies

Faculty

Don Dombowsky,
B.A. (Concordia), M.A. (New School for Social Research), Ph.D. (Ottawa);
Full Professor

Gilbert Gagné,
B.A., B.Soc.Sc., M.A.(Ottawa), D.Phil.(Oxford);
Full Professor

Sarah-Myriam Martin-Brûlé
B.Sc., M.Sc. (Montréal), Ph.D. (McGill);
Full Professor

Heather McKeen-Edwards,
B.A. (Manitoba), M.A., Ph.D. (McMaster);
Professor

Jacob Robbins-Kanter
B.A. (McGill), M.A., Ph.D. (Queen's);
Associate Professor
Chair of the Department

Trygve Ugland,
Cand.mag., Cand.polit.(Oslo and Queen's Belfast), Dr.polit.(Oslo);
Full Professor

Program Overview

Knowing the political system increases one's capacity for choice. Therefore, a knowledge of how political systems work in Canada and abroad, as well as the impact of globalization on the emergence of a new international economic and political order, presents a student with not only an understanding of power, authority and decision making in the system but also with greater opportunities and advantages within their society. Lectures, seminars and individual tutorials are normal methods of instruction and the department stresses personal contact with students as much as possible in order to assist them in choosing a postgraduate career in government, business, non-profit or the academic fields. Guest lectures are given by visiting politicians, academics, interest group representatives and industry leaders.

The department offers the following programs of study: Political Studies Honours, Major and Minor; International Studies Honours, Major and Minor; International Political Economy Honours and Major.

Credit Requirements for Programs Offered by the Department

Credits Required

PROGRAM	Honours^*	Major^	Minor
Political Studies	60	48	24
International Studies	60	48	24
International Political Economy**	60	48	X

^ Students in any major or honours program must also complete a one-credit lab course – ILT 104.

** Grade requirements – To enter or continue in an Honours program, students must normally obtain and sustain a cumulative average of 75%. This minimum cumulative average must be met in order to graduate with the honours degree.*

*** Offered jointly by the Department of Politics and International Studies and the Department of Economics.*

Cross Counting and Program limits

- A maximum of 9 POL credits (3 courses) can be counted towards the multiple Honours/Majors and Minors in the Department of Politics and International Studies.

- The maximum number of Honours/Majors/Minors (POL, INT, IPE) offered through the Department that a student can simultaneously register in is limited to two (2).

Political Studies – Programs and Requirements

Political Studies provides students with a working knowledge of power and authority in society and how decisions are made. Governments, politicians, leaders in private industry and ordinary individuals function within a framework of accepted political norms, e.g. notions of justice, freedom, rights and duties. Over time, these received norms are challenged by conventional methods such as voting, political parties, interest group lobbying and protest movements; or the challenge may be by militant, revolutionary or terrorist means. Political Studies systematically examines and presents these phenomena. This program looks at the Canadian political system, as well as other systems around the world, and considers conflict and cooperation between states internationally. It also allows for a critical evaluation of society and its institutions through a study of the history of political theory. The program is divided into six divisions: I) Canadian Politics, II) Political Theory, III) Comparative Politics, IV) International Relations, V) Research Theory and Methods, VI) Honours Thesis, Independent Studies, Practicum and Internships.

Political Studies Honours (60 credits) HONPOL

Required Courses

POL 100	Introduction to Political Theory
POL 101	Introduction to Comparative Politics
POL 110	Canadian Government
POL 111	Politics in Canada
POL 140	Introduction to International Relations
POL 229	History of Political Philosophy - Modern
POL 262	Methods and Approaches to Political Science
POL 361	Techniques of Quantitative Research
ECO 103	Principles of Economics: Macroeconomics
ILT 104	Information Retrieval and Evaluation Skills for the Social Sciences (1 credit lab)

Plus either:
Two POL courses at the 400 level
Or
POL 550 Honours Thesis (6 credits)

Plus Structured Electives in Political Studies:
One additional course from the Political Theory division
Two additional courses from the Canadian Politics division.
Two additional courses from the Comparative Politics division.
Two additional courses from the International Relations division.

Plus Free Electives in Political Studies
12 additional POL credits (4 POL courses)

Additional note: *To enter and to remain in the Honours program, students must normally attain a cumulative average of 75% in program courses. Honours students who do not meet this cumulative average requirement at graduation will automatically revert to the Major program.*

Honours Thesis and Independent Study
The Honours Thesis and Independent Study courses are open only to advanced level Honours students. They are offered exceptionally and at the discretion of the Department. These courses are also governed by departmental regulations that are available from the Chair of the Department.

Cognate Courses
Honours students are normally expected to take at least 60 credits of Political Studies courses. However, students in their final thirty (30) credits of study, may petition the Department for authorization to take six (6) credits of cognate courses. This is to be done immediately following the formal registration period, but before the last day in the semester to add, drop or change all three-credit courses. It is understood that this is an exceptional measure to be granted at the discretion of the Department.

Political Studies Major (48 credits) MAJPOL

Required Courses

POL 100	Introduction to Political Theory
POL 101	Introduction to Comparative Politics
POL 110	Canadian Government
POL 111	Politics in Canada
POL 140	Introduction to International Relations
ILT 104	Information Retrieval and Evaluation Skills for the Social Sciences (1 credit lab)

Plus one of:

POL 262	Methods and Approaches to Political Science
POL 361	Techniques of Quantitative Research

Plus Structured Electives in Political Studies:
Two additional courses from the Canadian Politics division.
Two additional courses from the Comparative Politics division.
Two additional courses from the International Relations division.

Plus one of:

POL 228	History of Political Philosophy - Ancient, Medieval, Renaissance
POL 229	History of Political Philosophy - Modern

Plus Free Elective in Political Studies
15 additional POL credits (5 POL courses)

Independent Study
Independent study is open primarily to Honours students, but may be offered to advanced level Major students, who maintain a 75% average in Political Studies. These courses are offered exceptionally and at the discretion the Department. They are also governed by departmental regulations that are available from the Chair of the Department.

Cognate Courses
Major students are normally expected to take at least 48 credits in Political Studies courses. Students in their final thirty (30) credits of study may seek Departmental authorization for a three-credit cognate. It is understood that this is an exceptional measure to be granted at the discretion of the Department.

Political Studies Minor (24 credit program) MINPOL

Required Courses

POL 100	Introduction to Political Theory
POL 101	Introduction to Comparative Politics
POL 112	Introduction to Canadian Politics
POL 140	Introduction to International Relations

Plus Free Electives in Political Studies:
12 additional POL credits

400-Level Courses
Not normally open to students in the regular Minor program.

Independent Study
Not normally open to students in the regular Minor program.

Cognates
No cognate courses are allowed in the regular Minor program.

International Studies – Programs and Requirements

The International Studies programs provide students with working knowledge of the global community in which they live, and prepare them to pursue careers involving international interactions. The programs consist of an integrated group of courses reflecting international aspects from cultural, economic, environmental, legal, political and social perspectives. Foreign language training and study abroad experiences are also incorporated into the programs.

International Studies Honours (60 credits) HONINT

Honours in International Studies involves some required POL courses, some language courses, a semester abroad, and additional courses within one of two concentrations.

Required Courses (27 credits):

POL 101	Introduction to Comparative Politics
POL 140	Introduction to International Relations
POL 262	Methods and Approaches to Political Science
ILT 104	Information Retrieval and Evaluation Skills for the Social Sciences (1 credit lab)

Plus one of:

POL 241	International Affairs
POL 242	International Organizations

Plus three of:

POL 141	Introduction to Diplomacy
POL 240	International Political Economy
POL 338	International Law and Human Rights
POL 340	Strategic Issues: Questions of War and Peace
POL 345	Introduction to Public International Law
POL 352	United Nations Practicum I

Plus:
Two POL courses at the 400 level
Or
POL 550 Honours Thesis (6 credits)

Plus:
Four language courses (at least two of which must be at an advanced level)
Plus:
One semester exchange abroad
Or
International Studies Internship

Plus Elective Courses (21 credits)
Students choose one of the following two concentrations:

Global Governance Concentration CONIGG**:**
Seven (7) courses from the Global Governance concentration list

Global Culture Concentration CONIGC**:**
Seven (7) courses from the Global Culture concentration list

Notes:

1) To enter and to remain In the Honours program, students must normally attain a cumulative average of 75%. Honours students who do not meet this average requirement at graduation will automatically revert to the Major program.
2) **Language Courses:**
   a. 12 credits of language courses other than the student's mother tongue. The language courses can be taken at Bishop's or from a program at another university, approved by the Department of Politics and International Studies and the Department of Modern Languages.
   b. Depending on a student's entry-level competence, extra courses at the beginner or intermediate level might be required.
   c. Upon entering the program students should (a) consult with the appropriate Modern Languages faculty, regarding the language requirements for the program and (b) familiarize themselves with the language competency required for any intended exchange destinations.
   d. Students with no previous familiarity with a foreign language should anticipate two years of study (normally a minimum of 6 courses) in order to attain a level adequate for exchange studies in that language. This may vary according to the country of exchange.
   e. To count as language courses, culture courses in Modern Languages should be taught in the language being credited. For students pursuing English as the language option, English-language courses coded ESL as well as two of CDC 100, CDC 201 or ENG 116 are accepted.
3) Any additional required course can count as one of the electives in either of the two concentrations. In addition, students who have passed both POL 241 and POL 242 need take only two further courses from the third required list.
4) POL 441, POL 442, and POL 443 cannot be simultaneously counted as electives in the Global Governance concentration and as fulfilling the 400-level course requirement.
5) The addition of a Minor language concentration (8 courses) to the Major in International Studies is strongly recommended.
6) Students taking the International Studies Honours will normally be required to spend a semester at one of the many universities abroad with which Bishop's has an exchange program. Such programs are developed in consultation with the Chair of the Politics and International Studies Department. Note, however, that students must normally maintain a 70% average to be eligible for the exchange program.

   POL 300 – International Studies Internship
   OR
   INT 300 – International Development Assistance
   Internship may substitute for an exchange.

International Studies Major (48 credit program) MAJINT

The International Studies Major involves some required POL courses, some language courses, and some courses within one of two declared concentrations. Students are also encouraged to spend a semester studying abroad.

Required Courses (21 credits):

POL 101	Introduction to Comparative Politics
POL 140	Introduction to International Relations
POL 262	Methods and Approaches to Political Science
ILT 104	Information Retrieval and Evaluation Skills for the Social Sciences (1 credit lab)

Plus one of:

POL 241	International Affairs
POL 242	International Organizations

Plus three of:

POL 141	Introduction to Diplomacy
POL 240	International Political Economy
POL 338	International Law and Human Rights
POL 340	Strategic Issues: Questions of War and Peace
POL 345	Introduction to Public International Law
POL 352	United Nations Practicum I

Plus:
Four language courses (at least two of which must be at the intermediate or advanced level)

Plus Elective Courses (15 credits)
Students choose one of the following two concentrations:

Global Governance Concentration: Five (5) courses from the Global Governance concentration list

Global Culture Concentration: Five (5) courses from the Global Culture concentration list

Notes:

1) **Language Courses:**
   a. 12 credits of language courses other than the student's mother tongue. The language courses can be taken at Bishop's or from a program at another university, approved by the Department of Politics and International Studies and the Department of Modern Languages and the Département d'études françaises et québécoises.
   b. Depending on a student's entry-level competence, extra courses at the beginner or intermediate level might be required.
   c. Upon entering the program students should (a) consult with the appropriate Modern Languages and Études françaises et québécoises faculty, regarding the language requirements for the program and (b) familiarize themselves with the language competency required for any intended exchange destinations.
   d. To count as language courses, culture courses in Modern Languages should be taught in the language being credited. For students pursuing English as the language option, English-language courses coded ESL as well as two of CDC 100, CDC 201 or ENG 116 are accepted.

2) Any additional required course can count as one of the electives in either of the two concentrations. In addition, students who have passed both POL 241 and POL 242 need take only two further courses from the third required list.
3) Students are strongly encouraged to consider taking an International exchange abroad during the course of their degree.
4) The addition of a Minor language concentration (8 courses) to the Major in International Studies is recommended.

Global Governance Concentration

BMG 215	Introduction to International Business
ECO 103	Principles of Economics: Macroeconomics
ECO 217	International Economics
ECO 125	Economic Development I
ECO 237	Economics of the Environment
ESG 350	Environmental Justice
ESG 358	International Environmental Issues
HIS 229	Human Rights and Humanitarian Organizations
POL 170	Introduction to European Politics
POL 175	Introduction to U.S Politics
POL 230	The Politics of Sport
POL 231	European Union: History, Institutions and Policies
POL 232	Politics in Asia
POL 233	Politics of the Iberian Peninsula
POL 234	Politics of Africa
POL 236	Introduction to Middle Eastern Politics
POL 237	Politics of Japan
POL 239	Politics of Russia and Eastern Europe
POL 245	American Foreign Policy
POL 249	Canadian Foreign Policy
POL 277	European Diplomacy Since 1914
POL 330	Topics in US Public Policy
POL 331	Canada-EU Relations
POL 333	Internationalization of European Public Policies
POL 335	Politics of Latin America and the Caribbean
POL 343	Canadian-American Relations
POL 344	Politics of International Trade and Investment
POL 346	Politics of Global Finance
POL 347	Scandinavian Politics
POL 354	United Nations Practicum 2
POL 441	Theories of International Relations
POL 442	Issues in Global Governance
POL 443	Peacekeeping
RSC 200	Politics and Religion
RSC 310	Christian Nationalism in America

Global Culture Concentration:

DRA 170/ENG 170	Introduction to Film
ENG 102	Approaches to Media Studies
ENG 228	Introduction to Post-Colonial Literature
ENG 352	Canadian Literature and Theories of Globalization
FIH 240	Art, Popular and Mass Culture
FIH 246	Public Art and Monuments
FIH 314	Colonial and Postcolonial Issues in the Visual Arts
FRA 250	French Cinema
FRA 353	Littératures migrants de la francophonie
GER 250	German History in Recent German Films
GER 270	Introduction to German Film
GER 271	East German Cinema
GER 290	(De)Constructing Identity in Vienna
HIS 105	The 20th Century World
HIS 108	A Global History of Indigenous Peoples
HIS 228	Remembering Atrocities: Truth and Reconciliation in Global Context
HIS 255	History of Modern Southeast Asia
HIS 256	Latin America 1800 to the Present
HIS 269	First Nations/Settler Relations in Canada
HIS 277	South: The Making of the Third World
HIS 284	History of Modern China
HIS 291	Women in the Islamic World
JSE 150	Japanese Society and Culture
LIB 370	Social Movements and Social Change in Brazil
POL 354	United Nations Practicum 2
RSC 100	Middle Eastern Matrix: Religions of the West
RSC 101	Asian Origins: Religions of the East
RSC 124	Hinduism: The Many Faces of the Divine
RSC 125	Buddhism: The Middle Way
RSC 126	Judaism: A Covenant With God
RSC127	Islam: Submission to Allah
RSC 200	Politics and Religion
RSC 302	Of Latter-day Saints and Modern-day Prophets: New Religious Movements
SOC 190	Introduction to Post-colonial Study
SOC 207	Sociology of Indigenous-Settlers Relations
SOC 223	Women and Global Inequality
SOC 294	Sociology of Tourism
SOC 296	Globalism and Culture
SPA 311	Spain: Civilization and Culture
SPA 313	Mexico: Civilization and Culture
SPA 314	The Central American Region and the Spanish Caribbean: Civilization and Culture
SPA 317	The Southern Cone and the Andean Region: Civilization and Culture
SPA 218	Spanish Cinema
SPA 319	Topics in Hispanic Culture
SPO 360	Sports, Community, and Sustainable Development

International Studies Minor (24 credit program) MININT

Required Courses

POL 101	Introduction to Comparative Politics
POL 140	Introduction to International Relations

Plus one of:

POL 241	International Affairs
POL 242	International Organizations

Plus three of:

POL 141	Introduction to Diplomacy
POL 240	International Political Economy
POL 338	International Law and Human Rights
POL 340	Strategic Issues: Questions of War and Peace
POL 345	Introduction to Public International Law
POL 352	United Nations Practicum I

Plus:

Two language courses at any level.

Notes:

Language Courses

6 credits of language courses other than the student's mother tongue. The language courses can be taken at Bishop's or from a program at another university, approved by the Department of Politics and International Studies and the Department of Modern Languages.

To count as language courses, culture courses in Modern Languages should be taught in the language being credited. For students pursuing English as the language option, English-language courses coded ESL as well as two of CDC 100, CDC 201 or ENG 116 are accepted.

Students who have passed both POL 241 and POL 242 need take only two further courses from the third required list.

International Political Economy – Programs and Requirements

The International Political Economy program provides students with the tools to understand the interaction between economic and political forces in the global environment. Offered jointly by the Departments of Economics and the Department of Politics and International Studies, this area of inquiry examines the complexities of the increasingly interdependent global economy and its relationship to decisions about the governance and redistribution of resources locally, nationally and globally. In the process, students will be able to see how their individual decisions and local environments are intertwined with a worldwide system of economic and political processes that affect people around the globe.

The B.A. Major Program in International Political Economy consists of at least 48 credits, with 24 credits drawn from Politics and International Studies and 24 from Economics. The Honours program in International Political Economy consists of at least 60 credits, with 30 credits drawn from Politics and international Studies and 30 from Economics.

International Political Economy Honours (60 credit program) HONIPE

ILT 104 Information Retrieval and Evaluation Skills for the Social Sciences (1-credit lab)

Economics Requirements (30 credits)

Required Courses:

ECO 102 Principles of Economics: Microeconomics
ECO 103 Principles of Economics: Macroeconomics
ECO 212 Intermediate Macroeconomics I
ECO 270 Public Economics

Plus one of:

ECO 125 Economic Development I: Human Development Problems and Policies
ECO 175 Economic Geography
ECO 180 Contemporary Perspectives in Political Economy
ECO 217 International Economics
ECO 251 History of Economic Thought I

Plus Free Elective Courses in Economics: 15 credits

Politics and International Studies Requirements (30 credits)

Required Courses:

POL 101 Introduction to Comparative Politics
POL 140 Introduction to International Relations
POL 240 International Political Economy
POL 361 Techniques of Empirical Research

Plus two of:

POL 217 Business and Government
POL 241 International Affairs
POL 242 International Organizations
POL 317 Canadian Welfare State
POL 344 Politics of International Trade and Investment
POL 346 Politics of Global Finance

Plus:

One POL 400 level course

Plus Free Elective Courses in Politics and International Studies:

9 credits (3 POL courses)

Note that some of these courses may have prerequisites or, alternatively, require permission from the instructor.

To enter and remain in the Honours program, students must normally attain a cumulative average of 75% in program courses. Honours students who do not meet this average requirement at graduation will automatically revert to the Major program.

International Political Economy Major (48 credit program) MAJIPE

ILT 104 Information Retrieval and Evaluation Skills for the Social Sciences (1-credit lab)

Economics Requirements (24 credits)

Required Courses:

ECO 102 Principles of Economics: Microeconomics
ECO 103 Principles of Economics: Macroeconomics

Plus one of:

ECO 125 Economic Development I: Human Development Problems and Policies
ECO 175 Economic Geography
ECO 180 Contemporary Perspectives in Political Economy
ECO 217 International Economics
ECO 251 History of Economic Thought I
ECO 270 Public Economics

Plus Free Elective Courses in Economics: 15 credits

Politics and International Studies Requirements (24 credits)

Required Courses:

POL 101 Introduction to Comparative Politics
POL 140 Introduction to International Relations
POL 240 International Political Economy

Plus two of:

POL 217 Business and Government
POL 241 International Affairs
POL 242 International Organizations
POL 317 Canadian Welfare State
POL 344 Politics of International Trade and Investment
POL 346 Politics of Global Finance

Plus Free Elective Courses in Politics and International Studies:

9 credits (3 POL courses)

Note that some of these courses may have pre-requisites or, alternatively, require permission from the instructor.

List of Courses

I. Canadian Politics

POL 110 Canadian Government 3-3-0
An introduction to the structures, processes, and principles that shape Canada's system of government. The course will examine the foundations of Canadian democracy, including the Constitution, federalism, the Charter of Rights and Freedoms, and the roles of key political institutions such as Parliament, the executive, the judiciary, and the public service.

POL 111 Politics in Canada 3-3-0
An analysis of the Canadian political process. This course will examine the social and economic environment of Canadian politics, political culture and socialization, political participation, voting behaviour, political parties and interest groups.

POL 118 Constitutional Law and Canadian Government 3-3-0
An analysis of the impact of leading constitutional decisions on the structure of Canadian government.

POL 213 Canadian Sport System and Policy 3-3-0
This course examines the key sport policy and governance issues in Canada. Students will develop an understanding of the bodies and organizations that guide the delivery and regulation of sport, and the resulting multilevel policy system that integrates the public, private, and not-for-profit sectors. They will also develop an understanding of policy analysis and sport governance models.

POL 214 Public Administration 3-3-0
An introduction to the theory and practice of public administration in Canada. The structure of the public service, organization theory and motivation theory, public planning and finance, public personnel administration, the growth of administrative discretion and administrative responsibility will be studied.
Prerequisite: One POL 100-level course or permission of instructor

POL 216 Canadian Provincial and Territorial Politics 3-3-0
A comparative analysis of contemporary trends in provincial and territorial politics, with special emphasis on Quebec. The structures and processes of provincial and territorial policy making will be examined. Topics include regional political development, provincial and territorial political cultures, Indigenous-provincial-territorial intergovernmental relations, and policy development in such areas as health, education, language and resource development.
Prerequisite: POL 112, or permission of instructor

POL 246 The Politics of Gender and Sexuality 3-3-0
A theoretical and empirical study of the relationships among gender, sexuality, and politics in Western democracies, with a special emphasis on Canada. Drawing upon feminist, queer, and intersectional theories, the course explores such issues as reproductive rights, LGBTQ politics, trans* rights movements, sex work, political masculinity, and the representation of women in politics.

POL 249 Canadian Foreign Policy 3-3-0
An analysis of the development of Canadian foreign policy and defense policy. Canada's relations with the Superpowers, the European Union and the Third World will be studied. Topics will include Canada's role in the U.N. and N.A.T.O., Canada's antinuclear diplomacy, and Canada's domestic interests in relation to energy, the Law of the Sea and aerospace law.
Prerequisite: POL 140, or permission of instructor

POL 312 Federalism in Canada 3-3-0
Federalism is an essential yet often misunderstood element of Canadian politics. This course will examine the meaning and purpose of federalism and consider the historical evolution of Canadian federalism, alongside its key institutional features. It will subsequently address the topics of constitutional design, national unity, and the place of Quebec within Canada's federal framework as well as how major policy issues are shaped by Canada's division of powers. Finally, the course will move beyond federal-provincial relations to examine how federalism affects gender politics, Canada's indigenous peoples, and the governance of large urban areas.
Prerequisite: POL 112

POL 315 Indigenous-Settler Intergovernmental Relations 3-3-0
This course examines contemporary intergovernmental relations between Indigenous and settler governments in Canada. The course emphasizes political science approaches to Indigenous-settler relations that are grounded in postcolonial, settler colonial, and institutional theory. Topics include treaty federalism; the incorporation of indigenous political and legal orders within Canadian constitutionalism; the political and administrative development of Indigenous government; and federal/provincial/territorial policy relationships with Indigenous peoples. State-based responses to reconciliation are explored. Contemporary developments in Yukon, the Northwest Territories, and Nunavut are highlighted.
Prerequisite: POL 112

POL 317 Canadian Welfare State 3-3-0
The course will focus on the 20th century development and expansion of the Canadian welfare state, as well as the subsequent global period of welfare state retrenchment, or scaling back of the welfare state. More recently, increased socioeconomic inequality, changing labour market patterns such as the gig economy, and questions surrounding social solidarity amidst growing ethnocultural diversity have placed pressures on existing social policy arrangements. In addition, the COVID-19 pandemic has led some to question long-held assumptions about welfare state politics. This course will consider how such challenges are affecting the Canadian welfare state, with frequent comparisons to other advanced democracies.

POL 318 Elections, Parties and Voters in Canada 3-3-0
This course examines some of the defining features of Canadian democracy: elections, parties and voters. It focuses on Canada's electoral system, election campaigns, the structure, function and role of parties, and factors which influence the preferences of voters.
Prerequisite: POL 112

POL 410 Selected Topics in Canadian Politics and Public Policy 3-3-0
An analysis of selected topics in Canadian public policy from a comparative theoretical perspective. Lectures and seminars.
Honours students only or permission of instructor.

II. Political Theory

POL 100 Introduction to Political Theory 3-3-0
A study of the foundational principles of democracy, conservatism, liberalism, feminism, nationalism, socialism, Marxism and anarchism, as developed in political writings from the 18th and 19th centuries.

POL 223 / CLA 223 Democracy in the Ancient World 3-3-0
The idea of government by the people is highly valued today, but it was first given the name of "demokratia" (democracy) in ancient Greece. The most famous example in Greece is Classical Athens, but democratic elements appeared in many other ancient states, including republican Rome. The course will examine in detail how democracy worked in Athens, Rome, and various other ancient societies: how it began, who could participate, who was left out, what ancient writers thought of it and what were the results of democratic government on those inside and outside of the community.

POL 228 History of Political Philosophy – Ancient, Medieval, Renaissance 3-3-0
A study of the history of political philosophy through an analysis of the classical theories from Thucydides and Plato to Machiavelli and the humanistic age of the Renaissance. Some of the questions explored will include those concerning justice, the state, citizenship, the best constitution, natural law, just war and colonization.
Prerequisite: POL 100 or permission of instructor.

POL 229 History of Political Philosophy - Modern 3-3-0
A study of the history of political philosophy through an analysis of the modern theories from Thomas Hobbes to Karl Marx. Analysis will focus on social contract theory and the foundations of international relations theory, engaging critical concepts such as the state of nature, the natural law and natural right. A special topics section may include themes such as citizenship, human rights, war and security, slavery, genocide, liberty, and the nature of power.
Prerequisite: POL 100 or permission of instructor.

POL 324 /
PHI 324 The Philosophy and Politics of Karl Marx 3-3-0
A study of the philosophy and political theory of Karl Marx, with emphasis on Marx's theory of society, political economy and history. The course will consider a variety of Marx's texts, but focus on Capital, Volume 1.

POL 325 /
PHI 366 Topics in Critical Theory 3-3-0
This seminar course will explore the development of Critical Theory from its roots in dialectical philosophy (especially Hegel and Marx), to its appropriation of psychoanalysis (especially Freud), to its engagement with contemporary politics, society and art. Authors studied may include Walter Benjamin, Theodor Adorno, Max Horkheimer and Herbert Marcuse.
Prerequisite: POL 228 or POL 229, or one course in Philosophy.

POL 326 Contemporary Political Philosophy 3-3-0
This course will explore themes in contemporary political philosophy, including treatment of concepts such as friend-enemy, persecution-esotericism, biopolitics, bare life, state of exception, speed, empire, clash of civilizations, and the end of history. It draws on the works of Schmitt, Strauss, Foucault, Esposito, Agamben, Virlio, Negri and others.

POL 348 /
PHI 348 Topics in Social and Political Philosophy 3-3-0
This course will typically consist of a detailed study of a great work of Western social and political philosophy. Students will be expected to present seminars and do research on the text itself, the social and political context in which it emerged and its implications for all serious inquiry into questions of society and politics.

POL 420 Modern Political Thought 3-3-0
A study of various approaches and forms expressed in 20th century politics and society: symbolism, myth, skepticism, the psychological, anarchism and structuralism. Works will be from Freud, Oakeshott, Marcuse, Sartori, MacIntyre and Hayek.
Honours students only or permission of instructor.

III. Comparative Politics

POL 101 Introduction to Comparative Politics 3-3-0
A broad view of modern political institutions and processes. The differing forms and workings of governments - unitary, federal, presidential, parliamentary/ cabinet, and how they get things done. The main features of representative democracies; comparative party, voting and electoral systems; referendums and recall procedures. Various countries will serve to illustrate the varieties and styles of governing.

POL 170 Introduction to European Politics 3-3-0
A comparative analysis of European political history, economy, culture, and politics. This course will be offered only on an occasional basis.

POL 175 Introduction to U.S. 3-3-0
An examination of the political system in the United States. Topics will include U.S. political institutions and the Constitution, as well as the socioeconomic bases of U.S. politics, political ideology and culture, parties, interest groups, and elections.
Antirequisite: POL 172 or POL 173

POL 201 Contemporary Political Ideologies 3-3-0
A critical examination of the nature and role of ideologies in contemporary politics. Conservatism, liberalism, socialism, communism, fascism and other relevant ideologies in theory and practice will be covered.

POL 217 Business and Government 3-3-0
This course examines the multifaceted relationships between business and government. It focuses on the ways that business seeks to engage with public policy and governance, as well as the role of governments in supporting business interests, both historically and in contemporary politics. It also examines the ways business advocacy has adapted to changing government structures and the global economy and looks at the response of business to challenges faced in the public policy process.

POL 230 The Politics of Sport 3-3-0
This course examines the various intersections of politics and sport at the domestic and international levels. Some topics include the role of the state in regulating sport, the use of sport in promoting national identity and other political agendas, the politics of international sporting events and the potential of 'sport and development'

POL 231 European Union: History, Institutions and Policies 3-3-0
A study of the foundation, operation, and policies of the European Union (EU). The first part of the course examines the history of the EU, the second part looks at its institutions, and the final part explores EU policy making processes and several different policy areas.

POL 232 Politics in Asia 3-3-0
This course will examine one or more Asian countries, such as China, India or Japan. It will focus on the character of domestic political institutions, processes, and culture in the context of a changing international environment.

POL 233 Politics of the Iberian Peninsula 3-3-0
An analysis of the structures and processes of governance in Spain and Portugal, including their relationships with each other, the European Union, and international organizations.

POL 234 Politics of Africa 3-3-0
Students are exposed to the approaches of political anthropology in the examination of ancient kingdoms, tribal societies, traditional cultures and the development of contemporary nations in Africa. Present political structures and processes are examined within the framework of Third World politics.

POL 236 /
RSC 234 Introduction to Middle Eastern Politics 3-3-0
The course will focus on the forces that have shaped current Middle Eastern politics: particularly the growing influence of Islam and Islamic fundamentalism on political life and thought; the enduring legacies of westernization, colonialism and secular nationalism; and the Arab-Israeli conflict. Arriving at an understanding of Middle Eastern politics in this course will also entail study of the challenges modernizing states, parties and leaders are confronting today, and the profound impact of Western interests and policies on the region.

POL 237 Politics of Japan 3-3-0
An analysis of the structures and processes of Japanese governance, including an analysis of Japan's global relations.

POL 239 Politics of Russia & Eastern Europe 3-3-0
A study of the formation, development and the breakup of the USSR, as well as an examination of politics, society, economy and public policies of Russia and Ukraine.

POL 246 The Politics of Gender and Sexuality 3-3-0
A theoretical and empirical study of the relationships among gender, sexuality, and politics in Western democracies, with a special emphasis on Canada. Drawing upon feminist, queer, and intersectional theories, the course explores such issues as reproductive rights, LGBTQ politics, trans* rights movements, sex work, political masculinity, and the representation of women in politics.

POL 330 Topics in U.S. Public Policy 3-3-0
A study of some of the most controversial issues in contemporary American politics. Topics may include abortion, euthanasia, gun control, capital punishment, pornography, hate speech and censorship, drug legalization, affirmative action and welfare reform.
Prerequisite: permission of instructor

POL 331 Canada-EU Relations 3-3-0
This course examines the political relationship between Canada and the European Union (EU) and its forerunners. Particular attention will be devoted to exploring theories and practices of transatlantic policy learning between Canada and the EU
Prerequisite: POL 231

POL 333 Internationalization of European Public Policies 3-3-0
An advanced study of the European integration process from a political science / political economy point of view. The relationships between Europeanization, internationalization and globalization of public policies in Europe will be examined.
Prerequisite: POL 231 or permission of instructor

POL 334 Public Policy Analysis 3-3-0
A critical analysis of the formation, content, and impact of public policy within selected postindustrial societies.
Prerequisite: POL 101 or POL 112 or permission of instructor

POL 335 Politics of Latin America and the Caribbean 3-3-0
Latin American and Caribbean politics will be studied through general theories of development. Examined are such notions as growth, modernity, industrialization, underdevelopment, cultural history as they relate to national and international dependency and interdependency.

POL 347 Scandinavian Politics 3-3-0
A study of political structures and processes in the Nordic countries of Denmark, Finland, Iceland, Norway and Sweden. While largely based on the comparative approach to the study of policies, the program will also highlight special features in each Nordic country. This course will also draw on comparisons between the Nordic countries and Canada.

POL 436 Comparative Politics: A World of Regions 3-3-0
Regions and regional integration have become critical to contemporary world politics. This course offers a comparative analysis of regional integration efforts and their consequences in different parts of the world.
Honours students only or permission of instructor

POL 438 Honours Seminar in Political Economy 3-3-0
An analysis of selected classical and contemporary literature inquiring into the nature and causes of the wealth of nations.
Honours students only or permission of instructor

IV. International Relations

POL 140 Introduction to International Relations 3-3-0
Examination of international political issues, institutions and processes. How do states behave toward each other in different types of international systems, and why do they behave in certain ways? Some discussion of international law.

POL 141 Introduction to Diplomacy 3-3-0
This course seeks to present students with an overview of the essential character and evolution of diplomacy, understood as the primary and peaceful means by which states and other actors try to cooperate and solve problems on the world scene.

POL 240 International Political Economy 3-3-0
A study of the political relationships to economic activities in the international arena. The theories, actors and structures in the world political economy will be examined.
Prerequisite: POL 140, or permission of instructor

POL 241 International Affairs 3-3-0
This course will offer an introduction to key political issues in developing countries. It will cover the main theoretical approaches to the study of developing areas. It will focus on the trajectory of developing states from precolonial times until today. The main political, social and economic forces at play in the building, shaping and consolidating of states and regimes will be addressed. Selected themes will be used to highlight the role of the military, revolutions, liberalization, democratization, environmental and gender issues.
Prerequisite: POL 140, or permission of instructor

POL 242 International Organizations: Principles, Institutions and Politics 3-3-0
A study of the origins, structures and processes of institutions designed to resolve world conflict and secure international cooperation. The United Nations and Regional Organizations will be examined.
Prerequisite: POL 140, or the permission of instructor

POL 245 American Foreign Policy 3-3-0
The development of American foreign relations and national security policy from the nineteenth century to the present day. Topics include: interventionism and isolationism, the Cold War and the nuclear arms race, the Cuban missile crisis, Vietnam, US-Soviet relations in the Reagan era, the Gulf War, the response to international terrorism and the invasions of Afghanistan and Iraq.

POL 249 Canadian Foreign Policy 3-3-0
An analysis of the development of Canadian foreign policy and defense policy. Canada's relations with the Superpowers, the European Union and the Third World will be studied. Topics will include Canada's role in the U.N. and N.A.T.O., Canada's antinuclear diplomacy, and Canada's domestic interests in relation to energy, the Law of the Sea and aerospace law.
Prerequisite: POL 140, or permission of instructor

POL 277 European Diplomacy Since 1914 3-3-0
This course examines the international relations and foreign policies of the major European states from the beginning of World War I to the Cold War and the emergence of the New Europe.
Antirequisite: HIS 366

POL 338 International Law and Human Rights 3-3-0
An analysis of the theory and practice of fundamental human rights in contemporary societies. A comparative study of the development and problems of civil liberties from a legal perspective.
Prerequisite: POL 140 or permission of instructor.

POL 340 Strategic Issues: Questions of War and Peace 3-3-0
A study of the general character of war and conflict in the modern world since World War II. Discussions of the basic trends which influence conflicts, be they superpower rivalry or peculiar local conditions. Inquiry into the exploitation or the containment of conflicts by the major powers. Analysis of the most important crises and actual conflicts in such geopolitical areas as the Middle East, Central America, Africa or Asia. Discussion of the changing patterns of warfare, conventional and nuclear strategies, détente and changes in the maintenance of peace in the future.
Prerequisite: POL 140, or permission of instructor

POL 343 Canadian-American Relations 3-3-0
This course seeks to describe the main aspects of the relations between Canada and the United States. For that purpose, we will concentrate on the main determinants of the bilateral relationship, analyzed around five major themes: the political relations, the economic and trade relations, the identity/cultural relations, the defence and security relations, and the environmental relations.
Prerequisite: POL 140, or permission of instructor

POL 344 The Politics of International Trade and Investment 3-3-0
This course explores the key principles and practices underlying International trade and investment negotiations, as well as the main provisions and institutions regulating these fields. Bothe the world trading regime and preferential agreements are considered.
Prerequisite: POL 140 or permission of instructor

POL 345 Introduction to Public International Law 3-3-0
An introduction to the nature and development of international law which includes topics such as the law of treaties, the law of the sea, air and space law, and international environmental law as well as jurisprudence related to international dispute settlement.
Prerequisite: POL 140 or permission of instructor

POL 346 Politics of Global Finance 3-3-0
A thematic exploration of the issues and politics of the global financial system. This course explores areas of money and global capital movements, financial instruments and bodies. It examines the functioning and ramifications of international finance, including the politics of international debt, global monetary relations and the transnational governance initiatives of global financial markets and actors.

POL 441 Theories of International Relations 3-3-0
A study of the various theories used in the investigation of international political behaviour: systems, models, empirical research will be examined towards a more precise understanding of evolving structures and processes in the international arena.
Honours students only or permission of instructor
Prerequisite: POL 140, or permission of instructor

POL 442 Issues in Global Governance 3-3-0
This course examines various approaches to understanding global governance and transnational public policy and links them to current and controversial issues in the global arena.
Honours students only or permission of instructor
Prerequisite: POL 140, or permission of instructor

POL 443 Honours Seminar on Peacekeeping 3-3-0
This seminar will examine the political issues related to conflict prevention, humanitarian aid, peacekeeping and peacemaking, demobilization, disarmament and reintegration of combatants, negotiation and mediation, peacebuilding, post-conflict reconciliation and reconstruction, refugees and internally displaced issues. It will present the role of international and regional actors (notably NGOs, IOs, regional organizations, civil society, military, etc.). It will address the strategic, political, economic and social aspects of conflict intervention.
Honours students only or permission of Instructor

V. Empirical Theory and Methods

POL 262 Methods and Approaches to Political Science 3-3-0
An introduction to research methods in Political Science. This course covers the basic concepts and practices for the scientific approach to studying politics from the development of research projects through the different techniques for conducting empirical research.

POL 361 Techniques of Quantitative Research 3-3-0
An introduction to empirical political research: the formulation of research problems, the selection of samples, interviewing, questionnaire construction, analysis and interpretation of data.

VI: Honours Thesis, Independent Studies, Practicum and Internships

POL 259 Topics in Politics and International Studies 3-3-0
The United States and Canada share many political similarities, but one important difference is how elections are conducted in the two countries. This course will focus on public engagement in electoral politics, how elected representatives are chosen, and the institutional incentives that constrain politicians once in office. While voters in both countries are increasingly skeptical towards politicians and the electoral process, elections remain an indispensable mechanism for selecting who governs and ensuring political accountability. By comparing the two countries, broader insights can be drawn about the capacity of each system to improve its responsiveness and inclusiveness in the context of representative democracy.

POL 300 International Studies Internship 3-3-0
Student must apply, in writing, to the Department to take a Department-sponsored or student arranged internship abroad for credit. A faculty member will be appointed to oversee the internship and to supervise the written component.

POL 350 Independent Study 3-3-0
Individual research and reading under the guidance of an advisor and the Department, of special themes in political studies
Prerequisite: Permission of the Department and instructor

POL 352 United Nations Practicum I 3-3-0
This course examines the study of the processes and structures of the UN System and will introduce students to rules and diplomatic practices of these UN bodies through seminars, labs and simulations. This course is to be taken in the same calendar year as POL 354, which is offered in the Winter term.
Prerequisites: POL 140 and one of POL 241 or POL242 and the permission of the instructor.

POL 353 The Nicholas Bachand Canadian Civil Society Internship 3-3-0
The Nicholas Bachand Canadian Civil Society Internship is intended to provide a practical work-experience related to the Political Studies programs. The internship is intended to enable students to contribute to the well-being of society by participating in voluntary and non-profit non-governmental organizations (NGOs).

POL 354 United Nations Practicum 2 3-3-0
This course examines the study of the processes and structures of the UN System through seminars and labs, culminating in an annual Model United Nations simulated conference. Students will also study the political processes and issues of the country to be represented that year. Students are expected to enrol in both POL 352 and POL 354 in the same calendar year.
Prerequisite: POL 352 and the permission of the instructor

POL 359 Special Topics in Politics and International Studies 3-3-0
A course offered by regular and visiting faculty on current topics related to Politics and International Studies. Topics covered will be dependent on the research interests and expertise of the faculty member instructing, therefore content of the course varies year by year. The course will be offered on an occasional basis.

POL 450 Independent Study 3-3-0
Individual research and reading under the guidance of an advisor and the Department, of special themes in political studies.
Prerequisite: Permission of the Department and instructor

POL 550 Honours Thesis 6-3-0
Individual research and reading under the guidance of an advisor and the Department, on advanced themes in Political Studies.
Prerequisite: Permission of the Department and instructor.

Psychology

Faculty

Marko Biberdzic,
B.A. (Sherbrooke), PhD (Laval)
Assistant Professor

Jonathan Carriere,
B.A. (Winnipeg), M.A., Ph.D. (Waterloo);
Full Professor *(Co-Chair)*

Claude Charpentier,
B.A. (Bishop's), Ph.D. (Edinburgh);
Associate Professor

Suzanne Hood,
B.Sc. (Toronto), M.A., Ph.D. (Concordia);
Full Professor *(Co-Chair)*

Heather Lawford,
B.A. (Trent), M.A. (Wilfrid Laurier),
Ph.D. (Concordia);
Full Professor

Stine Linden-Andersen,
B.A., M.A., Ph.D. (Concordia);
Associate Professor

Catherine Malboeuf-Hurtubise,
B.A. (Concordia); Ph.D. (Université de Montreal);
Associate Professor

Adrianna Mendrek,
B.A. (Concordia), M.A., Ph.D. (UBC);
Full Professor

Joel Montanez,
BFA., MFA. (Concordia),
Ph.D. (Université de Montreal)
Assistant Professor

Courtney Plante,
B.Sc. (Alberta), M.A., Ph.D.; (Waterloo);
Full Professor

Program Overview

Psychology aims at giving students an understanding of the human mind and behavior. We offer Major and Honours programs that emphasize Psychology as an objective science, cover the various subfields of Psychology and allow the students who desire to do so to gain specialization into specific areas of interest. We also offer a Minor in Psychology, a Minor in Mindfulness and Contemplative Studies, a Certificate in Human Psychology, as well as a Graduate Certificate in Knowledge Mobilization – a 15-credit program including practicum.

Within this general framework, we offer an array of courses that apply the psychological approach to a wide range of topics. We emphasize quality of teaching and a close relationship between professors and students. A fundamental concern of the Department is to provide an education that not only prepares students for further training in Psychology and related fields at the graduate level, but also enables them to be active, contributing members to their communities.

Mission Statement

The Psychology Department dedicates itself to understanding and supporting our shared journey towards a well-lived life. Our approach, therefore, takes seriously the literary voice of others cast across time. We explore the pathways into human condition by cultivating openness to scientific methodology, and to clinical, humanistic, as well as neuropsychological perspectives. Encouraging ways of breaking out of the classroom in the hope of making the lives of others better is as much a part of our mission as conducting a study, reading Plato, or deciphering an fMRI report. Our goal is to nurture within our students an intimacy with the human condition that changes them while, at the same time, providing them with the means of making their communities better.

Prerequisites

Note that all prerequisites can be completed at Bishop's.
All our programs include two Introduction to Psychology prerequisites (PSY 101 and PSY 102) as these courses are critical to establishing the groundwork for the majority of our other courses. All our Majors/Honours also include an Introductory Biology requirement, while the Neuroscience concentration includes several additional 100-level Chemistry, Physics and Math requirements. These courses are expected to be completed within the first three semesters of study. These prerequisites will be waived for students who have completed CEGEP courses in Psychology (Introductory Psychology and two other Psychology courses) and Human Biology, and Neuroscience students who completed a collegial diploma in science (see below for more details). Our Psychology–Neuroscience program includes additional science prerequisites; these will be waived for CEGEP science students.

Psychology Programs

Please note that the complete list of courses to be taken within each program is outlined in the tables on the following pages.

Special Requirements for Honours

To qualify for an Honours degree, students must have a cumulative average of at least 80% in their major courses. Students must also achieve a grade of at least 75% in both PMA 360 (Advanced Psychological Statistics) and either PSY 413 (Advanced Research Methods) or PSY 462 (Qualitative Methods). Students must also be able to find two thesis supervisors, at least one of which should be a full-time professor from the Department of Psychology. This means PSY 413 or PSY 462 must be completed at least one year prior to beginning PSY 499. The same is true for students in the Pre-Clinical concentration, who must also achieve a grade of at least 75% in PSY 336 prior to beginning PSY 441. The PSY 499 Honours Thesis course begins in the Fall term and continues through the following Winter; a PSY 499 Application Form must be completed and submitted to the Chair of Psychology by the end of the Winter term preceding registration for PSY 499. Eligible students will officially transfer into the Honours degree after the acceptance of their PSY 499 thesis proposal in the Fall term.

Psychology Major: Humanistic Concentration

(54 credits) MAJPSH

Humanistic psychology is a perspective that emphasizes the freedom of personal choice and intentional individual growth experiences in the study of human behavior, and is less concerned with understanding people through a scientific and deterministic lens. This program is our most flexible and is designed for the student looking to truly benefit from the multidisciplinary experiences Bishop's is best known for, while completing a major in psychology. The major includes 39 credits of Core courses and 15 credits of options, for a total of 54

credits. Students coming from CEGEP may receive advanced credits for PSY 101, PSY 102 and PMA 113, reducing the Core credits count to 30.

Psychology Major or Honours (60 and 78 credits) MAJPSY/HONPSY

This classic program is geared toward the broader study of psychology from a scientific and research-focused perspective. The major includes 42 credits of Core courses and 18 credits of options, for a total of 60 credits. The Honours option adds 18 credits of Core courses, for a total of 78 credits, and is an important step for students considering graduate training in psychology. Students coming from CEGEP may receive advanced credits for PSY 101 and PSY 102, reducing the Core credits count to 36 (54 for Honours).

Psychology Major or Honours: Pre-Clinical Concentration (69 or 93 credits) MAJPPC/HONPPC

This program emphasizes the applied/clinical side of psychology. The major includes 39 credits of Core courses and 30 credits of options, for a total of 69 credits. The Honours option adds 18 credits of Core courses and 6 credits of Honours courses specific to the application of psychology, for a total of 93 credits. Students coming from CEGEP may receive advanced credits for PSY 101 and PSY 102, reducing the Core credits count to 33 (57 for Honours)

Psychology Major or Honours: Neuroscience Concentration (B.Sc.: 81 or 102 credits) MAJPNS/HONPNS

This program focuses on the physiological aspects of psychology and the brain-behaviour relationship. The major includes 66 credits of Core courses and 15 credits of options, for a total of 81 credits. The Honours option adds 21 credits of Core courses, for a total of 102 credits. To complete the major within three years, Quebec students should enter with a collegial diploma in science (D.E.C.), that includes Mathematics 201-NYA-05, 201-NYB-05, Physics 203-NYA-05, 203-NYB-05, Chemistry 202-NYA-05, 202-NYB-05, and Biology 101-NYA-05. These students typically receive advanced credits for MAT 198, MAT 199, PHY 193, PHY 194, CHM 191, CHM 192, BIO 196, and PSY 101, reducing the Core credits count to 42 (63 for Honours). Students coming from other CEGEP programs may receive advanced credits for PSY 101 and PSY 102 and, like students entering from high school, will be required to complete the 100-level science courses prior to the majority of the neuroscience major courses, usually completing their degree in 4 years.

Human Psychology Certificate (30 credits) CONPSH

This program is typically taken by life-long learners and cannot be taken at the same time as a Bachelor's degree. It has particular relevance for teachers, health or social workers, and managers. It involves taking any 10 psychology courses that relate to human behaviour; accordingly, only the research methods and statistics courses described in the Psychology section of the Academic Calendar are not eligible for the certificate.

Psychology Minor (24 credits) MINPSY

The Minor involves completing any 8 courses in Psychology. This flexible and popular program has been joined with Majors/Honours in almost every discipline offered at Bishop's. The most popular and most useful combinations include, among others: Biology, Political Studies, Sociology, Sports Studies, Business, Philosophy, English and Education.

Mindfulness and Contemplative Studies Minor (24 credits) MINPMC

This program provides students with a platform to investigate the psychological, philosophical, and scientific bases of human contemplative experience. It will prepare students who are thinking about clinical work using mindfulness-based interventions; those who are planning research in the area of contemplative neuroscience; as well as those who want to deepen the understanding of themselves and the world they live in. This is an interdisciplinary Minor, involving courses in Psychology and Humanities, to facilitate exploration of human consciousness, nature of self, and life meaning. It requires 8 courses (24 credits), two of which are mandatory (PSY 298 & PSY 420). The remaining six courses can be chosen from a pre-selected list of courses from a wide range of departments listed below. This minor is not available to majors in the Psychology – Humanistic concentration.

A. Psychology
PSY 292 – Psychology of Music and the Fine Arts
PSY 298 – Zen & the Brain (mandatory)
PSY 303 – Positive Psychology
PSY 322 – Intro. Dance/Movement Therapy
PSY 408 – Psychology of Consciousness
PSY 410 – Psychology of Death & Dying
PSY 420 – Contemplative Practicum (mandatory)
PSY 292 – Psychology of Music and the Fine Arts

B. Religion, Society and Culture
RSC 101 – Asian Origins: Religions of the East
RSC 124 – Hinduism: The Many Faces of the Divine
RSC 125 – Buddhism: The Middle Way
RSC 148 – Psychology of Religion
RSC 236 – Death & Dying in the Ancient World

C. Liberal Arts
LIB 216 – The Divine & Ultimate Concern
LIB 303 – On the Road Again: Pilgrimage in Theory and Practice

D. Philosophy
PHI 201 – Medieval Philosophy
PHI 263 – Hegel
PHI 271 – Socrates and Plato
PHI 272 – Aristotle
PHI 354 – The Philosophy of Contemplation
PHI 374 – Spinoza

E. Fine Arts
FIS 160 – Drawing I
FIS 170 – Sculpture I
FIS 181 – Painting I
FIN 222 – Art Therapy

F. Music
MUS 140 – The ABC's of Classical Music
MUS 111 – The Art of Listening II

G. Other
DRA 131 – Acting I
BIO 111 – Organic Gardening

B.A. Psychology – Humanistic

Complete the requirements for each of the following blocks (54 credits)

Core

PHI 100	On the Way to the Good
PSY 101	Introduction to Psy. I
PSY 102	Introduction to Psy. II
PHI 105	Freedom, Anxiety, Auth.
PMA 113	Data Collect. & Analysis*
PCS 207	Cognition
PSY 206	Personality
LIB 218	Hist. & Phil. of Science
PSY 235	Child Development
PSY 245	Fund. Social Psychology
PBI 288	Brain & Behaviour
PSY 342	History of Psychology

Plus, at least one of:

PSY 301	Abnormal Psychology
PSY 311	Psychopathology

** Or SOC 110, or PMA 260+PSY 213*

Humanities *(at least 6 credits)*

LIB 210	Eros, Love & Desire
LIB 212	In Search of Justice
LIB 217	Space, Place & Hum. Exp.
RSC 100	Middle East. Matrix: West
RSC 101	Asian Origins: East
RSC 148	Psychology of Religion
RSC 204	Women in Religion
RSC 236	Death and Dying Ancient W.
CLA 100	Food, Comm & Culture
CLA 102	Ancient Greece: Hist/Cult.
CLA 112	Greek Mythology: Gods, Heroes, and Monsters
CLA 250	Sex and Gender: Grk/Rom
PHI 101	On Thinking Well
ENG 205	The Art of Persuasion

Any other Humanities †

Biology *(at least 1)*

BIO 131	The Human Body in Health
BIO 194	Intro. to Biological Sciences
BIO/L 196	Intro. Cell & Mol. Biology

Free Options *(at least 2)*

ECO 105	Behavioural Economics
EDU 203	Educational Psychology
BHR 221	Organizational Behaviour
BHR 224	Human Resource Mgmt.
PBI XXX	Any PBI course
PCS XXX	Any PCS course
PMA XXX	Any PMA course
PSY XXX	Any PSY course

Honours Option

There is no Honours option for this major. If you wish to become an Honours student, you will need to change to one of the other major options. Be aware as well that PMA 113 only counts toward the B.A. Psychology – Humanistic; if you are considering changing majors to pursue an Honours option in the future, it is recommended that you take PMA 260 plus PSY 213 rather than PMA 113.

Typical First Year

From CEGEP

***Fall*:** PHI 100 or PHI 105, PSY 206, PSY 235, PBI 288, Elective or Biology block

***Winter*:** PCS 207, PSY 301 or PSY 311, Elective or Biology block, Elective or Humanities block, Elective

From High School

***Fall*:** PSY101, PSY 102, PHI 100 or PHI 105, and 2 Electives and/or Biology block

***Winter*:** PSY 206, PBI 288, PCS 207, PBI 113, and Elective or Humanistic or Biology block

Typical Second Year

From CEGEP

***Fall*:** PHI 100 or PHI 105, PSY 245, LIB 218 or Elective, Free Options block or Elective, Elective or Humanities block

***Winter*:** Free Options block or Elective, Elective or LIB 218, plus 3 Electives

From High School

***Fall*:** PHI 100 or PHI 105, PSY 235, PSY 245, PSY 301 or PSY 311, LIB 218 or Elective

***Winter*:** Humanities block, Free Options block or Elective, Elective or LIB 218, plus 3 Electives

Typical Third Year

From CEGEP

***Fall*:** PSY 342, plus 4 Electives

***Winter*:** 5 Electives

From High School

***Fall*:** Free Options block or Elective, plus 4 Electives

***Winter*:** 5 Electives

Typical Fourth Year

From High School

***Fall*:** PSY 342, plus 4 Electives

***Winter*:** 5 Electives

† *These humanities courses are the preferred selections, but we will accept other options.*

B.A. Psychology

Complete the requirements for each of the following blocks (60 credits)

Core

PSY 101	Introduction to Psy. I
PSY 102	Introduction to Psy. II
PCS 207	Cognition
PSY 206	Personality
PSY 213	Research Methods
LIB 218	Hist. & Phil. of Science
PSY 235	Child Development
PSY 245	Fund. Social Psychology
PMA 260	Psychological Statistics
PBI 288	Brain & Behaviour
PSY 342	History of Psychology
PMA 353	Psychometrics
PMA 360	Advanced Statistics

Plus, at least one of:

PSY 301	Abnormal Psychology
PSY 311	Psychopathology

Humanities *(at least 3 credits)*

LIB 210	Eros, Love & Desire
LIB 212	In Search of Justice
LIB 217	Space, Place & Hum. Exp.
RSC 100	Middle East. Matrix: West
RSC 101	Asian Origins: East
RSC 148	Psychology of Religion
RSC 204	Women in Religion
RSC 236	Death and Dying Ancient W.
CLA 100	Food, Comm & Culture
CLA 102	Ancient Greece: Hist/Cult.
CLA 112	Greek Mythology: Gods, Heroes, and Monsters
CLA 250	Sex and Gender: Grk/Rom
PHI 100	On the Way to the Good
PHI 101	On Thinking Well
PHI 105	Freedom, Anxiety, Auth.
ENG 205	The Art of Persuasion

Any other Humanities †

Biology *(at least 1)*

BIO 131	The Human Body in Health
BIO 194	Intro. to Biological Sciences
BIO/L 196	Intro. Cell & Mol. Biology

Physiology *(at least 1)*

PBI 379	Neuropsychology
PBI 380	Psychopharmacology
PBI 388	Brain & Behaviour II

Cognition & Motivation *(at least 1)*

PSY 203	Cognition & Motiv. Sports
PBI 217	Motivation & Emotion
PSY 302	Perception
PCS 307	Cognitive Processes
PSY 370	Learning & Memory
PSY 386	Psychology of Language

Development *(at least 1)*

PSY 266	Adult Aging
PSY 290	Adolescence
PSY 333	Exceptional Child Dev.
PSY 348	Social Development*

Social *(at least 1)*

PSY 204	Social Psy. of Sports
PSY 214	Community Psychology
PSY 219	Psychology of Gender
PSY 246	Social Psychology II
PSY 293	Multicultural Psychology
PSY 348	Social Development*
PSY 330	Psychology and Ethics

** This course can contribute to only one block*

Honours Option

(18 additional credits)

At least one of:

PSY 413	Adv. Research Methods **or**
PSY 462	Qualitative Methods

Plus:

PSY 443	History of Psy. Seminar
PMA 460	Multivariate Statistics
PSY 498	Honours Seminar
PSY 499	Honours Thesis (6 credits)

(See the Special Requirements for All Honours Options section in the program descriptions above for additional details on the minimum overall average and specific course grade requirements for Honours.)

Typical First Year

From CEGEP

*F*all: PSY 206, PMA 260, PSY 235, PBI 288, Elective or Biology block

W*inter*: PCS 207, PSY 301 or PSY 311, PSY 213, PMA 360, Elective or Biology block

From High School

***Fall*:** PSY 101, PSY 102, Elective or Humanities block, Elective or Biology block, Elective

***Winter*:** PSY 206, PBI 288, PCS 207, Elective or Humanities block, Elective or Biology block

Typical Second Year

From CEGEP

***Fall*:** PSY 245, Development block, Elective or Humanities block, Cognition or Physiology block, LIB 218 or Elective

***Winter*:** PMA 353, Social block, Cognition or Physiology block, Elective or LIB 218, Elective

From High School

***Fall*:** PMA 260, PSY 301 or PSY 311, PSY 235, PSY 245, Elective

***Winter*:** PSY 213, PMA 360, Development block, Cognition or Physiology block, Elective

Typical Third Year

From CEGEP

***Fall*:** PSY 342, Elective or Humanities block, plus 3 Electives

***Winter*:** 5 Electives

From High School

***Fall*:** LIB 218 or Elective, Cognition or Physiology block, Social block, plus 2 Electives

***Winter*:** PMA 353, Elective or LIB 218, plus 3 Electives

Typical Fourth Year

From High School

Fall: PSY 342, plus 4 Electives

***Winter*:** 5 Electives

† *These humanities courses are the preferred selections, but we will accept other options.*

B.A. Psychology - Pre-Clinical

Complete the requirements for each of the following blocks (69 credits)

Core

PSY 101	Introduction to Psy. I
PSY 102	Introduction to Psy. II
PCS 207	Cognition
PSY 206	Personality
PSY 213	Research Methods
PSY 235	Child Development
PSY 245	Fund. Social Psychology
PMA 260	Psychological Statistics
PBI 288	Brain & Behaviour
PSY 342	History of Psychology
PMA 353	Psychometrics
PMA 360	Advanced Statistics

Plus, at least one of:

PSY 301	Abnormal Psychology
PSY 311	Psychopathology

Humanities *(at least 3 credits***)**

LIB 210	Eros, Love & Desire
LIB 212	In Search of Justice
LIB 217	Space, Place & Hum. Exp.
LIB 218	Hist. & Phil. of Science
RSC 100	Middle East. Matrix: West
RSC 101	Asian Origins: East
RSC 148	Psychology of Religion
RSC 204	Women in Religion
RSC 236	Death and Dying Ancient W.
CLA 100	Food, Comm & Culture
CLA 102	Ancient Greece: Hist/Cult.
CLA 112	Greek Mythology: Gods, Heroes, and Monsters
CLA 250	Sex and Gender: Grk/Rom
PHI 100	On the Way to the Good
PHI 101	On Thinking Well
PHI 105	Freedom, Anxiety, Auth.
ENG 205	The Art of Persuasion

Any other Humanities †

Biology *(at least 1)*

BIO 131	The Human Body in Health
BIO 194	Intro. to Biological Sciences
BIO/L 196	Intro. Cell & Mol. Biology

Physiology *(at least 1)*

PBI 379	Neuropsychology
PBI 380	Psychopharmacology
PBI 388	Brain & Behaviour II

Cognition & Motivation *(at least 1)*

PSY 203	Cognition & Motiv. Sports
PBI 217	Motivation & Emotion
PSY 302	Perception
PCS 307	Cognitive Processes
PSY 370	Learning & Memory
PSY 386	Psychology of Language

Development *(at least 1)*

PSY 266	Adult Aging
PSY 290	Adolescence
PSY 333	Exceptional Child Dev.
PSY 348	Social Development*

Social *(at least 1)*

PSY 204	Social Psychology. of Sports
PSY 214	Community Psychology*
PSY 219	Psychology of Gender
PSY 246	Social Psychology II
PSY 293	Multicultural Psychology
PSY 348	Social Development*

Applications *(at least 4)*

PSY 210	Psychology of the Couple
PSY 214	Community Psychology*
PSY 222	Group Therapy
PBI 275	Health Psychology I
PBI 276	Health Psychology II
PSY 277	Physical & Mental Health
PSY 292	Psy. of Music & Fine Arts
PSY 298	Zen and the Brain
PSY 303	Positive Psychology
PSY 306	Adv. Theories Personality
PSY 322	Dance/Movement Therapy
PBI 327	Psychology of Nutrition
PSY 330	Psychology and Ethics
PSY 336	Interviewing
PSY 337	Crisis Intervention
PSY 345	Family Therapy
PSY 389	Humanitarian Psychology
PBI 361	Psychology of Sexuality
PBI 399	Psy. of Drug Addiction
PSY 406	Curr. Topics in Treatment
PSY 410	Psy. of Death & Dying
PSY 420	Contemplative Practicum
PSY 441	Adv. Applied Seminar
PSY 442	Practicum
KMB 515	Theories of KMb Applied

** Courses contribute to only one block*

Honours Option

(24 additional credits)

At least one of:

PSY 413	Adv. Research Methods **or**
PSY 462	Qualitative Methods

Plus:

PSY 441	Adv. Applied Seminar
PSY 442	Practicum
PSY 443	History of Psy. Seminar
PMA 460	Multivariate Statistics
PSY 498	Honours Seminar
PSY 499	Honours Thesis (6 credits)

(See the Special Requirements for All Honours Options section in the program descriptions above for additional details on the minimum overall average and specific course grade requirements for Honours.)

Typical First Year

From CEGEP

***Fall*:** PSY 206, PMA 260, PSY 235, PBI 288, Elective or Biology block

Winter: PCS 207, PSY 301 or PSY 311, PSY 213, PMA 360, Elective or Biology block

From High School

***Fall*:** PSY 101, PSY 102, Elective or Humanities block, Elective or Biology block, Elective

Winter: PSY 206, PBI 288, PCS 207, Elective or Humanities block, Elective or Biology block

Typical Second Year

From CEGEP

***Fall*:** PSY 245, Applications block, Development block, Cognition or Physiology block, Elective or Humanities block

Winter: PMA 353, Social block, Cognition or Physiology block, PSY 336 or Applications block, Elective

From High School

***Fall*:** PMA 260, PSY 301 or PSY 311, PSY 235, PSY 245, Elective

Winter: PSY 213, PMA 360, Development block, Cognition or Physiology block, Elective

Typical Third Year

From CEGEP

***Fall*:** PSY 342, Applications block, Elective or Humanities block, plus 2 Electives

Winter: Applications block, 4 Electives

From High School

***Fall*:**Cognition or Physiology block, Social block, Applications block, Elective

Winter: PMA 353, PSY 336 or Applications block, plus 3 Electives

Typical Fourth Year

From High School

***Fall*:**PSY 342, Applications block, plus 3 Electives

Winter: Applications block, 4 Electives

† These humanities courses are the preferred selections, but we will accept other options.

B.Sc. Psychology - Neuroscience

Complete the requirements for each of the following blocks (81 credits)

Core

PSY 101	Introduction to Psy. I
PSY 102	Introduction to Psy. II
CHM/L 191	General Chemistry I
CHM/L 192	General Chemistry II
PHY/L 193	Physics I
PHY/L 194	Physics II
BIO/L 196	Intro. Cell & Mol. Biology
MAT 191	Calculus I
MAT 192	Calculus II
BIO 201	Cellular Molecular Bio.
PCS 207	Cognition
PSY 206	Personality
BIO/L 208	Genetics
PSY 213	Research Methods
PMA 260	Psychological Statistics
PBI 288	Brain & Behaviour
PCS 309	Intro. Python for Research
PMA 360	Advanced Statistics
PBI 379	Neuropsychology
PBI 380	Psychopharmacology
PBI 388	Brain & Behaviour II

Plus, at least one of:

PSY 301	Abnormal Psychology
PSY 311	Psychopathology

Humanities *(at least 3 credits)*

LIB 210	Eros, Love & Desire
LIB 212	In Search of Justice
LIB 217	Space, Place & Hum. Exp.
RSC 100	Middle East. Matrix: West
RSC 101	Asian Origins: East
RSC 148	Psychology of Religion
RSC 204	Women in Religion
RSC 236	Death and Dying Ancient W.
CLA 100	Food, Comm & Culture
CLA 102	Ancient Greece: Hist/Cult.
CLA 112	Greek Mythology: Gods, Heroes, and Monsters
CLA 250	Sex and Gender: Grk/Rom
PHI 100	On the Way to the Good
PHI 101	On Thinking Well
PHI 105	Freedom, Anxiety, Auth.
ENG 205	The Art of Persuasion

Any other Humanities †

Cognitive Science *(at least 1)*

PSY 302	Perception
PCS 307	Cognitive Processes
PSY 370	Learning & Memory
PSY 386	Psychology of Language

Natural Science *(at least 3)*

CHM 111	Organic Chemistry
BIO/L 205	Animal Diversity
BCH 210	General Biochemistry
BCH 312	Lipids & Biomembranes
BCH 313	Metabolism
BIO 336	Animal Physiology I
BIO/L 337	Animal Physiology II
BIO 359	Human Genetics
BCH 382	Principles of Toxicology
BCH 411	Molecular Biology

Honours Option

(21 additional credits)

At least one of:

PSY 413	Adv. Research Methods **or**
PSY 462	Qualitative Methods

Plus:

PSY 443	History of Psy. Seminar
PMA 353	Psychometrics
PMA 460	Multivariate Statistics
PSY 498	Honours Seminar
PSY 499	Honours Thesis (6 credits)

(See the Special Requirements for All Honours Options section in the program descriptions above for additional details on the minimum overall average and specific course grade requirements for Honours.)

Typical First Year

From CEGEP (Science)

***Fall*:** BIO 201, PSY 206, PMA 260, PBI 288, Elective

Winter: PSY 102, PCS 207, BIO 208, BIL 208, PSY 213, PMA 360

From CEGEP (Other)

***Fall*:** PBI 288, CHM 191, CHL 191, PHY 193, PHL 193, BIO 196, BIL 196, MAT 198

Winter: PSY 102, CHM 192, CHL 192, PHY 194, PHL 194, MAT 199, PCS 207

From High School

***Fall*:** PSY 101, CHM 191, CHL 191, PHY 193, PHL 193, BIO 196, BIL 196, MAT 198

Winter: PSY 102, CHM 192, CHL 192, PHY 194, PHL 194, MAT 199, PBI 288

Typical Second Year

From CEGEP (Science)

***Fall*:** PSY 301 or PSY 311, PCS 309, Cognitive Science block, Natural Science block, plus 2 Electives

Winter: PBI 388, Natural Science block, Humanities block, plus 2 Electives

From CEGEP (Other)

***Fall*:** BIO 201, PSY 206, PMA 260, Natural Science block or Elective, Elective

Winter: BIO 208, BIL 208, PSY 213, PSY 301 or PSY 311, PMA 360, Natural Science block or Elective

From High School

***Fall*:** BIO 201, PSY 206, PMA 260, Natural Science Block, Elective

Winter: PCS 207, PSY 301 or PSY 311, PSY 213, PMA 360, Elective or Natural Science block

Typical Third Year

From CEGEP (Science)

***Fall*:** PBI 379, Natural Science block or Elective, plus 3 Electives

Winter: PBI 380, Elective or Natural Science block, plus 3 Electives

From CEGEP (Other)

Fall: PCS 309, PBI 379, Humanities block, Cognitive Science block or Elective, Elective

Winter: PBI 380, PBI 388, Cognitive Science block or Elective, Natural Science block or Elective, Elective

From High School

***Fall*:** PCS 309, PBI 379, Cognitive Science block or Elective, Humanities block, Elective

Winter: BIO 208, BIL 208, PBI 380, PBI 388, Cognitive Science block or Elective, Elective

Typical Fourth Year

From High School or CEGEP

***Fall*:** Natural Science block or Elective, plus 4 Electives

Winter: Natural Science block or Elective, plus 4 Electives

† *These humanities courses are the preferred selections, but we will accept other options.*

List of Courses

The following list includes courses which are normally offered by the department each year, as well as courses which are offered on a rotating basis. Those courses which are offered only irregularly are listed separately at the end of this section.

PSY 101 Introduction to Psychology I : Basic Processes 3-3-0
An introduction to the functioning and development of the basic cognitive processes: perception, learning, memory, thinking, intelligence and consciousness. Approaches and methods will also be discussed.

PSY 102 Introduction to Psychology II: Human Interactions 3-3-0
An introduction to motivation, emotion, and personality as factors in human functioning. Approaches, methodology, social psychology and abnormal psychology are also discussed.

PMA 113 Data Collection and Analysis 3-3-0
The scientific study of psychology through various research methods, including quantitative and qualitative perspectives, will be introduced. Hypothesis formulation and basic statistical analysis techniques will be discussed and put into practice, including measures of central tendency and variability, the normal distribution, confidence intervals, and hypothesis testing. Students who are currently taking or have received credit for any other statistics course at BU are not eligible to enroll in this course.

Prerequisite or Corequisite: PSY 101

PSY 203 Cognition and Motivation in Sport: Performance Enhancement 3-3-0
A systematic review of how individual factors influence and optimize sports performance. Major topics include introduction and research methods, personality, mood, motivation, learning and cognition. Both theory and application will be emphasized.
Students who have taken PSY 208 (Sports Psychology) cannot take this course for credit.
Prerequisite: PSY 101 or PSY 102
Corequisite: PSY 101 or PSY 102

PSY 204 The Social Psychology of Sport and Exercise 3-3-0
A systematic review of the social aspects and effects of sport and exercise. Major topics include introduction and research methods, audience effects, leadership, team cohesion, aggression in athletes and fans, bias in judging, and benefits and costs of sports and exercise participation.
Prerequisite: PSY 101 or PSY 102
Corequisite: PSY 101 or PSY 102

PSY 206 Personality 3-3-0
An examination of theories of personality based on the clinical approach, as illustrated by psychoanalytic and humanistic theories; and based on the psychometric and experimental approaches, as illustrated by trait and learning theories.
Students who have taken PSY 107 (Personality)or PSY 207 (Personality II) may not take this course for credits
Corequisite: PSY 101 or PSY 102

PCS 207 Cognition 3-3-0
This course will introduce important concepts, phenomena, experimental techniques, and theoretical issues in the field of cognition. Basic cognitive processes will be explored, including attention, memory, and associated aspects of perception to help us learn about how people come to understand their world. We will also engage in an introduction to language processing, heuristics and the natures of thought, reasoning, problem solving, creativity and decision making.
Students who have taken PCS 305 (Cognition) may not take this course for credit.
Prerequisite: PSY 101

PSY 210 Psychology of the Couple 3-3-0
This course is a survey of research on the psychology of the couple. Topics treated include: psychology of the female and male; factors in partner choice; bonding and love; commitment and contract; stages of coupling; divorce and recommitment. Psychodynamic, behavioural and systemic approaches to couple therapy will be examined.
Prerequisites: PSY 101 and PSY 102

PSY 213 Research Methods 3-2-2
Scientific bases of psychological theory; experimental and non-experimental research methods; data analysis; report writing; critical analysis of published articles. Class projects are conducted, statistically analyzed, and written up.
Students who have taken PSY 113 (Research Methods I) cannot take this course for credit
Prerequisite: PMA 260 or Business (BMA 140 or BMA 141) or Physics (PHY 101) equivalent

PSY 214 Community Psychology 3-3-0
Community Psychology is the study and application of psychological solutions to community-based problems. Through an analysis of the reciprocal relationship between person and environment (clubs, churches, schools, neighborhood, larger culture) Community Psychology emphasizes action and interventions whose aim is to prevent problems in living, promote social-psychological competencies and improve people's well-being. This course introduces students to the ways in which research and science intersect with the practical aspects of working successfully with people in their communities. Topics include the background and history of the field, community research methods, empowerment of disenfranchised groups, social support, cultural diversity, prevention, program evaluation and development of community intervention strategies.
Prerequisites: PSY 101 and PSY 102

PBI 217 Motivation and Emotion 3-3-0
An exploration of the underlying causes of human behavior. Topics include hunger and eating, sex and love, aggression, drug use/abuse and higher-level behaviors (e.g. creativity, attaining peak performance, goal setting, self-regulation). The role of emotions in guiding behavior will also be addressed.
Prerequisite: PSY 102

PSY 219 Psychology of Gender 3-3-0
In this course, gender diversity, gender stereotypes and biases are exposed. The rape myths are debunked and sexual orientation is demystified. Gender comparisons in cognitive abilities and in social and personality characteristics are discussed. Other topics of interest include love relationships, sexuality, sexual harassment and assault, gender-based violence, as well as prevalence of specific mental health problems across gender. This course is a must for those who enjoy class discussions.
Students who have taken PSY 109 (Psychology of Women) cannot take this course for credit
Prerequisite: PSY 101 or PSY 102
Corequisite: PSY 101 or PSY 102

PSY 222 Group Dynamics 3-3-0
This course introduces students to the principles and practices of group behavior, emphasizing dynamic processes (norms, roles, relations, development, social influence) which form a basis for group therapy as a branch of psychotherapy. Background, founders and key influences, contexts of use, techniques, methodology and current trends in group therapy will be discussed.
Prerequisites: PSY 101 and PSY 102

PSY 235 Child Development: Infancy to Middle Childhood 3-3-0
The foundations of child development. Topics include basic genetics, development of learning and cognition, socioemotional development, moral development and the classic theories of developmental psychology.
Students who have taken PSY 236 or PSY 237 or EDU 107 cannot take this course.
Prerequisite: PSY 101 or PSY 102

PBI 241 Evolutionary Psychology 3-3-0
Evolutionary Psychology is the study of behavior founded within the framework of Darwin's Theory of Evolution through Natural Selection. The purpose of this course is to introduce the students to the principles of Evolutionary Psychology and to investigate the adaptive origins of many common behaviors such as cooperation, mating strategies, parenting, aggression and dominance.
Students who have taken PBI 141 (Evolutionary Psychology) cannot take this course for credit
Prerequisite: PSY 101

PSY 245 Fundamentals of Social Psychology 3-3-0
This course introduces students to the history, research techniques, and fundamental principles of the field of social psychology, including the basics of social affect, social cognition, and social behaviour. Research on topics such as self and social identity, social perception, attitudes, social influence, and cultural psychology are discussed with an emphasis on learning the basic principles of the field
Prerequisite: PSY 101 or PSY 102

PSY 246 Applications of Social Psychology 3-3-0
This course is a survey of applied topics in social psychology, including the application of social psychological principles to the understanding of attraction and close relationships, aggression, altruism, prejudice, morality, conflict, and political discourse
Prerequisite: PSY 245

PSY 247 Lessons from the Marvel Universe 3-3-0
In this class we examine the psychology of storytelling in the Marvel universe and what it tells us about our own untapped superpowers. We explore issues of morality, identity, leadership, and learning by exploring how we can connect with literary and psychological theory in a close reading of the storytelling in the Marvel Universe. We will take a deep dive into characters such as Captain Marvel, Loki, Wanda, Black Panther, and Black Widow. Evaluation will be on collaborative participation, writing, and creative assignments
Cross Listed with ENG 237

PMA 260 Psychological Statistics 3-2-1
Basic descriptive and inferential statistics developed from a conceptual perspective. Topics include measures of central tendency and variability, normal distribution, probability, confidence intervals, sampling distributions, hypothesis testing, power analysis, z-tests, t-tests and chi-square.
Students who have taken PMA160 (Psychological Statistics I) cannot take this course for credit
Students who have taken PHY 101 may not take this course for credit
Students who have taken BMA 140 or BMA 141 do not need to take this course as well

PSY 266 Adult Development and Aging 3-3-0
An examination of psychological development during adulthood and old age. Research findings on age related changes in memory, health issues, adjustment, coping styles, and stress will be covered. Case studies will be used to explore various applications in society.
Prerequisite: PSY 101 or PSY 102
Corequisite: PSY 101 or PSY 102

PBI 275 Health Psychology I 3-3-0
Introduction to health psychology and the biopsychosocial model of health. Topics include: methods of health research, obtaining care and following health advice, stress, pain, behavioural factors in health, alternative medicine, mental illness, global health issues.
Prerequisite: PSY 101. It is highly recommended that students also take PSY 102

PBI 276 Health Psychology II 3-3-0
Selected topics in health psychology: cardiovascular disease, cancer, chronic and terminal illness, preventing injuries, smoking tobacco, using alcohol and other drugs, diet and weight control, exercising, future projects. Will be delivered as a 3-hour course, once per week.
Prerequisite: PSY 101 and PBI 275. It is highly recommended that students also take PSY 102.

PSY 277 Physical and Mental Health 3-3-0
This course will examine the mutual interaction between physical and mental health, using the biopsychosocial model as a conceptual framework. For example, depression as a factor in cardiovascular disease (and vice-versa), or the effect of diet upon behaviour disorders, will be explored with detailed attention to genetic, developmental, personality, lifestyle and social factors. Therapeutic interventions will also be covered, for example to compare the success of behavioural versus medical approaches in the treatment of depression. The course will include lectures and seminar presentations.
Prerequisite: PSY 101. It is highly recommended that students also take PSY 102

PBI 288 Brain and Behavior I 3-3-0
An introduction to physiological psychology and to the complex relationship between brain activity and human behavior. Topics include structure and function of the brain, the neuron, neurotransmitters, neuroscience research methods and the physiology of the sensory and motor systems.
Students who have taken PBI 128 (Physiological Bases of Behavior I) may not take this course for credit
Prerequisite: PSY 101

PSY 290 Adolescence 3-3-0
An examination of developmental issues in the adolescent period and related clinical phenomena: environmental influences (family, school, peers) and intra personal concerns (identity, sexuality, moral development); clinical conditions such as depression (suicide), eating disorders, and delinquency.
Prerequisites: PSY 101 and PSY 102

PSY 292 Psychology of Music and the Fine Arts 3-3-0
This is an introductory course to the use of the arts, broadly defined, in clinical settings. Specifically, this course will explore the use of music and fine arts as clinical tools to improve wellbeing with adults and children, in a variety of settings (schools, hospitals, rehabilitation facilities, retirement homes, etc.). This introduction to the psychology of music and fine arts will explore key areas such as music and language, music/fine arts and emotion, as well as the applied psychology of music and fine arts in a range of social, health, educational and therapeutic contexts. The big questions in the field will be considered; such as the role of music and fine arts in our evolutionary history, whether some of us are 'born musical/artistic' and others are not, whether music and arts can make us smarter, or can encourage us to behave aggressively.
Prerequisites: PSY 101 and PSY 102

PSY 293 Multicultural Psychology 3-3-0
The place of culture in the evolution of psychology. Cultural similarities and differences in behaviour, thoughts, emotions, attitudes, motivations, mental and physical health, etc. Understanding that psychological principles can range from being universal to culture-specific.
Prerequisites: PSY 101 and PSY 102

PSY 298 Zen and the Brain 3-3-0
The interest in Eastern philosophy and religion in the West is not a new phenomenon, but careful scientific examination of the techniques linked to some Eastern traditions, such as meditation and mindfulness, as well as their increasing use in psychotherapy, is relatively new. In this course we will introduce the basis of Buddhist and Hindu thought and practice, and review critically the available literature on the neurophysiological and neuropsychological effects of different forms of meditation.
Pre or Corequisites: PSY 101 or PSY 102 or being admitted to Mindfulness & Contemplative Studies Minor

PSY 301 Abnormal Psychology 3-3-0
An introduction to the experimental approaches, diagnoses, classifications, viewpoints, and the therapeutic techniques used in abnormal psychology. The interaction between genetic predisposition and environmental stressors in the etiology of abnormal behavior will be emphasized. Various anxiety disorders (e.g., specific phobias), obsessive-compulsive and related disorders (e.g., OCD), and psychotic disorders (e.g., schizophrenia), and personality disorders (e.g., borderline personality disorder) will be discussed.
Prerequisites: PSY 101, PSY 102 and PSY 206
Students who have taken PSY 341 (Abnormal Psychology) may not take this course for credit.

PSY 302 Perception 3-3-0
Based on a rich array of perceptual demonstrations, this course provides a comprehensive overview of how our senses, mostly vision and audition, allow us to know and understand the world. Topics include physiology of the sensory systems, perceiving objects and faces, color, depth and motion perception, visual illusions, music perception, perceptual illusions and perceptual impairments.
Prerequisites: PSY 101 and PBI 288

PSY 303 Positive Psychology 3-3-0
Traditionally, when we think of psychology, and especially of clinical psychology, we think of mental illness and psychopathology. However, researchers and clinicians alike have recently been also interested in studying variables that make individuals flourish and thrive. What makes us happy? What roles do hope and optimism play in our overall well-being? Can keeping a gratitude journal have an impact on our outlook on life? All of these variables fall within the realm of positive psychology, which can be described as the study of factors that make people lead fulfilling lives. This class will present theory behind variables that are comprised within positive psychology, while providing a strong clinical and experiential component.
Prerequisites: PSY 101 and PSY 102

PSY 306 Advanced Theories of Personality 3-3-0
An advanced course focused on deepening knowledge of core aspects of personality theories. Topics will focus on the clinical aspects and the social implications stemming from personality theories. In addition, the role of statistical methodology (e.g., factor analysis) will be explored in terms of how personality dimensions are established.
Prerequisites: PSY 101 and PSY 102, PSY 206, PSY 213

PCS 307 Cognitive Processes 3-3-0
Advanced study of selected topics in cognitive processes. Students will critically examine the fundamental natures of these processes (e.g., embodied cognition, mind wandering, consciousness) through readings, lectures and student-led seminars. Specific course content will vary from year to year.
Students who have taken PCS 305 (Cognition) cannot take this course for credit.
Prerequisites: PSY 101 and PCS 207

PCS 309 Introduction to Python for Researchers 3-3-0
This course will teach the fundamentals of programming using the Python language in the context of conducting research in psychology, with an emphasis on cognitive psychology and cognitive neuroscience applications. The course will first cover how to break complex tasks into discrete logical steps, then address how to convert large raw data sets into smaller summary data sets ready for traditional statistical analysis. Students will also learn to use a primarily point-and-click programming environment designed around Python to quickly design basic experiments for research in psychology.
Prerequisites: PMA 260 or SOC 211 or BMA 140 or BMA 141 or PHY 101, or permission of the instructor

PSY 311 Psychopathology 3-3-0
This course is a continuation of PSY301. Topics covered include: mood, dissociative, somatic and eating trauma and stress-related disorders, as well as sexual dysfunctions and disorders of childhood and adolescence.
Students who have taken PSY 341F (Abnormal Psychology) may not take this course for credit
Prerequisites: PSY 101, PSY 102 and PSY 206

PSY 322 Introduction to Dance/Movement Therapy 3-3-0
Dance/Movement Therapy (DMT) is an approach which uses dance and movement to deepen self-awareness and comfort with oneself, to facilitate fulfilling relationships, to make the unconscious conscious, as well as to alleviate mental health problems. Unlike mainstream talk therapies, DMT uses the entire body to approach the client primarily on a non-verbal and creative level. The course will be partly theoretical and partly experiential with about 50-50 split. A typical class would include a mini-lecture, discussion, and dance/movement component. The topics will range from historical perspectives and theoretical underpinning of DMT, through discussion and practice of DMT methods, to clinical interventions. Dance and movement experience is an asset but is not required. All bodies with diverse movement repertoires are welcome!
Pre or Corequisite: PSY 101 or PSY 102

PSY 325 Independent Studies I 3-0-0
Theoretical or experimental work conducted under the direct supervision of two faculty members. The project and grading scheme needs to be approved beforehand by the Psychology Department.
Prerequisites: PSY 101 and PSY 102

PSY 326 Independent Studies II 3-0-0
Theoretical or experimental work conducted under the direct supervision of two faculty members. The project and grading scheme needs to be approved beforehand by the Psychology Department.
Prerequisites: PSY 101 and PSY 102

PBI 327 Psychology of Nutrition 3-3-0
This course explores the many physiological, psychological and sociocultural factors that influence children and adults' food choice and preferences. The activity of eating is understood in its relation to physical and psychological health, body size and dissatisfaction, dieting, obesity, anorexia nervosa and bulimia nervosa.
Students who have taken PBI 227 (Psychology of Nutrition) cannot take this course for credit
Prerequisite: PSY 101. It is highly recommended that students also take PSY 102

PSY 330 Psychology and Ethics 3-3-0
A wonderful way to learn how to think ethically in several areas of psychology. Students learn about the importance of fundamental ethical principles, values, theoretical and practical models of ethical decision-making and legal considerations, while engaged in the comparison of relevant ethics codes (with particular emphasis on the CPA code of ethics). Specialized topics include confidentiality, multiple relationships, the ethics of teaching, the ethics of counselling, the ethics of assessment, research ethics, and ethics in forensic settings. Class discussions are part and parcel of this course.
This course is offered once every two academic years, opposite to PSY 337, such that PSY 330 will be taught in the year after PSY 337 was last taught.
Prerequisites: PSY 101 and PSY 102

PSY 333 Psychology of Exceptional Development 3-3-0
A survey of various kinds of exceptionality in children, including intellectual disabilities, giftedness, speech and language differences, learning disabilities, hearing and vision impairments, behaviour disorders, health problems, and developmental disabilities.
Students who have taken PSY 233 (Psy. of Exceptional Children) cannot take this course for credit
Prerequisite: PSY 101 and PSY 102

PSY 336 Interviewing 3-3-0
Interviewing techniques are explored by surveying various theories of change (psychoanalytic, existential, feminist, person-centered, cognitive-behavioral, reality, and postmodern). Emphasis is placed on the acquisition of both theoretical knowledge and practical skills that have direct relevance in applied settings. Class discussions, role-playing, and use of video clips are pedagogical tools enjoyed by students.
Students who have taken PSY 230 (Interviewing) cannot take this course for credit
Prerequisites: PSY 101, PSY 102 and PSY 206
Co-requisite PMA 353 or permission of the instructor

PSY 337 Crisis Intervention 3-3-0
Engaging class discussions, guest speakers, role plays, videos and practice-based lectures provide a framework for understanding what constitutes a crisis, various types of crises and key elements of crisis assessment and intervention that are used in a variety of crisis situations. Specific crises examined include crises of lethality, conjugal violence, sexual assault, crises of loss and human-made disasters.
This course is offered once every two academic years, opposite to PSY 330, such that PSY 337 will be taught in the year after PSY 330 was last taught.
Students who have taken PSY 231 (Crisis Intervention) cannot take this course for credit
Prerequisites: PSY 101, PSY 102 and PSY 206

PSY 339 Madness & Film 3-3-0
While cinematic representations may conform to past or current psychiatric nosology, specific and unique portraits of mental disorders have also been associated with the film discourse. Film portrayals of psychopathology can then be based on scientific definitions but also in other perspectives such as historical interpretations, cultural beliefs, reassessments of character, creative malady views, big screen traditions, public appeal, marketing, authorship interpretations, or revisions and critiques vis-à-vis psychiatric nosology or societal control. This course will explore the visions and conceptualizations of behaviours considered to be within the realm of madness in film and within the spectrum of mental illness in the psychiatric field.
Prerequisites: PSY 301 or PSY 311 or ENG 287 or ENG 291 or ENG 282 or PHI 345
Students in Psychology, Film and Philosophy will be prioritized

PSY 342 History of Psychology 3-3-0
An examination of the early conceptions of human nature that influenced psychology's development. The course is presented in two parts, the first examining the nature of history and the history of science. The second part explores the conception of humanity in ancient texts from Homer, Sophocles, Plato, Aristotle and Augustine.
Prerequisites: PSY 101 amd PSY 102. Open to those students entering their final undergraduate year

PSY 345 Family Therapy 3-3-0
A critical survey of major theories of family dynamics and family therapy, including psychoanalytic; existential, systemic, structural, and strategic approaches. The course also aims to further the student's understanding of his or her own family system through individual and group exercises.
Prerequisites: PSY 101 and PSY 102

PSY 348 Social Development 3-3-0
An examination of the development of social relationships from childhood to adolescence, with a particular focus on peer relationships. This includes an examination of sociometrics, social-cognitive and emotional processes, bullying, morality, friendships and romantic relationships.
Prerequisites: PSY 101 and PSY 102

PMA 353 Psychometrics and Psychological Testing 3-3-0
The course covers the development process and psychometric properties of typical psychological measurement tools, including norms, reliability, validity, and factor analysis. Critical examination of these properties for selected instruments and different research scenarios will be involved, and students will practice developing their own measurement tool.
Students who have taken PMA 223 (Psychometrics) or PSY 224 (Issues in Psychological Testing) cannot take this course for credit
Prerequisites: PSY 213 and PMA 260, or the Business (BMA 140 or BMA 141) or Physics (PHY 101) equivalents for PMA 260

PMA 360 Advanced Psychological Statistics 3-3-0
Advanced inferential statistics developed from a conceptual perspective. Topics include one and two-way analysis of variance, repeated measures ANOVA, fixed and random designs, post-hoc and a priori tests. Explorations will also include correlation, regression and their relationship to ANOVA and use of jamovi and/or SPSS in analysis.

Students who have taken PMA 161 (Psychological Statistics II) cannot take this course for credit
Prerequisite: PMA 260, or the Business (BMA 140 or BMA 141) or Physics (PHY 101) equivalent.

PBI 361 The Psychology of Sexuality 3-3-0
Various aspects of human sexuality from a psychological perspective. Includes the following topics: sexuality in childhood, adolescence, and early through late adulthood; sex differences; androgyny; transsexualism; sexual dysfunction and sex therapy; sexuality in the chronically ill and disabled; homosexuality and bisexuality; historical and cross-cultural sexual attitudes and practices.
Prerequisite: PSY 101. It is highly recommended that students also take PSY 102

PSY 370 Learning and Memory 3-3-0
This course focuses on investigating how we learn and how we remember. Through lecture and interactive discussion, we examine the principles of learning and memory from behavioral and neurological perspectives; consider forms of learning such as non-associative, associative, and social; and distinguish between types of memory including short- and long-term and working memory. We examine how our abilities to learn and remember typically function in everyday life and consider some atypical psychological conditions that occur when learning and memory processes don't function as expected.
Students who have taken PSY 270 (Learning and Memory) cannot take this course for credit.
Prerequisites: PSY 101 and PSY 102

PBI 379 Neuropsychology 3-3-0
Neuropsychology is the study of the relationship between brain structures and behaviour. In this course we will explore the neuroanatomical correlates of both normal and abnormal behaviors in humans. Among the topics to be discussed are the behavioural sequelae of head injury, mood disorders associated with regional trauma and epilepsy, sex differences in cerebral organization, cerebral asymmetries, language and aphasia and the various disorders of perception. Depending on the interests of the students, special topics include dyslexia, alexithymia, Alzheimer's disease, alcoholism and schizophrenia.
Students who have taken PBI 279 or BIO 279 (Neuropsychology) may not take this course for credit
Prerequisite: PSY 101, PBI 288 or permission of the instructor

PBI 380 Psychopharmacology 3-3-0
This course is designed to introduce students in psychology and the natural sciences to the field of psychopharmacology. Emphasis will be placed on the relationships between psychoactive drugs, their mechanisms of action in the nervous system, and human behaviour. This course will offer an introduction to the principles of pharmamacokinetics and pharmacodynamics; an advanced discussion of major neurotransmitter systems in the human nervous system; and an overview of the cognitive, emotional, and behavioural effects of specific classes of drugs. Drug classes considered will primarily be those prescribed for therapeutic purposes (e.g., antidepressants, sedatives, antipsychotics, stimulants, cannabinoids).
Students who have taken PBI 280 or BIO 280 (Psychopharmacology) may not take this course for credit
Prerequisite: PSY 101, PBI 288 or permission of the instructor

PBI 388 Brain and Behavior II 3-3-0
This course is a continuation of PBI288. The physiological bases of motivated behavior (sleep, sex, hunger and thirst), emotions, learning/memory and language. The focus is on normal physiology but some aspects of abnormal physiology (e.g. amnesia, anxiety, schizophrenia) will be addressed.
Students who have taken PBI 228 (Physiological Bases of Behavior II) cannot take this course for credit
Prerequisite: PBI 288 or permission of the instructor

PSY 389 Humanitarian Psychology 3-3-0
The impacts of emergencies may be acute in the short term but can also undermine the long-term mental health and well-being of vulnerabilised populations. Therefore, one priority is to protect and improve people's mental health and psychosocial well-being and to prevent or treat mental disorder, which requires coordinated action among government, community, and humanitarian actors. In this course, students learn mental health, psychosocial support and coordination strategies in humanitarian settings. For instance, how to organize psychological care and capacity building while advocating for the survival, well-being and preparedness of vulnerabilised populations. Key elements of mental-health assessment, intervention, preparedness and responses during acute phases and early reconstruction are discussed. Psychological and psychiatric interventions for problems such as sexual assault, loss, PTSD, outbreak, human-made disaster and protracted crisis are introduced.
Prerequisites: Either PSY 214 or PBI 380 and one of PBI 276 or PSY 301 or PSY 311 or PSY 337

PBI 398 Neuroscience Seminar 3-3-0
This course will be taught as a series of student-led seminars covering a wide range of topics including molecular, cellular, behavioral, cognitive and clinical neuroscience, as well as new developments in psychopharmacology and neuroendocrinology. Course content will vary from year to year to encompass the most recent developments in the field of neuroscience.
Prerequisites: PSY 101, PSY 102, and PBI 288

PBI 399 Psychology of Drug Addiction 3-3-0
Despites decades of intense research, development of new therapeutic approaches, and public advertisement campaigns (e.g. "JUST SAY NO", the problem of drug abuse does not want to go away (and in fact is on the rise in the selected demographic groups such as women, adolescents and children). During this course we will examine different classes of addictive substances; discuss various neurobiological, psychological and sociocultural factors implicated in the initiation and development of dependence; as well as evaluate critically the available therapies and interventions for treatment of drug addiction.
Pre or Corequisites: PSY 101, PSY 102 and PBI 288

PSY 406 Current Topics In Clinical Treatment Models 3-3-0
This course applies sound scientific methodology in evaluating current clinical treatment models for specific mental disorders. Students will critically examine outcome data from a variety of clinical diagnoses as outlined in the Diagnostic Statistical Manual 5 (DSM 5).
Prerequisite: PSY 301 or PSY 311
Pre or Co-requisite: PMA 353

PSY 409 Advanced Topics in Psychology 3-3-0
This is an advanced seminar that takes an in depth look at some of the key areas of inquiry in Psychology. Topics and instructors will vary, but courses might cover issues such as morality, clinical issues, neuropsychology, community development, and media. Students will engage in reading primary sources, in depth discussions, and critical thinking about the topic presented.
Prerequisites: PSY 101 and PSY 102, PSY 213 and permission of instructor

PSY 410 Psychology of Death and Dying 3-3-0
Death is a human affair, not simply a biological one. Adopting an historical, existential-humanistic psychology perspective, the role of death and its impact on our lives will be examined. Texts from the ancient world will be read along with those written by psychologists (Fechner, James, Freud, Jung, Fromm, Erikson, Frankl, May, Rogers, Skinner, Kübler-Ross and Becker). Integrated throughout the course are contemporary texts drawn from diaries and books by authors who have recorded their experiences with death and dying.
Pre or Corequisites: PSY 206 and PSY 336

PSY 413 Advanced Research Methods 3-2-2
Research methodology in the study of human behaviour. Formulation of the research proposal; presentation and discussion of results in APA format reports; factorial and correlational designs; computers in data analysis. Class and individual projects are conducted.
Students who have taken PSY 215 (Research Methods II) cannot take this course for credit
Prerequisites: PSY 213 and PMA 360

PSY 420 Contemplative Practicum 3-0-3
Mindfulness and contemplation are essential for intellectual, emotional and spiritual growth and insight. They facilitate deepening of self-knowledge and understanding of the world around us. In this course, students will get a chance to examine their selves, their minds and their surroundings from the first-person perspective. Each student, in consultation with the course instructor, will select a specific method of self-inquiry (e.g., meditation training, pilgrimage, artistic process) and devote to it approximately 50-70 hours of practice. The students will be required to keep a detailed diary of their experience describing the process, providing personal insights, comparative analysis, implications and impact of the experience on their lifestyle and philosophy. In addition, students will be encouraged to share their experiences with others during class discussions.
Pre-requisite: Being admitted to Mindfulness & Contemplative Studies Minor or permission of instructor

PSY 441 Advanced Applied Seminar 3-1-2
As a link between Interviewing (PSY 336) and Applied Practicum (PSY 442), this course is taught as a series of student-led seminars on various clinical topics. Vigorous class debates, meaningful exchanges with guest speakers (from the community at large) and the opportunity to learn and apply basic interviewing skills with video tape feedback are all enriching aspects of this course. Students enrolled in a major program are welcome, providing that they have the prerequisites.
Prerequisites: PSY 101, PSY 102, PSY 206, PMA 353 and at least 75% in PSY 336

PSY 442 Practicum 3-0-3
Aimed at introducing students to psychology's applied field while sensitizing them to its stakes, this course is completely practical and offers experiential learning opportunities. Students spend 6hrs/week under close supervision in one of a number of applied settings. Field placements are possible in hospital and school settings, various community organizations, senior citizens' homes, life skills development centres, women's centre, etc., and are assigned in accordance with students' competencies and interests.
Prerequisite: PSY 441

PSY 443 History of Psychology Seminar 3-3-0
A seminar course that examines the effects the scientific revolution on our conception of mind and psychology. The seminars are based on the writings of the Rationalists (Descartes, Spinoza, Leibniz), Empiricists (Locke, Berkeley, Hume) and those that reflect the emergence of Evolutionary thinking and its influences on our conceptions of mind/brain, consciousness, and the nature of human science.
Students who have taken PSY 343 (History of Psychology II) cannot take this course for credit
Prerequisite: PSY 342

PMA 460 Multivariate Statistics 3-3-0
An examination of multivariate statistical approaches to research. Topics include multiple correlation, regression, partial & semipartial analysis, stepwise regression, statistical control, hierarchical modeling, multiple regression with categorical and continuous variables, analysis of covariance, and multivariate analysis of variance.
Students who have taken PMA 261 (Multivariate Statistics) cannot take this course for credit
Prerequisite: PMA 360

PSY 462 Qualitative Methods in Psychology 3-3-0
This course provides students a conceptual understanding of qualitative research and their application in psychology. The course introduces major concepts and terms, and different qualitative methods including case studies, in-depth interview, participant observation, life histories (narratives) and ethnographies. It focuses on developing a theoretical understanding of qualitative methodology.
Pre or Corequisites: PSY 101 and PSY 102

PSY 477 Personality, Health and Well -being 3-3-0
An advanced seminar that undertakes a critical analysis of historical and contemporary theoretical perspectives on the role personality plays in physical and psychological well-being. General topics may include the contribution of personality to physical health and illness, the role of personality in stress and coping, the links among personality, health, and well-being across the adult lifespan, the role of personality in health and well-being in the context of personal relationships, and issues related to the assessment of personality and well-being.
Prerequisite: PBI 275 or PBI 276

PSY 498 Honours Seminar 3-3-0
This seminar aims at exploring cutting-edge issues in Psychological Science. Selected topics from these areas are presented and critically discussed. The course will also guide students as they get their Honours Thesis under way and address practical issues such as applications to graduate school, scholarship applications, GREs and career planning.
Students who have taken PSY 449 (Honours Seminar: Advanced Topics) cannot take this course for credit
Prerequisite: Only open to Honours students having already met the entry requirements described in Special Requirements for All Honours Options.
Co-requisite: PSY 499f

PSY 499F Honours Thesis 6-0-0
Under the guidance of two faculty advisors, the student will formulate a proposal for original research involving the collection of data, undertake the research, and report it both as a public talk and in the form of a thesis conforming to the publication style of the American Psychological Association.
Students who have taken PSY 450 (Dissertation) cannot take this course for credit
Prerequisite: Only open to Honours students having already met the entry requirements described in Special Requirements for All Honours Options.
Co-requisite: PSY 498
PMA 460 is an additional prerequisite for projects involving multivariate research.

Cognate Courses

These courses may count for Psychology credit.

BHR 221 Organizational Behavior 3-3-0
BHR 224 Human Resource Management 3-3-0
ECO 105 Behavioural Economics 3-3-0
EDU 203 Educational Psychology 3-3-0
PHI 244 Philosophy of Mind 3-3-0
RSC 148 Psychology of Religion 3-3-0

Courses offered on an irregular basis.

PSY 285 Psychology of Reading and Reading Disability 3-3-0
The aim of this course is to consider the psychological processes involved when we read. In particular, the skills that are acquired, the mechanisms involved, and the abilities that are essential will be examined. Why some people fail to acquire reading skills will also be examined. Answers to this question will focus on theoretical approaches to reading disability, and to the question of why some methods of remediation are successful.
Prerequisites: PSY 101 and PSY 102

PSY 309 Industrial and Organizational Psychology 3-3-0
This course introduces students to theories and applications of psychology to human resource concerns in organizations. Topics include: Personnel recruitment, selection, training and performance appraisal; motivation; work attitudes; leadership; group behaviour; and other special topics (e.g., work related stress, applied ethics, and organizational conflict)
Students who have taken BHR 221cannot take this course for credit
Prerequisites: PSY 101 and PSY 102

PBI 320 Physiology and Pharmacology of Aging 3-3-0
The major physiological systems will be reviewed, with emphasis on how these systems change during the aging process and how these changes affect the individual's everyday functioning. Topics will include the cardiovascular system; respiratory system; metabolic regulation, digestion and absorption; and electrolyte and mineralocorticoid regulation. A review of basic pharmacological principles and mechanisms of action will follow this. Finally, we will discuss how the aging process interacts with various types of medications most frequently prescribed to elderly people, and some common idiosyncratic reactions seen in the elderly. Also, the special precautions which must be observed in prescribing and administering drugs to the elderly will be outline.
Prerequisite: PSY 101. It is highly recommended that students also take PSY 102

PSY 330 Psychology and Ethics 3-3-0
A wonderful way to learn how to think ethically in several areas of psychology. Students learn about the importance of fundamental ethical principles, values, theoretical and practical models of ethical decision-making and legal considerations, while engaged in the comparison of relevant ethics codes (with particular emphasis on the CPA code of ethics). Specialized topics include confidentiality, multiple relationships, the ethics of teaching, the ethics of counselling, the ethics of assessment, research ethics, and ethics in forensic settings. Class discussions are part and parcel of this course.
This course is offered once every two academic years, opposite to PSY 337, such that PSY 330 will be taught in the year after PSY 337 was last taught.
Prerequisites: PSY 101 and PSY 102

PSY 350 Environmental Psychology 3-3-0
Influence of the physical and cultural environment on behaviour, including factors such as heat, noise, crowding, traffic, buildings and urban design. Costs and benefits of city and rural lifestyles. Technology and the working environment. Population, resources and environment.
Prerequisites: PSY 101 and PSY 102

PSY 356 Forensic Psychology 3-3-0
This course provides broad overview of the issues and processes of Forensic Psychology. Topics include social/cognitive topics such as eyewitness testimony, jury decision making, and police procedures as well as abnormal/clinical topics such as the meaning of being unfit to stand trial, mentally disordered offenders and psychopathy.
Prerequisites: PSY 101 and PSY 102

PSY 386 Psychology of Language 3-3-0
The aim of this course is to provide students with a broad introduction to psychological phenomena in language acquisition and use. The structure of language and speech will be described briefly. Emphasis will be placed on a number of topics, including; language development, perception of language, word meaning and semantic memory, syntax and discourse processing, language production and conversational interaction, cultural influences and bilingualism, and language errors and disorders.
Prerequisites: PSY 101 and PSY 102

PSY 408 Psychology of Consciousness 3-3-0
A critical examination of consciousness in scientific psychology. Major topics are the nature of consciousness (e.g., consciousness and brain, states of consciousness), the methodology for studying consciousness (e.g., introspection), and the function of conscious experience (e.g., free will, conscious processing in cognition).
Prerequisites: PSY 101 and PSY 102

Sociology

Faculty

Vicki Chartrand,
B.S.Sc., M.A. (Ottawa), Ph.D. (Macquarie);
Full Professor

Steven Cole,
B.A. (Trent), M.A. (Queen's), Ph.D. (Alberta);
Full Professor
Chair of the Department

Genner Llanes-Ortiz,
B.A. (UADY), M.A., M.Sc., Ph.D. (Sussex);
Associate Professor, CRC Tier 2

Alex Miltsov
B.A. (Concordia), M.A. (New Brunswick),
Ph.D. (McGill); Associate Professor

Program Overview

The Department of Sociology provides students with theoretical and methodological tools and substantive insights which can assist them in understanding social life, social organization, and action. The program is designed to provide students with a broad intellectual and sociological background which will help prepare them for a variety of careers and for advanced study at graduate school. The small size of our program and the dedication of our faculty allow us to provide personal attention to students and access to faculty. Through required courses and a study concentration option, students are given substantial flexibility in meeting individual intellectual pursuits and preparation for satisfying employment after university. We offer a minor, major, or honours in Sociology as well as a concentration in Criminology, Law and Social Policy (see below). Students are encouraged to participate in the Experiential Learning program which is linked to their academic field of studies and involves course work and placement in an organization.

The subject matter of our courses ranges widely from theoretical to applied study and our professors employ diverse pedagogies to facilitate student learning. The department has particular strengths of faculty expertise in the areas of Indigenous-Settler relations, criminology, theory, policy, health and family, digital communication technology, and gender and diversity studies.

Careers in Sociology

Recent graduates of the program have embarked on many careers including: education; media, communications, public relations and journalism; policing and corrections; health, human and social services; a wide variety of careers in both the private and public sector, management and business; graduate degrees in Sociology, and related disciplines and in law and other professional schools. To view a more comprehensive list of career options and for more information, please consult Sociology Department's website.

Sociology Honours (63 credits) HONSOC

There is an optional 6-credit thesis for the Honours' programs

Required Courses:
All of the Major course requirements plus:
SOC 402 Honours I
SOC 404 Honours II
SOC 411 Quantitative Data Analysis
SOC 490 Contemp. Theory

Plus, one of:
SOC 315 Political Sociology in the Digital Era
SOC 320 Knowledge
SOC 322 Urban Sociology
SOC 340 Feminine Subjectivity in Theory and Ideology
SOC 396 Post Colonial Theory
SOC 361 Qualitative Studies

Sociology Major (48 credits) MAJSOC

Required Courses:
21 credits, (7 courses) + ILT 104 (1 credit)
SOC 101 Introduction
SOC 102 Quebec Society
SOC 110 Research Methodology
SOC 211 Quantitative Methodology
ILT 104 Information Retrieval (lab)
SOC 221 Modern Sociological Theory I
SOC 222 Modern Sociological Theory II
Pluse, one SOC 300 level course (in addition to other Honours or Concentration 300 level course requirements)

Elective Courses:
27 credits (9 courses) in Sociology

Sociology Honours: Criminology, Law and Social Policy Concentration (66 credits) HONSCL

Required Courses:
All of the Major Concentration course requirements plus:
SOC 402 Honours I
SOC 404 Honours II
SOC 411 Quantitative Data Analysis
SOC 490 Contemporary Theory

Plus:
SOC 331 Deviance II

Sociology Major: Criminology, Law and Social Policy Concentration (51 credits) MAJSCL

Required Courses:
All of the Major course requirements plus:

SOC 208	Criminology
SOC 230	Deviance I
SOC 295	Social Inequality
SOC 307	Sociology of Health *(does not satisfy the "one 300 level course" requirement of the major)*

Elective Courses:
18 credits (6 courses) from Criminology Electives List

Sociology Minor (24 credits) MINSOC

Required Courses:

SOC 101	Introduction

Plus seven (7) other courses in Sociology

Criminology Minor (24 credits) MINCRM

Required Courses:

SOC 101	Introduction to Sociology
SOC 208	Criminology

6 Courses from the Criminology, Law and Social Policy Electives List

Gender, Diversity and Equity Studies Minor (24 credits) MINSGD

Required Courses:

SOC 129	Sociology of Gender and Society

Selected Courses for the Gender, Diversity and Equity Studies Minor:
21 credits *(7 courses) from the Gender, Diversity and Equity Studies Minor List*

Criminology, Law and Social Policy Elective List

SOC 105	Media and Society I
SOC 107	Indigenous and First Nations Peoples in Canada
SOC 190	Introduction to Postcolonial Study
SOC 205	Family I
SOC 207	Sociology of Indigenous / Re-settler Relations
SOC 209	Youth Justice
SOC 214	Aging
SOC 215	Culture, Ethnicity and Aging
SOC 217	Social Policy of Aging
SOC 220	Work and Leisure
SOC 232	Sociology of Criminal Justice
SOC 233	Carceral Studies
SOC 235	Women and the Penal System *(see requirements for Honours in this concentration)*
SOC 245	Racialization and Ethnic Diversity
SOC 250	Social Movements
SOC 260	Community
SOC 292	Social Policy
SOC 298	Social Problems
SOC 299	Sociology of Education
SOC 280	Interpersonal Communications
SOC 281	Communications Methods
SOC 305	Family II: Selected Topics
SOC 308	Formal Organization
SOC 311	Quantitative Data Analysis (see requirements for Honours in this concentration)
SOC 315	Political Sociology in the Digital Era
SOC 321	Sociology of Technology
SOC 322	Urban Sociology
SOC 331	Deviance II: Selected Topics *(see requirements for Honours in this concentration)*
SOC 333	Justice Clinic
SOC 361	Qualitative Studies
ECO 126	Economics of Crime and Criminal Justice
ELL 200	Experiential Learning Lab
ELP 300	Experiential Learning Placement
ESG 350	Environmental Justice
PHI 100	On the Way to the Good Life
PMA 260	Psychological Statistics *(cannot be taken for credit if SOC 211 has already been taken for credit)*
POL 175	Introduction to US
POL 345	Introduction to Public International Law

Gender, Diversity, Equity Studies Minor Electives List: 21 credits

(7 courses) from this list

WGS 101	Introduction to Gender Studies
WGS 120	Gender, Justice, and the Law
WGS 201	Introduction to Feminist Critique
WGS 305	Selected Topics in Feminist Critique
WGS 230/DRA 230	Women in Performance
SOC 190	Introduction to Postcolonial Study

SOC 205	Family I
SOC 223	Women, Gender and Global Inequalities
SOC 229	Masculinities
SOC 235	Women and the Penal System
SOC 241	Cinema
SOC 305	Family II: Selected Topics
SOC 340	Feminine Subjectivity in Theory and Ideology
CLA 250	Sex and Gender in the Ancient World
CLA 350	The Goddess: History, Cult and Myth
DRA 202	Contemporary American Drama
DRA 203	Contemporary European Drama
DRA 273	Women Dramatists
DRA 212	Theatre & the State
ENG 115	Women Writers before 1900
ENG 239	Feminist Literary Theory
ENG 275	The Contemporary Canadian Novel: "The Myths Are My Reality"
ENG 353	Marked Men: American Literature, Feminist Theory, and Masculinity Studies
FRA 263	De la féminité au féminisme
FRA 284	Littérature et condition des femmes au Québec
HIS 288	Women in 19th and 20th Century Canada
POL 246	The Politics of Gender and Sexuality
PSY 219	Psychology of Women
PSY 293	Multicultural Psychology
PSY 337	Crisis Intervention
PBI 361	The Psychology of Sexuality
PSY 345	Family Dynamics
RSC 204	Women in Religion
RSC 207	Sex and Religion

Sociology Major *(with or without concentration):*

To ensure smooth progress through the program, all Sociology Majors should complete the following courses within their first two years:

Year 1

Fall:	SOC 101 Introduction to Sociology, ILT 104 Information retrieval and Evaluation Skills for the Social Sciences. Electives in sociology or any other program.
Winter:	SOC 102 Quebec Society I, SOC 110 Research Methodology. Electives in sociology or any other program.

Year 2

Fall:	SOC 211 Quantitative Methodology and Research Design in the Social Sciences and SOC 221 Modern Sociological Theory I. Electives in sociology or any other program.
Winter:	SOC 222 Modern Sociological Theory II. Electives in sociology or any other program.

During their first two years of study, students should also fulfill their "Divisional Requirement" by completing a 3-credit course from the Faculty of Natural Sciences and Mathematics.

Sociology Major: Criminology, Law and Social Policy Concentration

Students pursuing a Sociology Major with a Criminology, Law and Social Policy Concentration should follow the same two-year plan as the Sociology Major, but should also take SOC 208 Criminology, SOC Deviance I, and SOC 295 Social Inequality within their first two years. SOC 307 Sociology of Health should be taken in students' second or third year of study.

Sociology Honours

The Honours program is reserved for students who have demonstrated academic excellence within their first two years of study. Academic Excellence is defined as possessing an overall average of at least 75% with specific success within the required theory and methods courses. At the end of year two, the chair or tenured faculty will offer select students a position within the Honours program. Alternatively, students who meet the aforementioned criteria can petition the chair for acceptance into the program.

Students interested in pursuing a post-graduate degree (Masters or professional degree) should give the Honours program serious consideration. Since the program includes additional course requirements with lower-level prerequisites, students should ensure they have completed the Major's core requirements by the end of year two. This is particularly important for students coming from CEGEP who typically complete their B.A.s within three years.

Sociology Minor

The Sociology Minor is a highly flexible program for those students wanting to add sociology to their degree. With only one requirement (SOC 101 Introduction to Sociology), the minor combines a quick foundation in the discipline with an array of options allowing students to pursue their interests.

Criminology Minor

The Criminology Minor is a highly flexible program that contains only two required courses: SOC 101 Introduction to Sociology and SOC 208 Criminology. Students then pick 6 courses of interest from the list of Criminology Law and Social Policy electives which service the Criminology Law and Social Policy Concentration.

Gender, Diversity, and Equity Studies Minor

The Gender, Diversity, and Equity Studies Minor offers numerous courses studying inequality, gender, and feminist thought. The minor contains only one requirement, SOC 129 Sociology of Gender and Society, in addition to 7 other courses on the list of Gender, Diversity, and Equity electives. Courses in this program cannot be offered every year so students should ensure they enroll whenever courses appear on the timetable. Given the sporadic nature of course offerings, student should plan to complete their minors over *at least* two years.

List of Courses

SOC 101 Introduction to Sociology 3-3-0
This course introduces the foundations of sociology by examining numerous theoretical and empirical issues/debates. Special emphasis will be placed on understanding "the social" or "society" as a distinct and unique object of scientific analysis. Students are also encouraged to use sociological understandings to "make sense" of their personal lives.

HIS 102 /
SOC 102 Québec Society I 3-3-0
How did Quebec society reach its present state? Topics include the French-Indigenous relationship, religion, the evolution of a market-oriented economy, conflicts between French and English Canada, Quebec's international relations, and successive waves of industrialization and urbanization. The course will also deal with cultural development and the emergence of multiple social identities including nationalism(s) in Quebec, language politics, inter-culturalism and feminism.
This course is required of all Sociology Minors, Majors, and Honours students.

SOC 105 Media and Society I 3-3-0
An introduction to the impact of media upon society and the social structuring of contemporary media as industries which produce values and ideology.

SOC 107 Indigenous and First Nations Peoples in Canada 3-3-0
An introduction to the study of First Nations in Canada.

SOC 110 Research Methodology 3-3-0
Sociological research will be dealt with in its quantitative and qualitative orientations. Students will be introduced to techniques of conceptualization, hypothesis formulation, and operationalization.
This course is required of all Sociology Majors and Honours students.

SOC 129 Sociology of Gender and Society 3-3-0
This course critically examines the ways gender informs the social world in which we live. It explores how we experience gender in the world around us; considers how we develop our gendered identities; explores the workings of the institutions that shape our gendered lives, and leads to an understanding the relationship between gender and the social structure.

SOC 190 Introduction to Postcolonial Study 3-3-0
An introduction to postcolonial theory and sociological issues arising from the cultural and economic conditions left behind by colonizers and the colonized. By looking at events in countries such as India, Nigeria, the Congo and other former colonies we come to understand the challenge of developing theoretical perspectives which grasp the complex influences of colonizer and colonized upon each other.

SOC 202 Directed Independent Study I 3-3-0
A tutorial course in which the student (normally a major) may pursue his or her interests in a selected area of sociology, under the direction of a member of the Department.
Prerequisite: Permission of the instructor and the Department

SOC 203 Directed Independent Study II 3-3-0
See SOC 202
Permission of the instructor and the Department

SOC 204 Experiential Learning in Sociology I 3-3-0
The course integrates a sociology student's research interests with the opportunity to participate with and explore a community organization or other coordinated social phenomena. A required component is a minimum 30 hours of active participation. A substantive written analysis based partially on the student's participatory research experience, and partially upon a study of the relevant literature is also required. It is up to the student to get agreement from the appropriate organization representative(s) for participation in the course and to recruit a professor to be their instructor.

SOC 205 Family I 3-3-0
Changing forms and functions of the family in Western society; growth and decline of the symmetrical family, definitions, theories, marital and sexual roles, and child rearing.

SOC 207 Sociology of Indigenous / Re-settler Relations 3-3-0
The course examines the sociology of strategies of assimilation and the forms of resistance to these strategies in North America.

SOC 208 Criminology 3-3-0
A survey of theories of crime and criminality in relation to class, race and gender. Substantive issues will include murder, prostitution, legal and illegal drug use, woman abuse, white collar crime, and organized crime.

SOC 209 Youth Justice 3-3-0
This course provides an introduction to the youth justice system. It examines the evolution and impact of youth justice philosophy and legislation in Canada and the experience of youth at various stages within the system.

SOC 211 Quantitative Methodology and Research Design in the Social Sciences 3-3-0
This is an introductory course to quantitative data analysis. The course covers the principles of research design and statistical analyses frequently used in the social sciences. This is an important preparatory course for more advanced courses in quantitative methods.
Prerequisite: SOC 110

SOC 214 Aging 3-3-0
Aging and the life course perspective. Sociological theories on aging in relation to gender, class, and ethnicity.

SOC 219 Sociology of the Body 3-3-0
Notions of the body as the cultural representation of our contemporary "embodied" selves will be explored. This course will uncover the strategies of social, political and economic forces as theses problematize the body and seek to control, manipulate, and alter behaviour.

SOC 221 Modern Sociological Theory I 3-3-0
An introduction to the nature and purpose of sociological theory. Students will learn the foundations of theory (ontology, epistemology, methodology) and social theory's historical development before examining the work of Emile Durkheim.
Prerequisite: SOC 101

SOC 222 Modern Sociological Theory II 3-3-0
Building from the ideas established in SOC 221, this course pursues an extensive analysis and critical evaluation of Karl Marx and Max Weber's respective work.
Prerequisite: SOC 221 or permission of the instructor

SOC 223 Women and Global Inequalities 3-3-0
This course considers the social location of cis and trans women within political economy and globalization. Understanding women's diverse lives required attention to public, private and geographic locations.

SOC 229 Masculinities 3-3-0
This course examines both dominant and variant interpretations of gender with an emphasis on the narratives and proscriptions of masculinity. We consider how proscribed definitions of masculinity impact institutional structures, personal lives, safety, relationships, health and professional opportunities.

SOC 230 Deviance I 3-3-0
Definitions of deviant behaviour, social roles of deviants and the structure of control.

SOC 232 Sociology of Criminal Justice 3-3-0
An overview of the criminal justice system from initial contact with the police through to arrest, prosecution, disposition, incarceration, and release to the community. Emphasis is on the role of the police, prosecution, courts, and corrections with a consideration of moving towards alternative approaches to justice.

SOC 233 Carceral Studies 3-3-0

This course considers diverse carceral space in relation to a socio-political and historical context. Carceral spaces can include prisons, migrant detention centers, refuge camps and residential schools.

SOC 235 Women and the Penal System 3-3-0
A critical understanding of gender in criminology. Substantive issues will include: Sexual assault and the justice system, women and family law in the courts, domestic violence, gender and murder. Contemporary theories in criminology and their application are examined.

SOC 245 Racialization and Ethnic Diversity 3-3-0
The purpose of this course is to explore the ethnic and racial diversity of Canada's plural and multicultural society. It critically assesses justifications of racism and of gendered racialization with knowledge of such processes and other harmful historical constructions.

SOC 250 Social Movements 3-3-0
Macro-structures of society such as crowds, publics, fads and riots are examined, including evolving collectivities and their subsequent ideological transformations.

SOC 260 Community 3-3-0
A comparative and historical analysis of rural, urban, and ethnic communities.

SOC 280 Interpersonal Communication 3-3-0
Human interaction at the macro sociological level. Equality, domination, integration, marginalization, co-operation and conflict will be examined.

SOC 292 Social Policy 3-3-0
Introduction to the sociological study of social policy in the Canadian context. The course will examine civil society in relation to a rapidly changing policy context. The development and outcomes of policy will be investigated from a number of theoretical perspectives.
Prerequisites: SOC 101 and SOC 110 or SOC 211, POL 173 or ECO 109

SOC 294 Sociology of Tourism 3-3-0
Travel, journeys and their associated human migrations are the key areas of focus in this course. While movement for purposes of rest and recreation has always been part of our collective legacy, in this world of increasing globalization, the mass tourist industry and a variety of leisure activities has helped transform many locations around the globe. The course will explore tourism, in all its forms and the impact of traveling, both positive and negative, on cultures, sustainability and the environment.

SOC 295 Social Inequality 3-3-0
This course addresses concepts of social and cultural sustainability. Key questions concerning the environmental impacts of social organization as well as options for change will be considered.

SOC 296 Globalism and Culture 3-3-0
An introduction to key concepts for the current understanding and applications of cultural and social globalization.

SOC 298 Social Problems 3-3-0
The course develops a structural understanding of crime, health, inequality, and environmental destruction etc. Situating these problems within the framework of contemporary capitalism, it examines their root causes and possible solutions.

SOC 299 /
EDU 303 Sociology of Education 3-3-0
Comparative study of the Canadian education system and processes in light of current sociological theory and research

SOC 302 Directed Independent Study III 3-3-0
See SOC 202
Prerequisite: Permission of the instructor and the Department

SOC 303 Directed Independent Study IV 3-3-0
See SOC 202
Prerequisite: Permission of the instructor and the Department.

SOC 304 Experiential Learning in Sociology II 3-3-0
The course integrates a sociology student's research interests with the opportunity to participate with and explore a community organization or other coordinated social phenomena. A required component is a minimum 30 hours of active participation. A substantive written analysis based partially on the student's participatory research experience, and partially upon a study of the relevant literature is also required. It is up to the student to get agreement from the appropriate organization representative(s) for participation in the course and to recruit a professor to be their instructor. *Prerequisite:* SOC 233

SOC 307 Sociology of Health 3-3-0
This course seeks to examine the place of health and illness in society, the relationship between bio-medical problems and the social, political and economic realities that help shape them. Topics will include poverty and health, mental illness, aging, death and dying, professionalism, health service organization, inequalities in health service access and use, recent policies and difficulties with health care reform.

SOC 309 Advanced Seminar in Global Colonization and Decolonization 3-3-0
Colonialism and imperialism are considered in relation to settler societies and global power structure. This course questions theories of decolonization and liberation in the context of cultural and economic empires.

SOC 315 Political Sociology in the Digital Era 3-3-0
This course provides a sociological understanding of politics and power relations focusing on the changes brought by the rise of digital technologies. It covers such topics as the nature of state, social control, surveillance, labour relations and politics, digital media and politics, globalization and deglobalization, among others.

SOC 320 Knowledge 3-3-0
How do we know what we know? An analysis of the role of ideas in the development of social institutions and the impact of belief systems on social values. Science, politics, education, religion, the arts and the professions are examined.

SOC 321 Sociology of Technology 3-3-0
The social and cultural context of technology as it has become embedded at the local and global arena. Topics may include social theories of knowledge and information, the political economy of information, the development of technology as a tool of consumption, and knowledge production.
Prerequisites: SOC 101 and SOC 110 and SOC 211

SOC 322 Urban Sociology 3-3-0
Theories of urban growth and development; comparative analysis of cities and their problems.
Prerequisites: SOC 101, SOC 110 and ESG 126

SOC 331 Deviance II: Selected Topics 3-3-0
Selected topics such as drugs, homosexuality, prostitution and juvenile delinquency will be discussed.
Prerequisite: SOC 208. SOC 230 recommended.

SOC 333 Justice Clinic 3-3-0
The Justice Clinic internship program integrates students' socio and legal research skills and interests with the vision, values, and activities of the Centre for Justice Exchange to provide students with practical skills and experiences of working in the field of law and justice. *Prerequisite: Approval from the instructor*

SOC 340 Women: Theory and Ideology 3-3-0
This course explores past and current writings about women and by cis and trans women in social science texts, Using selected readings, students will delve into gendered positioning in comparison to the ways non-Western, postcolonial and critical race feminists talk about their identities, locations and gendered subjectivities. The conceptual frameworks of intersectionality and transnationalism will help us expose dominant representations of gender and how they can be disrupted by writers who expose a diversity of understandings of women across time, language, culture and geography. Prerequisite: Some women's studies background is required. Register with permission of the instructor
This course is offered infrequently

SOC 361 Qualitative Studies 3-3-0
Introduction to the theory, methods, and practice of qualitative sociological research. Various qualitative research methods, techniques, and strategies are explored.
Prerequisites: SOC 101, and SOC 110

SOC 396 Post Colonial Theory 3-3-0
Advanced seminar in contemporary postcolonial theories.
Prerequisite: Prerequisite SOC 190 or SOC 107 or ENG 228 or ENG 375

SOC 402 Honours I: Special Topics 3-3-0
The course accommodates the study of particular sociological topics at an advanced undergraduate level. Subjects will vary from year to year.
Required for Honours Sociology students; normally to be taken in the final year.
Prerequisite: Permission of the department chair is required

SOC 403 Directed Independent Study V 3-0-0
A tutorial course in which the student (normally a major) may pursue his or her Interests in a selected area of sociology, under the direction of a member of the Department.

SOC 404 Honours II: Research Strategies 3-3-0
This course examines research procedures, the objectives and limits of particular approaches, and the relationships between theory, research strategy and its application.
Required for Honours Sociology students
Prerequisite: Permission of the department chair is required

SOC 411 Quantitative Data Analysis with Computer Software 3-3-0
This is a more advanced course in quantitative methods. Students will learn how to manage and analyze quantitative data with computer software. Topics include data entry, statistical procedures and interpretation of output.
Prerequisites: SOC 110 and SOC 211, or permission of instructor. Required for Honours Sociology students.

SOC 450 Thesis 6-0-0
Supervised honours research project under the direction of an instructor.
This is an option for Honours Sociology students only and must be submitted to the Department upon completion.
Prerequisite: The completion of all required courses within the Major and the permission of the Departmental member who acts as the thesis advisor. Normally taken along with 402 and 404 in the final year of the Honours Sociology program.

SOC 490 Contemporary Theory 3-3-0
This course examines both the linguistic turn and the crisis of representation within 21st century sociological theory. Using advanced social theory the course (re) examines the relationship of empirical research and theory to offer a reassessment of social scientific knowledge
Prerequisite: Required for SOC Honours students
Prerequisites: SOC 222 and good standing in the program

WGS 201 Introduction to Feminist Critique 3-3-0
This course explores a range of current issues and debates within feminism in Canada.

WGS 230 Women in Performance 3-3-0
An analysis of the role of women in the performing arts as practitioners, creators, producers and spectators with emphasis on the modern era and western cultures. The course takes a cultural studies approach to the subject and includes readings by feminist theorists, sociologists and cultural historians.

WGS 301 Directed Independent Study 3-3-0
A student undertakes independent study with a faculty member in the programs.
Prerequisite: Permission from the coordinator and the instructor.

WGS 305 Selected Topics in Feminist Critique 3-3-0
This course explores a range of current issues and debates within feminism in Canada.
Prerequiste WOM 101(WGS101) or WOM 201(WGS201)
For WGS230 / DRA 230 see Drama department course descriptions,courses offered on an irregular basis.

Courses Offered on an Irregular Basis

SOC 100 Sociological Imagination 3-3-0
The primary objective of this course is to stimulate curiosity about that part of people's behaviour that is determined by relationships with others and by membership in groups. This course examines and evaluates the contribution sociology makes to the ongoing process of attempting to understand the surrounding social world. This course is intended for students who are either lacking introductory sociology or need to improve their effective writing skills in the discipline.

SOC 155 Sociology of Sport 3-3-0
A theoretical and empirical introduction to the social organization of sports and how they are mediated.

SOC 215 Culture, Ethnicity and Aging 3-3-0
This course is designed to raise an awareness of aging in relation to culture and ethnicity. Concepts and theories of culture, aging and group interaction understood within a Canadian perspective will be provided in addition to sociological examination of class, gender and race.

SOC 217 Social Policy of Aging 3-3-0
This course will study the content, the interpretation and impact of laws affecting elderly and will examine the evolution of social policies and programs in the province of Quebec and in Canada. It will analyse the principles that the state follows to determine its implication in the field of social and health services to the aging population. The evolution of social policies and programs, the current configuration of governmental resources, community resources, and natural networks will also be examined.

SOC 220 Work and Leisure 3-3-0
Industrial and "post-industrial" societies, especially Canada, are examined within a world-system framework. The focus is on power dynamics, contemporary and theoretical issues, involving workers, professionals, owners and consumers.

SOC 225 Québec Society II 3-3-0
Selected topics for analysis of the values, ideologies, behaviour patterns and material culture of Québec society. The course critically examines Québec society during modernity and early post-modernity and draws heavily on artistic and cultural representations (painting, sculpture, literature, etc.)
It is recommended that students take SOC 102 or SOC 101 prior to this.

SOC 241 Cinema 3-3-0
Culture phenomena and values such as: class interest, gender roles, important events, national character and foreign policy, the ideal family, the deviant, etc., are reflected and contested in film. Students will be exposed to and discuss a variety of theories and methods of analyzing culture by way of film as industry and meaning creation.

SOC 281 Communications Methods 3-3-0
Research in the areas of interpersonal, organizational and mass communication. Methods particular to communications studies are examined and applied.

SOC 291 Sociology of Art 3-3-0
An introduction to the Sociological study of the Arts. The course focuses on the social practices and organizational frameworks related to artistic production/ creation, mediation processes, and the reception of art works and artists. Attention will be given to issues related to race, gender, class, and power.

SOC 293 Visual Sociology 3-3-0
We live in cultures which are saturated with digital information and new media. This course engages with major thinkers who study the use of photographs, film, and video to understand society. The course is organized around a series of ideas and problems involving intersections between theory and practice.

SOC 301 The Response to Marx 3-3-0
This course examines the response to Marx throughout the 20th and 21st century. In particular, the course examines how developments in linguistics, theoretical reconceptualization's of power, and new understandings of science, have problematized Marx's work. By considering the relative strengths and weaknesses of such approaches, the course prepares students to gauge the continued relevancy of Marx's insights.
Prerequisite: SOC 222

SOC 305 Family II: Selected Topics 3-3-0
An advanced seminar on selected issues affecting the family in historical and contemporary settings involving the relationship between public and private spheres and between production and reproduction.
Prerequisite: SOC 205

SOC 308 Formal Organization 3-3-0
The institutionalization and legitimation of power and decision-making processes. Special emphasis is given to innovation and deviance in formal organizations.
Prerequisite: Students should have 9 credits in Sociology or permission of the instructor.

SOC 381 Media and the Environment 3-3-0
This course examines processes of technologically mediated interaction at the macro-sociological level. Trends and structures of mass culture and communications are examined in relation to how we relate to nature.
Prerequisite: Students should have 9 credits in Sociology or permission of the instructor

SOC 395 Advanced Theories of Social Sustainability 3-3-0
Advanced seminar on the dynamics of global and local relationships regarding the nature of sustainable societies.
Prerequisite: Some background in the study of ecological and economic issues are strongly recommended

WGS 101 Introduction to Gender Studies 3-3-0
This course uses interdisciplinary feminist theories that consider how systems of power constitute one another. It examines particular local and global topics such as health, education, work, violence against women, globalization, media and cultural representations, families, and feminist activism.

WGS 120 Gender, Justice, and the Law 3-3-0
This course provides a study of the political and legal conditions of gender historically and contemporarily. It uses feminist and sociolegal theories to study legal culture and law as a site of social struggles.

Sports Studies

Faculty

Danilo Fernandes da Silva,
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M.Sc. (State University of Maringa),
Ph.D. (State University of Maringa);
Associate Professor

Erika Gray,
B.Kin (Brock)
M.A. (Western)
Ph.D. (Ottawa)
Assistant Professor

Tavis Smith,
BMOS (Western),
M.Sc. (Edinburgh),
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Assistant Professor
Chair of the Department

Rafael Tedesqui,
B.A. (Faculdade Ruy Barbosa),
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Associate Professor

Maxime Trempe,
B.Sc. (Montreal),
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Full Professor

Erin Willson
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M.Sc. (Toronto),
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Assistant Professor

Objective

The Sports Studies Department at Bishop's provides an intensive study of sport and exercise in society with a primary focus on three themes: Athletic Development, Business and Society, and Exercise and Health. The Sports Studies program and its courses belong to the Faculty of Social Sciences at Bishop's. Sports Studies is offered as a Major (with a specialized concentration), an Honours, and a Minor. The Major and the Honours programs are general Bachelor of Arts degrees, designed to encourage students to develop liberal education competencies while acquiring in-depth knowledge in at least one area of specialization. The programs also provide opportunity for practical experiences.

Program Outcomes

After graduation, students will be qualified to work in the field of athletic development (e.g., as a physical trainer, coach, performance analyst, or member of a support team), in the management of sport (e.g., administrator of a provincial/national sport organization, municipal leisure department, sport centre, or professional team), or to pursue additional studies in a health-related discipline (e.g., athletic therapy, public health, etc.).

Sports Studies Major (48 credits) MAJSPO

The Sport Studies Major is a program of 48 credits (16 courses) divided into core courses (27 credits) and concentration courses (21 credits; see table below). At the time of their choosing during their Bachelor's degree, Sports Studies students will have to "declare" at least one of the three possible concentrations and complete its requirements. Completing two or all three concentrations is possible, yet optional.

Notes:

1) Students wishing to complete 2 or 3 concentrations in Sports Studies must note that SPO 401, SPO 402, and SPO 411 will count as optional courses in only one concentration. The concentration in which the course(s) will count will be defined in consultation with the academic supervisor prior to registration.

3) Students completing the Athletic Development Concentration of the Sports Studies Major will have the possibility to apply for a recognition of achievement via Sports-Québec to obtain a coaching certification (NCCP modules). More information can be obtained by contacting the Chair of the Sports Studies program.

Electives

Bachelor's Degree programs at Bishop's require 120 credits. Quebec students with a DEC receive 30 advanced credits, allowing completion of the degree in three years. Therefore, a Sports Studies Major has 72 credits (42 for a Quebec student) of "free elective" courses. Students are encouraged to consider adding a minor from another discipline, or even a second major.

All Sports Studies students must meet the "Arts and Science" requirement of the University by completing at least one (3 credits) course offered by the Faculty of Natural Sciences and Mathematics. Popular options among Sports Studies students are BIO 131, BIO 233, and EXS 433.

Sports Studies Major (48 credits)

Core (27 credits):

EXS 111	Motor Learning and Control
EXS 117	Active Lifestyle, Fitness and Health
SPO 101	Introduction to Sports Studies and the Workplace
SPO 170	Social Media and Sport
SPO 201	Sports, Culture & Society
SPO 211	The Theory of Coaching
SPO 212	Applied Sport Analytics
SPO 303	Advanced Seminar in Athletic Development and Health
OR	
SPO 304	Advanced Seminar in Sport Business
SPO 416	Knowledge Mobilization in Sports Studies

Athletic Development Concentration (21 credits) CONSAD

Required (6 credits):

EXS 127	Introductory Exercise Physiology
EXS 227	Fitness Assessment in Health Populations

Optional (15 credits):

BIO 233	Human Anatomy
EXS 137	Introduction to applied strength and conditioning
EXS 228	Functional Anatomy and Injury Prevention
EXS 231	Nutrition for Sports and Exercise
EXS 317	Biomechanics of Human Movement
EXS 327	Athletic Performance and Development
EXS 329	Sex Differences in Athlete Health and Performance
EXS 433	Advanced Exercise Science
PSY 203	Cognition and Motivation in Sport: Performance Enhancement
SPO 301	Athletes & Society
SPO 311	Long-Term Athlete Development
SPO 312	Talent Identification and Development in Sport
SPO 321	Personality and Expertise Development in Sport
SPO 401	Experiential Learning
SPO 402	Independent Study
SPO 407	Special Topics in Athletic Development
SPO 411	Sports Centre Practicum I

Business and Society Concentration (21 credits) CONSPB

Required (6 credits):

SPO 250	Sport Management: Theory to Practice
SPO 270	Sporting Events Organization

Optional (15 credits):

BHR 221	Organizational Behaviour
BMG 100	Understanding Business and Society
BMG 214	Introduction to Entrepreneurship: New Venture Creation
BMK 211	Marketing Management
BMK 214	Consumer Behavior
BMK 362	Sport Marketing
CLA 130	Sports and Games in the Ancient World
ECO 124	Sports Economics
HIS 267	History of Sport in Canada
POL 213	Canadian Sport System and Policy
POL 230	The Politics of Sport
SPO 280	Sports Centre Management and Recreation Planning
SPO 311	Long-Term Athlete Development
SPO 312	Talent Identification and Development in Sport
SPO 350	Leading Contemporary Sport Organizations
SPO 360	Sports, Community, and Sustainable Development
SPO 370	Public Relations in Sport
SPO 390	Sport and Social Issues
SPO 401	Experiential Learning
SPO 402	Independent Study
SPO 408	Special Topics in Sports Business and Society
SPO 411	Sports Centre Practicum I

Health and Exercise Concentration (21 credits) CONSPH

Required (6 credits):

EXS 231	Nutrition for Sports and Exercise
EXS 301	Health and Exercise Science

Optional (15 credits):

(BIO 131	The Human Body in Health and Disease
OR	
BIO 233	Human Anatomy)
PBI 275	Health Psychology I
PBI 276	Health Psychology II
PBI 327	Psychology of Nutrition
PSY 277	Physical and Mental Health
SOC 219	Sociology of the Body
SOC 307	Sociology of Health
SPO 217	Active Lifestyles in Society
SPO 401	Experiential Learning
SPO 402	Independent Study
SPO 409	Special Topics in Health and Exercise
SPO 411	Sports Centre Practicum I

Sports Studies Honours (60 credits) HONSPO

The Honours in Sports Studies offers students a comprehensive introduction to the research process. Through a series of pedagogical and research activities, students are exposed to modern ethical and methodological issues pertaining to the field of sports studies, they are introduced to advanced data analysis techniques, and they learn to analyze results and interpret findings in relation to the existing literature. The Honours in Sports Studies also allows students to deepen their theoretical knowledge while further developing the liberal education competencies. This program prepares students to pursue graduate studies.

The Honours in Sports Studies is a 60-credit program. It incorporates the 48 credits of the Major in Sports Studies, to which 12 additional required credits are added. These additional credits are meant to be completed during the final year of the degree.

Required courses for the Honours (12 credits)

SPO 332: Advanced Data Analysis (3 credits) – *Note: this course is not restricted to Honours students*
SPO 498: Honours Seminar (3 credits)
SPO 499: Honours Thesis (6 credits)

Admission criteria

Honours in Sports Studies is restricted to Sports Studies majors in their final year (90 credits or above) who have successfully completed the statistics requirement of the SPO major (i.e., PSY 213 or BMA 140 or SOC 211 or PHY 101) and have maintained a cumulative general average of at least 75%. In addition, students need to find two faculty members to supervise their research work (a primary and a secondary supervisor). Thus, meeting the objective requirements (i.e., 90 credits and above, completion of statistics course, GPA of 75% and above) does not guarantee acceptance in the Honours program.

Sport Studies Minor (24 credits) MINSPO

The Minor in Sports Studies is a program of 24 credits (8 courses) requiring student to complete EXS 111, EXS 117, and SPO 170 as well as 5 additional SPO and/or EXS courses.

List of Courses

EXS 111 Motor Learning and Control 3-3-0

In this introductory course, historical and contemporary theories related to motor learning and control will be presented. Through a series of lectures, workshops, and directed reading, this course will explore the neural basis of movement production, the information processing capacities of the brain, as well as the formation of procedural memory. At the end of the course, students are expected to be able to evaluate the effectiveness of different intervention strategies in the context of skill development.

Note: EXS courses do not fulfill the "Arts and Science" requirement for students in the Divisions of Social Sciences or Humanities

EXS 117 Active Lifestyle, Fitness and Health 3-3-0

The Active Lifestyle, Fitness and Health course is designed to explore, through a series of lectures and workshops, the scientific principles relating to physical activity, exercise, fitness and health in asymptomatic populations from different age groups. At the end of the course, students are expected to understand the dose-response relationship between a variety of physical activities (e.g. Aerobic and resistance training, leisure activities, etc.) and different fitness outcomes (e.g. Body composition, muscle strength, cardiorespiratory fitness, etc.). Moreover, students will be exposed to a mechanistic approach to understand how fitness is associated with long-term health and longevity. Liberal Education Competencies: Quantitative Reasoning (Introductory), Critical Thinking (Introductory), Information Literacy (Introductory).

Note: EXS courses do not fulfill the "Arts and Science" requirement for students in the Divisions of Social Sciences or Humanities

EXS 127 Introductory Exercise Physiology 3-3-0

This course explores concepts in Exercise Physiology, with applications in Sports This course explores concepts in Exercise Physiology, with applications in Sports Medicine. Students will be challenged to apply basic knowledge of human anatomy and physiology to exercise, training and sports. Responses of body systems to exercise will be studied. The course will consist of lectures, presentations, discussion periods, and demonstrations.

Note: EXS courses do not fulfill the "Arts and Science" requirement for students in the Divisions of Social Sciences or Humanities

EXS 137 Introduction to applied strength and conditioning 3-3-0

This course will offer students an introduction on how to program, execute and coach the most common movements in athletic development. Using a practical and hands-on approach, this course will focus on traditional resistance training, Olympic weightlifting, plyometrics, speed & agility, metabolic conditioning as well as other modern methods. Throughout the course, students will be introduced to the biomechanical, physiological and coaching principles that are essential to become a successful athletic development coach. Most of the classes will be held at the John H. Price Sports Centre.

EXS 227 Fitness Assessment in Healthy Populations 3-3-0

This course is designed to provide general guidelines with regards to fitness assessment in healthy populations. Through a series of lectures and practical classes, students will be exposed to the scientific principles underlying fitness assessment including pre-participation screening, and the protocol for different established methods to assess various fitness components.

Prerequisite: EXS 127 Introduction to Exercise Physiology

Note: EXS courses do not fulfill the "Arts and Science" requirement for students in the Divisions of Social Sciences or Humanities

EXS 228 Functional Anatomy, Injury Prevention and Treatment in Sport 3-3-0
This course explores topics in functional anatomy relating to sports injuries and their treatment. Mechanisms of musculoskeletal injury will also be presented with a prevention perspective. Through lectures and workshops on basic human anatomy, students will examine how body parts and systems are involved during movement production. This course will provide hands-on opportunities through demonstrations, small group discussions and practical work. Liberal Education Competencies: Oral Communication Skills (Intermediate), Problem Solving (Intermediate).
Prerequisite: EXS 127 Introduction to Exercise Physiology or BIO 233 Human Anatomy
Note: students may not earn credit for both EXS 228 and EXS 328. EXS courses do not fulfill the "Arts and Science" requirement for students in the Divisions of Social Sciences or Humanities

EXS 231 Nutrition for Sports and Exercise 3-3-0
An introduction to the principles of sports nutrition. Application of these principles to various contexts: exercise, fitness, as well as competitive sports environments. Topics include energy requirements for exercise and performance, both for recreational and elite athletes; carbohydrate, protein, fat and micronutrient requirements; carbohydrate and fluid intake prior to, and during exercise; nutrition for post-exercise/performance/injury recovery; dietary supplements; weight loss and "making weight" in sport; contemporary issues.
Prerequisite: EXS 117 Active Lifestyle, Fitness and Health or EXS 127 Introduction to Exercise Physiology Nutrition or BIO 233 Human Anatomy
Note: EXS courses do not fulfill the "Arts and Science" requirement for students in the Divisions of Social Sciences or Humanities

EXS 301 Health and Exercise Science 3-3-0
This course examines the relation and links between exercise and health. Using epidemiological studies, students are exposed to the role of physical activity on morbidity and mortality. Primary and secondary health-risk factors are examined relative to the influence physical activity has on them and one's quality of life.
Prerequisites: EXS 127 Introductory Exercise Physiology and a statistics course: SOC 211 or PSY 213 or BMA 140, or PHY 101.
Note: EXS courses do not fulfill the "Arts and Science" requirement for students in the Divisions of Social Sciences or Humanities

EXS 317 Biomechanics of Human Movement 3-3-0
This course provides an introduction to the biomechanics of human movement and kinesiology. In particular, the kinematics and kinetics of the musculoskeletal system are studies. The course teaches concepts and techniques of analysis, with practical examples taken from sports and exercise, gait analysis, physical rehabilitation, ergonomics and more.
Prerequisite: EXS127 Introductory Exercise Physiology or BIO 233 Human Anatomy
Note: EXS courses do not fulfill the "Arts and Science" requirement for students in the Faculty of Social Sciences and the Faculty of Humanities

EXS 327 Athletic Performance and Development 3-3-0
This course explores the many factors influencing athletic performance and its development. Specifically, students will be exposed to the scientific principles of athletic training. Topics will include: power and endurance training, strength training, recovery strategies, field and laboratory tests, periodization of training. The course will consist of lectures, presentations and experiments.
Prerequisite: EXS 227

EXS 329 Sex Differences in Athlete Health and Performance 3-3-0
Athlete health, performance, and psychophysiological responses to exercise training are recent fields with "only" a bit more than 100 years of studies and scientific focus. As it developed throughout this period, the majority of research focused on male individuals, forming a "biological sex gap" in the literature. To address this gap, this course focuses on the health and performance of athletes assigned female at birth (AFAB), including people of all gender identities. It explores unique physiological aspects that may impact training and performance, such as stress and recovery monitoring, physiological responses, reproductive factors, and training adaptations. While the course content specifically addresses AFAB athlete experiences, it welcomes students of all gender identities and aims to provide an inclusive and respectful learning environment.
Prerequisite: EXS 227

EXS 433 Advanced Exercise Science 3-3-0
This course examines selected topics in Exercise Physiology and how they relate to Sports/Exercise Training and/or Performance. Through traditional lectures, directed readings, seminars, literature review, practical classes, and case studies, students will explore physical, physiological, and psychophysiological responses to exercise. We will also examine the scientific principles underlying relevant contemporary topics in the scientific literature related to exercise
physiology and human performance.
Prerequisite: EXS 327 or BIO 336
Note: See BIO 433. Students may not take this course for credit if they have received credit for BIO 433.

SPO 101 Introduction to Sports Studies and the Workplace 3-2-1
This course provides a general introduction and overview of the field of sports studies. Through a series of case studies, readings, simulations, presentations, written reports and reflections, students will be exposed to the role of different sport specialists in our society and the ways in which they practice their profession. Specifically, this course will explore professions such as: fitness and personal trainer, varsity coach, sports injuries therapist/physiotherapist, sports nutritionist, sports facilities manager, municipal parks and recreation planner/manager, sports journalist, kinesiologist, professional athlete, and more. Effective goal setting and career planning will also be addressed as well as current issues in Sports Studies.
Note: This course is restricted to students majoring in Sports Studies and is normally completed within the first thirty credits.
Co-requisite: ILT 141

ILT 141 Information Retrieval and Evaluation Skills for the Social Sciences (Lab) 1-0-1
The objective of this laboratory course is to introduce students to the skills necessary to effectively complete their research assignments, including the correct use of library resources, such as the online catalogue, periodical indexes, and other relevant databases. Other areas of study include the identification of key terms for effective searching, productive use of the internet, and the critical evaluation of retrieved resources. Academic integrity, plagiarism, and the correct citation of print and online sources are also covered. Taught in conjunction with a research-based course, the specific resources relevant to research in the Social Sciences are introduced, and the students retrieve the material necessary to complete the essays for their particular course. The course is taught in the library's electronic classroom, and each week the students are given the opportunity for practical experience.

SPO 155 Sociology of Sport 3-3-0
A theoretical and empirical introduction to the social organization of sports and how they are mediated.
Note: This course if offered irregularly. Students may not take this course for credit if they have received credit for SOC 155.

SPO 170 Social Media and Sport 3-3-0
Social media is now an integral component of the communication strategy of sporting organizations. More than just a marketing tool, social media facilitates a dialogue between organizations and their targeted audience. This reciprocal communication is however complex as it is performed in an ever changing environment: the tools and good practices of today may become obsolete tomorrow. This course is designed to introduce students to current social media theories and their applications in sporting contexts. Liberal Education competencies: Quantitative reasoning (Introductory), Written Communication (Introductory).

SPO 201 Sports, Culture & Society 3-3-0
An interdisciplinary course focusing on the impact of sport on society. Topics include history and philosophy of sport, sport in the ancient world, its relationship to social identity, social hierarchy, media, film, popular culture, business and our economy.

SPO 211 The Theory of Coaching 3-3-0
The aim of this course is to explore the fundamentals of athletic coaching. Through a series of lectures, presentations and workshops, students will be exposed to the theoretical elements that contribute to successful athletic coaching. Topics will include: teaching and learning theories, planning a practice, designing a sport program, coaching and leading effectively.
Prerequisite: SPO 201

SPO 212 Applied Sport Analytics 3-3-0
Affordable and widely distributed technological tools such as cameras, accelerometers, and smartphones now allow the recording of an overwhelming quantity of information related to individual athletic abilities and/or team performance. With such an abundance of quantitative information, contemporary challenges reside in our capacity to analyze and interpret this data in a meaningful way. Through a series of lectures and workshops, students will be exposed to modern trends in sport analytics as well as tools offering efficient ways to analyze and visualization data. Liberal Education Competencies: Problem Solving (Introductory), Critical Thinking (Intermediate), Quantitative Reasoning (Advanced).
Prerequisite: SOC 211 or PSY 213 or BMA 140 or PHY 101

SPO 217 Active Lifestyles in Society 3-3-0
In Active Lifestyles in Society, students will explore the sociocultural and economic conditions that enable or constrain one's capability to lead an active lifestyle, thus providing an opportunity to engage critically with the relationships among sport, active lifestyles, and health and well-being. Various social determinants of physical activity will be considered and the specific challenges and opportunities across the life course from childhood to adulthood will be examined. The course will conclude with an in-depth examination of active lifestyles and lifestyle sports in society, considering the implications of/for social cohesion, national identity, risk, professionalization and commodification, and more.

Prerequisite: SPO 201

SPO 250 Sport Management: Theory to Practice 3-3-0
In Sport Management: Theory to Practice, students will explore the fundamental aspects of management in sport organizations and the sport system more broadly. Using a series of case studies, the course bridges the academic to industry gap. Theories and concepts are applied to practical challenges/real world examples, helping students to understand and design solutions to challenges facing contemporary sport organizations. Students will gain exposure to core principles in the realm of sport management and build a better understanding of the unique challenges facing employees in the world of sport. Topics such as strategic planning, human resource management, leadership and governance, policy, public relations, and marketing will be covered as they relate to the sport context.
Prerequisites: SPO 201 or BMG 100

SPO 270 Sporting Events Organization 3-3-0
This course is designed to help students develop the skills and acquire the knowledge required to organize successful sporting events such as tournaments, championships, and conferences. Through lectures, workshops, and case studies, students will learn about the theories supporting sporting events organizations and will have the opportunity to apply these concepts to overcome real-life challenges. Topics related to budget planning, human resources, material and equipment availability, transport, lodging and communication strategies will be discussed.

SPO 280 Sports Centre Management and Recreation Planning 3-3-0
This course is designed to help students develop the skills and knowledge to effectively manage a sports centre as well as design a comprehensive and economically sustainable recreation plan for a community. Through lectures, workshops, and case studies, students will learn about the theories and best-practices supporting successful management in a sport-specific context while also reviewing modern initiatives favouring participation in sport programs. Topics related to resource management, program design for various populations, marketing strategy, and continued participation in sport programs will be discussed.

SPO 301 Athletes & Society 3-3-0
An interdisciplinary course focusing on the social implications of professionalizing sport. Topics include the role of media in professionalizing sport, its effects on amateur athletics, technology and sports, the proliferation of drugs in sport, the business models of sports professionals.
Prerequisite: SPO 201

SPO 303 Advanced Seminar in Athletic Development / Exercise and Health 3-3-0
This seminar is an advanced directed study in specialized areas of athletic development and health. Using scientific articles published in peer-reviewed journals, selected topics are presented and critically discussed in a small group format led by students. The content of this course will explore a variety of issues and may vary year to year. Liberal Education Competencies: Oral Communication (Advanced), Quantitative Reasoning (Advanced), Critical Thinking (Advanced).
Prerequisites: SPO 201 and SPO 212 and ILT 141
Note: Students may earn credit for only one of the following courses: SPO 303, SPO 304, SPO 403

SPO 304 Advanced Seminar in Sports Business and Society 3-3-0
This seminar is an advanced directed study in specialized areas of sports business and society. Using articles published in peer-reviewed journals, selected topics are presented and critically discussed in a small group format led by students. The content of this course will explore a variety of issues and may vary year to year. Liberal Education Competencies: Oral communication (Advanced), Quantitative Reasoning (Advanced), Critical Thinking (Advanced).
Prerequisites: SPO 201 and SPO 212 and ILT 141
Note: Students may earn credit for only one of the following courses: SPO 303, SPO 304, SPO 403

SPO 311 Long-term Athlete Development 3-3-0
Developing Olympians and professional athletes is a complex endeavor requiring National Sport Organizations to develop a structured, large scale, and multistage plan. This plan must include initiatives to ensure that children are given the opportunity to sample a variety of sporting activities in their early years, develop holistically, and ultimately remain active for life. In this course, students will examine the Long-Term Athlete Development model and its implication for the design of sporting programs. Persistent myths regarding athletic development will also be presented concomitantly with recommendations formulated by the scientific community. Liberal Education Competencies: Oral Communication (Intermediate), Quantitative Reasoning (Advanced), Critical Thinking (Advanced)
Prerequisite: SPO 211 or Permission of instructor

SPO 312 Talent Identification and Development in Sport 3-3-0
This course examines the state of the art and science on talent identification and development in sports. Through lectures, debates, projects, and presentations, the students will be exposed to theoretical, research, and applied issues in the field. By the end of the course, students will have an understanding of relevant issues surrounding the practice of identification and development of sport talent and will have applied critical thinking to assess the current talent identification and development practices of sport organizations.
Prerequisite: SPO 201

SPO 321 Personality and Expertise Development in Sport 3-3-0
This course examines the relationship between personality and the development of expertise in sports. We will discuss which and how personality characteristics may facilitate learning, training, and talent development in sport. We will engage with theoretical, research, and applied issues in the area through lectures, discussions, debates, projects, and presentations. By the end of the course, students will have an understanding of different personality characteristics that distinguish individuals and will have applied critical thinking in assessing the relevant literature to identify which personality characteristics are conceptually and empirically related to expertise development in sports.
Prerequisite: SPO 201
Note: Students who successfully completed SPO 407 during the Fall 2019 semester may not receive credits for SPO 321.

SPO 332 Advanced data analysis 3-3-0
This course will explore the advanced data analysis techniques frequently used when conducting research projects in the field of sports studies. Through a series of lectures and workshops, students will be exposed to both quantitative and qualitative techniques. Modern data analysis softwares will also be used.

Prerequisite: SPO 212

SPO 350 Leading Contemporary Sport Organizations 3-3-0
SPO 35O will enhance students' critical thinking and reflection on the past, present, and future of leadership in sport organizations. Students will gain research and practical skills to equip their leadership toolboxes. They will do so by critically engaging with leadership theories (e.g., servant leadership) and how these theories can be applied to various real-world sport settings (e.g., leading a new Soccer League with a vision). This will be done through various learning modalities such as case studies, consulting projects, and reflection. Students will develop the liberal competencies of oral communication, critical thinking, and problem solving.
Prerequisites: SPO 211 or BMG 100
Antirequisites: Students who successfully completed SPO 408 in the Winter 2025 semester may not receive credits for SPO 350

SPO 360 Sports, Community, and Sustainable Development 3-3-0
In recent decades, sport has been identified by a range of institutions as a potentially valuable tool for pursuing the goals of sustainable development. This includes community and economic development, gender empowerment, peace-building, education, and disease prevention, among other things. Today, organizations ranging from small community-based programs to international organizations like the United Nations and the International Olympic Committee recognize this sentiment, and support the use of sport to achieve a wide variety of community and sustainable development goals. In this course, students will be introduced to some of those goals and the ways that sport has (or has not) contributed to them. Students will also be invited to consider the potential for sport programming to address these issues, and the methods that sport managers and researchers use to evaluate its impact.
Prerequisite: SPO 201 or POL 140
Note: students who successfully completed SPO408 during the Fall 2021 semester may not receive credits for SPO360.

SPO 370 Public Relations in Sport 3-3-0
Public Relations in Sports defines and examines the role of public relations (PR) in the sport industry. Through hands-on activities, lectures, readings, group projects and guest speakers, this course will focus on how sporting organizations and athletes manage their relationships and reputations with internal and external stakeholder groups, including media, community, fans, donors, corporate partners, and governing bodies. Students will analyze management issues, crises, and legal, ethical, and sociological issues that are associated with PR in the sport industry. Students will also practice technical skills associated with PR in sport, such as writing press releases, pitching stories, and conducting press conferences. Liberal Education Competencies: Oral and Written Communication Skills, Creative and Adaptive Thinking, Social and Cultural Literacy, Ethical and Moral Reasoning.

SPO 390 Sport and Social Issues 3-3-0
This course is about fairness and other social issues in sport, physical activity, and recreation. It is about the right and capability to participate, and the way that those are differentially distributed in the Canadian population. The capability to participate in sport and recreational physical activity is profoundly affected by the social structures of Canadian society, by persistent inequalities, and by other issues like power and stigma. This course enables students to study the effects of class, gender, race, sexuality, and other aspects of social inequality upon opportunities, programs, and practices in sport. The role of sport in reproducing or transforming those social inequalities and the means by which social issues might be more effectively addressed are considered throughout the course.
Prerequisite: SPO 201 or SOC 245
Note: students who successfully completed SPO409 during the Fall 2021 semester may not receive credits for SPO390.

SPO 401 Experiential Learning 3-1-10
SPO 401 provides students with hands-on experience in the sports industry through practical placements, internships, or projects with sports organizations. Students may arrange their own opportunities, which must be approved by the department prior to beginning work, or they may apply for positions sourced by the department through its ongoing industry partnerships. Students will apply theoretical knowledge from their academic coursework to real-world settings, developing professional skills in management, communication, and problem-solving. Emphasis is placed on reflective learning, industry networking, and career development. SPO 401 prepares students for a seamless transition into the sports sector by bridging the gap between theory and practice. Enrolment will be limited and only students having completed at least one year at Bishop's and who have maintained at least a 70% cumulative average will be eligible.
Prerequisite: Approval of the SPO Internship Coordinator.

SPO 402 Independent Study 3-3-0
Under the supervision of a faculty member, students design and carry out research in an area related to Sports Studies. This can be original research, the development of a case study, or a program evaluation.
Prerequisite: only students having completed at least one year at Bishop's and who have maintained at least a 70% cumulative average will be eligible.
Prerequisite: approval of a Faculty member in SPO

SPO 403 Advanced Seminar in Sport Studies 3-3-0
This seminar is an advanced directed study in specialized areas of sport and recreation. Selected topics are presented and critically discussed in small group format. The content of this course will explore a variety of issues and may vary year to year.
Prerequisites: SPO 301 and one of: SOC 211, PSY 213, BMA140 or PHY 101
Only open to students in their final year (last 30 credits).
Note: Students may earn credit for only one of the following courses: SPO 303, SPO 304, SPO 403

SPO 407 Special Topics in Athletic Development 3-3-0
A lecture/seminar course offered by regular and visiting faculty on topics related to athletic development. Topics covered will be dependent on the research interests and expertise of the faculty member instructing. The course will be offered on an occasional basis. Liberal Education Competencies will be developed according to the special topic. However, considering it is a 400-level course, it is expected that an advanced level of competency will be acquired at the end of the semester.
Prerequisites: Subject to change depending on topic taught. Please contact the Chair of Sports Studies.

SPO 408 Special Topics in Sports Business and Society 3-3-0
A lecture/seminar course offered by regular and visiting faculty on topics related to sports business and society. Topics covered will be dependent on the research interests and expertise of the faculty member instructing. The course will be offered on an occasional basis. Liberal Education Competencies will be developed according to the special topic. However, considering it is a 400-level course, it is expected that an advanced level of competency will be acquired at the end of the semester.
Prerequisites: Subject to change depending on topic taught. Please contact the Chair of Sports Studies.

SPO 409 Special Topics in Health and Exercise 3-3-0
A lecture/seminar course offered by regular and visiting faculty on topics related to health and exercise. Topics covered will be dependent on the research interests and expertise of the faculty member instructing. The course will be offered on an occasional basis. Liberal Education Competencies will be developed according to the special topic. However, considering it is a 400-level course, it is expected that an advanced level of competency will be acquired at the end of the semester.
Prerequisites: Subject to change depending on topic taught. Please contact the Chair of Sports Studies.

SPO 411 Sports Centre Practicum I 3-1-10
SPO 411 provides an experiential learning opportunity at the John H. Price Sports and Recreation Centre on campus aimed at introducing students to various practical aspects of varsity sport such as communications, operations management, coaching, athletic therapy, or to the practice of fitness training, mentoring and managing recreation sport programming, or training in various sports and recreational/fitness activities. Students spend up to 10 hrs/week (100+ hours for a semester) volunteering under the supervision of a member of the staff of the Sports Centre or Gaiters. An outcomes report of the practicum is expected. Enrolment will be limited and only students having completed at least one year at Bishop's and who have maintained at least a 70% cumulative average will be eligible.
Prerequisite: Approval of the SPO Internship Coordinator.

SPO 412 Sports Centre Practicum II 3-1-10
SPO 412 provides an advanced learning opportunity at the John H. Price Sports and Recreation Centre on campus, and is aimed at developing expertise in various areas such as communications, operations management, coaching, athletic therapy, the practice of fitness training or managing sport programming. Students spend up to 10 hrs/week (100+ hours for a semester) volunteering under the supervision of a member of staff with the Sports Centre or Gaiters. In the Practicum II, students will be expected to take on more complexity, some degree of self-leadership, and explore areas of professional interest from Practicum I in greater depth. Enrolment will be limited; only students having completed at least one year at Bishop's and who have maintained at least at 70% cumulative average will be eligible.
Prerequisites: SPO 411, permission of Sports Internship Coordinator

SPO 416 Knowledge Mobilization in Sports Studies 3-3-0
While possessing sound theoretical knowledge is crucial to lead a team or an organization, the ability to communicate effectively is of the utmost importance to positively influence the behavior of others and their decision-making. In this course, knowledge mobilization tools and strategies will be presented to allow students to communicate key scientific information to diverse audiences. Through lectures, seminars, and mostly workshops, students will explore a variety of topics related to the three concentrations of the Sports Studies program (Business and Society, Athletic Development, Health and Exercise) and will be invited to present the results of their investigation during the annual Congress of Sports Studies. Liberal Education Competencies: Oral and Written Communication Skills (Advanced), Problem Solving Abilities (Advanced), Information Literacy Skills (Advanced), Creative Thinking (Advanced), Social Confidence and Inter-personal Competence (Advanced)
Prerequisites: ENG 116 and SPO 303 or SPO 304

SPO 498 Honours seminar 3-3-0
This course will prepare students to complete a research project in the field of Sports Studies. Using a seminar approach, students will be introduced to all the steps involved in the planning of a research project: literature review, ethics application, grant/scholarship application, formulation of research questions and hypotheses, selection of the adequate methodology, and presentation of the proposed project.
Prerequisite: Permission of instructor

SPO 499 Honours Thesis 6-3-0
Under the supervision of two members of the Faculty, students will lead and complete the research project conceptualized in SPO498. Students will thus be exposed to data collection and analysis, and they will be expected to report their results and conclusions during a public talk and in the form of a written thesis conforming to the publication standards of the field of Sports Studies.
Prerequisites: SPO 498 and SPO 332

Electives of Interest

BIO 131*	Human Body in Health and Disease
BIO 233*	Human Anatomy
BMG 214	Intro. to Entrepreneurship: New Venture Creation
BMG 324	Management of Innovation
BMK 362	Sport Marketing
CLA 130	Sports and Games in the Ancient World
ECO 124	Sports Economics
ENG 296	Sports Writing
ESG 264	Outdoor Recreation
HIS 267	History of Sports in Canada
PBI 217†	Motivation and Emotion
PBI 275†	Health Psychology I
PBI 276†	Health Psychology II
PBI 327†	Psychology of Nutrition
POL 213	Canadian Sport System and Policy
POL 230	The Politics of Sport
PSY 203†	Cognition and Motivation in Sport
PSY 204†	The Social Psychology of Sport and Exercise
PSY 277†	Physical and Mental Health
SOC 155	The Sociology of Sport
SOC 219	Sociology of the Body
SOC 220	Work and Leisure
SOC 307	Sociology of Health

**may receive credit for only one of BIO 131 and BIO 233*

† these courses all require PSY 101 and/or PSY 102 as pre-requisites.

Note: Some of these courses are only offered on an irregular basis

Graduate Programs

Overview

The University offers the following graduate degrees:

- Master of Arts (M.A.) or Master of Science (M.Sc.) – Individualized Program (thesis-based)
- Master of Education in Educational Studies and Leadership (M.Ed.) (course-based)
- Master of Arts in Educational Studies (M.A.) (thesis-based)
- Master of Science in Computer Science (M.Sc.) (course-based, internship-based, and thesis-based)
- Master of Science in Physics (M.Sc.) (thesis-based)
- Micro-Program in Climate Change
- Graduate Certificate in Knowledge Mobilization
- Graduate Certificate in Teaching and Learning in Uncertain Times
- Graduate Certificate in Teaching and Learning in an Uncertain World
- Graduate Certificate in Culturally and Linguistically Responsive Teaching for All
- Graduate Certificate in Teaching Intensive English
- Doctor of Psychology (PsyD) in Clinical Psychology (Specific regulations can be found at: *www.ubishops.ca/wp-content/uploads/PsyD-Academic-Calendar-Senate-approved-May19-2023-updated-Sept18.pdf*)

Regulations for Graduate Studies

Academic Regulations

1. Minimum period of registration

   Apart from any qualifying semesters, the minimum period of registration for a Master's degree shall be one academic year of full-time study from the time of initial registration in the program, including research, or its equivalent in part-time study. This requirement must be met regardless of the amount of graduate work previously completed in any other program or at any other university.

2. Time limit

   a. Graduate Micro-Programs and Certificates. The maximum time allowed for the fulfillment of the requirements for graduation for a Graduate Micro-Program or Certificate degree shall normally be two years (six terms) in the case of full–time students from the time of initial registration in the program, excluding any qualifying or inactive semesters. For part-time students, the maximum time allowed for the fulfillment of the requirements for graduation for a Graduate Micro-Program or Certificate degree shall normally be three years (nine terms).

   b. Master's degrees. The maximum time allowed for the fulfillment of the requirements for graduation for a Master's degree shall normally be three years (nine terms) in the case of full–time students from the time of initial registration in the program, excluding any qualifying or inactive semesters. For part-time students, the maximum time allowed for the fulfillment of the requirements for graduation for a Master's degree shall normally be six years (18 terms). Requests for extensions due to special circumstances shall be directed to the Dean of the School/Faculty concerned.

3. Students may choose to leave a program temporarily for 52 weeks, but only with permission of their supervisor(s) and Dean(s) of the Faculty(ies)/School(s) concerned; these students shall be considered inactive for that semester. Such a leave of absence from the program will not normally be allowed more than twice.

4. Students must obtain a minimum of 65%* or "P" in each required course. A grade less than 65% or "F" is considered a failure. Courses may not be repeated more than once.
   **M.Ed./M.A. students who receive a grade lower than 70% have failed the course and are not permitted to continue in the program without formal permission of the School of Education's Admissions Committee.*

5. Unless special arrangements have been made, each degree candidate will be assigned, by the department in which the thesis is to be submitted, to a supervisor(s) who shall be a faculty member of the department and who will be responsible for advising the candidate and directing their research. Co-supervisors may also be assigned with the concerned department's approval.

6. The course of study will generally be overseen by the supervisor(s).

7. The subject of the thesis requires approval by the supervisor(s).

8. The responsibilities of the students include:

   a. informing themselves of program requirements and deadlines;

   b. working within these deadlines;

   c. communicating regularly with their supervisors; and

   d. submitting annual progress reports to the Office of Research & Graduate Studies who will then make it available to the Dean(s) of the Faculty(ies)/School(s) concerned.

9. Students may receive (limited) financial support from the University in the form of research assistantships, undergraduate marking, tutoring and/or laboratory demonstrating duties. Such support requires approval in writing from both the supervisor department and the Dean(s) of the Faculty(ies)/School(s) concerned.

10. All students in graduate courses or degree programs are bound by the University's academic regulations, policy and procedures on academic review and appeal (see pp. 21–24 of the University Calendar) and on research ethics (see the Office of Research & Graduate Studies for documentation).

11. Full-time status for graduate level studies is defined to be 9 credits or more.

12. Students who have not enrolled or registered in any course during a period of more than 24 months are deemed to have withdrawn; and may choose to reapply for admission to the program, subject to the same procedures and conditions as new applicants.

Advanced / Transfer Credits

13. Students applying to a graduate program may receive **advanced credits** towards their degree requirements. With the agreement of the Departmental Chair (or delegate) and, if relevant, the thesis supervisor, students who have earned graduate-level credits prior to their admission (e.g., from a different university, in a different Bishop's graduate program, as an undergraduate, or as a general interest student) may receive up to 9 advanced credits, provided that they:
    a. Received a grade of at least 75% (or equivalent) in the course(s);
    b. Completed the course(s) within the last ten years.
14. After admission, students may receive **transfer credits** for courses completed elsewhere. A graduate student may, with the permission of the Departmental Chair (or delegate) and, if relevant, their thesis supervisor, complete up to 9 graduate-level credits at another recognized institution. Students must obtain prior approval for such courses. The total number of credits taken elsewhere (including both advanced and transfer credits) must not exceed 9 credits.
15. It is the responsibility of the supervisor(s) to confirm with the Office of Research & Graduate Studies students under their supervision when a student enrolls in a thesis-based degree program.

Supervision Regulations

16. It is the responsibility of the supervisor(s) to monitor the progress of students throughout the graduate program, to ensure that all conditions of admission and requirements are fulfilled, to provide students with information on their program, and to advise them how to resolve problems which may arise during their program.
17. Thesis supervisors must be tenured or tenure-stream faculty. With the department's approval, Adjunct Professors are allowed to serve as supervisors, provided that a tenured or tenure-track faculty member is also appointed as a co-supervisor. Limited Term Appointments, Contract Faculty, and Emeritus Professors may co-supervise students with the department's approval. In all cases, the Departmental Chair must ensure continuity of appropriate supervision of their graduate students.
18. Problems that cannot be resolved by discussion between the student and the supervisor(s) shall be referred to the Dean(s) of the Faculty(ies)/School(s) concerned.
19. Information concerning sources of financial support and policies on obtaining same should be sought from the Graduate Studies Coordinator in the Office of Research & Graduate Studies.
19. Students must receive guidance and constructive criticism concerning their progress on a regular basis through the program, including regular meetings and/or e-mail communication with supervisors, attendance at research seminars, and appropriate responses to the student's annual progress report.
20. Supervisors and Graduate Students are expected to abide by the Guidelines for Graduate Student Supervision that have been outlined by the Canadian Association for Graduate Studies.

Monitoring of Student Progress

21. Note that the academic regulations 21 through 27 may be superseded by policies used to monitor student progress in existing, stand-alone graduate programs.
22. Students must receive guidance and constructive criticism concerning their progress on a regular basis through the program, including regular meetings and/or e-mail communication with supervisors, attendance at research seminars, and appropriate responses to the student's annual progress report.
23. At the start of the second semester, the Graduate Studies Coordinator will send separate confidential emails to the supervisor and the student to check for any significant concerns. Minor issues will be resolved, if possible, by the Graduate Studies Coordinator. In the case of major concerns, a formal meeting will be scheduled between the student, the supervisor, and the Graduate Studies Coordinator or delegate.
24. At the end of their second term of studies in a thesis-based program, and every third semester thereafter, registered M.A./M.Sc. candidates must submit an annual progress report to the Office of Research & Graduate Studies covering both courses and research programs.
25. The relevant forms to be completed by the candidate and the supervisor(s) are available through the Office of Research & Graduate Studies. Annual progress reports will be reviewed by the Graduate Studies Coordinator. The candidate and the supervisor(s) are expected to meet to discuss the content of the report. At this meeting, the supervisor and student should discuss the following components of the Annual Report:
    a. Record the progress made during the prior year, including completed courses and research milestones.
    b. Establish objectives for the upcoming year.
    c. Review the remaining requirements for completion of the graduate degree and set out timelines for their completion.

    In the case of an unsatisfactory report, the following procedure will be followed:

    d. The Graduate Studies Coordinator will convene a meeting between the supervisor(s), the Departmental Chair, and the student (who can be accompanied by a community member) to set interim goals and to identify ways in which to better support the student. A summary of the meeting will be sent to the Graduate Studies Coordinator.
    e. No later than four months after the submission of the Unsatisfactory report, the supervisor(s), Departmental Chair, and student will meet to assess progress towards the interim goals and the effectiveness of the support measures. If progress is judged satisfactory by the Supervisor, the timing of the next progress report will be determined by Article 23. If progress is judged unsat-

isfactory in this second report (the interim report), The academic unit can request that the student be asked to withdraw from the University. Students have the right to have this decision reviewed, first by the Dean(s) of the Division(s)/School(s) concerned and then by the Academic Review Committee.

f. An unsatisfactory progress report may result in the non-renewal of a Graduate Research Scholarship.

g. Two unsatisfactory reports (not necessarily successive) constitute unsatisfactory progress towards the degree and, if recommended by the academic unit, the student will be withdrawn from the University. Students have the right to have this decision reviewed, first by the Dean(s) of the Division(s)/School(s) concerned and then by the Academic Review Committee.

26. In cases where the student has missed an established progress report deadline and has not responded to the unit within 4 weeks after being contacted by the academic unit, the report may be completed in the student's absence, and progress may be judged unsatisfactory.
27. Reports are to be housed with the Office of Research and Graduate Studies and retained for three years following graduation/departure from the university.
28. Copies of the annual progress report will be made available to the Dean(s) of the Division(s)/School(s) concerned as well as the Chair(s) of the Department(s)/School(s) concerned upon request.
29. Note that renewal of a Graduate Research Scholarship (GRS) is dependent upon a satisfactory progress report.
30. The role of the Graduate Studies Coordinator, throughout the Monitoring of Student Success, is to review submitted reports and oversee administrative tasks related to the overall process of monitoring student success. Concerning/alarming reports will be submitted to the Associate Vice-Principal Research who will ensure they are addressed accordingly.

Thesis Regulations

31. Note that the thesis regulations 30 through 39 may be superseded by policies in existing, stand-alone graduate programs.
32. All Master's candidates must make a satisfactory oral presentation and defense of their thesis prior to graduating before an Examining Committee.
33. Composition of the Examining Committee

    a. At the graduate level, the Examining Committee is composed of at least three members, including the candidate's supervisor(s). Of the three members, one shall be an external examiner*, who must be external to the Department and cannot be in a supervisory relationship with the student, be a co-author of work included in the thesis, or be in any conflict of interest with the candidate. All examiners must be specialists in the candidate's field of interest with at least a terminal degree in the field and graduate supervision experience. The examiners shall be selected by the supervisor(s) and department concerned.
    ** The requirement of an external examiner on Examining Committees in Computer Science may be waived under exceptional circumstances.*

34. Submission of the Thesis

    b. At the graduate level, a single digital copy of the thesis of a degree candidate must be submitted, with the approval of the supervisor, to the Office of Research & Graduate Studies at least two months in advance of the marks deadline of the semester in which it is to be defended. The submission must be accompanied by a letter from the supervisor(s) informing them of the names of the members composing an Examining Committee. The Office of Research & Graduate Studies shall forward one copy of the candidate's thesis to each examiner with an appropriate covering letter.

35. A thesis will be accepted only following approval of its defense by the Examining Committee. A thesis may be returned to the candidate for revision on the advice of one or more examiners and subsequently re-defended (once only).
36. The decision of the Examining Committee is made by majority vote. All members* have access to a vote. Members of the Examining Committee may not abstain from voting, except for supervisors in cases where the Examining Committee is made of more than three members.
    ** In cases of joint supervisions, the primary supervisor(s) and the co-supervisor(s) count as a one (1) member of the Examining Committee and have access to one (1) joint vote have a joint vote.*
37. The decision of the Examining Committee shall be based on both the thesis and on the candidate's ability to defend it. The Examining Committee shall submit a report to the Dean(s) of the Faculty(ies)/School(s) concerned. The Examining Committee can render one of four decisions:

    c. Accepted as submitted, which may include editorial/formatting corrections;

    d. Accepted with minor modifications (corrections which can be made immediately and to the satisfaction of the supervisor);

    e. Accepted with major modifications (precise descriptions of the modifications shall be provided by the Examining Committee in the report submitted to the Dean(s) of the Faculty(ies)/School(s) concerned). The Examining Committee shall examine the revised thesis and determine if the modifications made are satisfactory, in which case the Examining Committee may confirm the approval of the thesis, or unsatisfactory, in which case the Examining Committee must determine if the thesis is rejected or if an additional period of time may be granted for further modifications.

    f. Rejected. A rejected thesis may be re-submitted once only from at least six months after the date of submission of the report from the Examining Committee. Re-submission of a thesis shall follow the same procedure as an initial submission.

38. After the thesis has been defended and accepted, the candidate must submit the final version of the thesis to the Office of Research & Graduate Studies for deposit in the Library Learning Commons repository, the retention of the department concerned and the supervisor(s).

39. Advice concerning the preparation and presentation of theses is to be provided by the supervisor(s) and department(s) concerned.
40. It is the responsibility of a supervisor(s) to uphold and to transmit to students the highest professional standards of research and scholarship in the preparation of theses; to provide guidance in all phases of the student's research; to meet with their students regularly; to provide prompt feedback on submitted work, including drafts of the thesis; and to clarify expectations regarding collaborative work, authorship, publication and conference presentations which may result from the student's research.
41. Deferment for up to two years is possible provided a good reason to delay public access to a thesis is provided. Under exceptional circumstances, deferment can be renewed.

Code of Conduct

Bishop's University is committed to ensuring high-quality, effective supervision to support successful graduate education and research within an inclusive and positive scholarly environment. Consistent, high- quality supervision is essential for graduate students' progress, success, and wellbeing, and for advancing the University's research profile. Graduate students at Bishop's University are expected to comply with the Student Rights and Responsibilities (*www.ubishops.ca/about-bu/governance-and-administration/policies/student-rights-responsibilities/*), including the completion of required trainings (e.g., Prevention of Sexual Violence), in addition to the following guidelines specific to graduate studies.

For Graduate Students who are also employees of the University (e.g., employees taking courses on a part-time or full-time basis) this policy applies only to their academic activities as Graduate Students (e.g., all degree requirements including thesis/ dissertation research).

1. **Mutual Respect:** Maintain a positive learning and research environment by treating one another – graduate student and supervisor(s) – with respect, exercising understanding in times of difficulty and extenuating circumstances, and support for the achievement of milestones.
2. **Open Communication**: Early and ongoing communication between graduate students and supervisors is essential to direct and re-direct graduate student work and respond to changes in planned activities.
3. **Goal-directed Learning and Progress Monitoring**: Discussing and establishing learning and research goals in relation to expectations for advanced research, monitoring goal progress, and mutually revising goals when necessary has been shown to accelerate and encourage graduate student progress.
4. **Responsive and Timely Feedback**: Be reasonably accessible to graduate students by providing descriptive, actionable, and timely feedback following program expectations. Inviting graduate students to respond to feedback is a fundamental academic skill that propels graduate student work forward. In turn, graduate students should be available to complete any commitment they may have with regards to supporting their supervisor's research.
5. **Leveraging Resources for Wellbeing and Success**: Leveraging university-wide resources can support both graduate students and supervisors in fulfilling their roles and responsibilities.

Academic Standing – Graduate Studies

Formal written notification from the Academic Standing and Admissions Policy Committee (ASAP) or the Admissions Manager is the only valid statement of a student's academic standing. Opinions expressed by or information provided by individuals are not binding unless confirmed in writing by the ASAP Committee or the Admissions Manager.

Inquiries related to matters concerning academic standing should be directed to the Admissions Office.

Academic Standing and Appeals: M.Ed. Educational Studies and Leadership and M.A. in Educational Studies

Maintenance of Good Academic Standing, Probation, and Must Withdraw Status

1. M.Ed./M.A. students who receive a grade lower than 70% in a course have failed the course and are not permitted to continue in the program without formal permission of the School of Education's Admissions Committee.
2. General Interest (SPG) students who receive a grade lower than 70% in a course have failed the course and are not permitted to continue to take courses without formal permission of the School of Education's Admissions Committee.

Academic Standing Appeals

Notwithstanding the University regulations on Academic Standing discussed below, the School of Education has its own regulations on Maintenance of Good Standing as indicated in points 1 and 2 above. Students who do not achieve that standard will not be eligible to continue in Education programs or as SPG students in Education at Bishop's University. Students have the right to appeal this decision to the Review Committee of the School of Education.

Academic Standing and Appeals: All other graduate programs

Maintenance of Good Academic Standing, Probation, and Must Withdraw Status

1. Full-time students who have attempted at least 12 credits must maintain a minimum cumulative average of 65%* calculated at the end of each semester in order to remain in good academic standing.
   **M.Ed./M.A. students who receive a grade lower than 70% have failed the course and are not permitted to continue in the program without formal permission of the School of Education's Admissions Committee.*
2. Part-time degree students who have attempted at least 9 credits must maintain a minimum cumulative average of 65%* calculated at the end of each semester in order to remain in good academic standing.
   **M.Ed./M.A. students who receive a grade lower than 70% have failed the*

course and are not permitted to continue in the program without formal permission of the School of Education's Admissions Committee.

3. General Interest (SPG) students must maintain a minimum cumulative average of 65%* calculated at the end of each semester in order to remain in good academic standing.
   **M.Ed./M.A. students who receive a grade lower than 70% have failed the course and are not permitted to continue in the program without formal permission of the School of Education's Admissions Committee.*

Students who do not achieve this standard are subject to the following regulations.

1. Full-time, part-time and SPU students failing to achieve a 60% average will be required to withdraw from the University for 12 months

   Note: A student may be required to withdraw without first being placed on probation if their academic performance requires it.

2. Students failing to achieve an average of 65% or higher, but who have an average above 60%, will be placed on academic probation.
   a. Full-time students:
      i. Will be required to raise their cumulative average to 65%* by the end of the next two semesters in which they are registered.
      ii. May not be registered in more than 15 credits per semester until their probation period has been completed.

      **M.Ed./M.A. students who receive a grade lower than 70% have failed the course and are not permitted to continue in the program without formal permission of the School of Education's Admissions Committee.*
   b. Part-time degree and SPU students:
      i. Will be required to raise their cumulative average to 65%* over the next 9 credits attempted.
      ii. May not register in more than 9 credits until probation has been removed.

      **M.Ed./M.A. students who receive a grade lower than 70% have failed the course and are not permitted to continue in the program without formal permission of the School of Education's Admissions Committee.*
3. Students on probation who fail to achieve the 65%* in the specified time period will be required to withdraw from the University for 12 months.
   **M.Ed./M.A. students who receive a grade lower than 70% have failed the course and are not permitted to continue in the program without formal permission of the School of Education's Admissions Committee.*
4. "Academic probation" and/or "must withdraw for academic reasons" will be recorded on the transcript of the students concerned.

Students who have been required to withdraw from the University for academic standing reasons are subject to the following regulations:

1. Students who have been required to withdraw from the University may not register for any course(s) at the University or complete courses elsewhere on a letter of permission for a minimum period of 12 months.
2. Students who have been required to withdraw may apply for re-admission to the University.
   a. Re-admission requests must be submitted according to the published application deadlines (see Applying to Bishop's University)
   b. Students should contact the Admissions Office for information on the re-admission application process.
   c. Students who are accepted back into the University will be re-admitted on academic probation.

Academic Standing Appeals

1. The above regulations are implemented by the Academic Deans and the Academic Standing Committee and administered by the Admissions Manager in collaboration with the Office of Research & Graduate Studies.
2. Decisions of the Academic Deans on academic probation, withdrawal from the University and subsequent readmission are binding.
3. A student may request the Academic Standing Committee to reconsider an unfavourable decision, but such a request does not necessarily constitute a basis for provisional readmission. Only one request for reconsideration of a Dean's decision will be heard by the Committee in each case.
4. Students wishing to request reconsideration should contact the Admissions Office for additional information on the process.
5. Appeal documentation must be submitted to the Committee by the date indicated on their written notice of academic standing.

Academic Standing and Appeals: General Information for all graduate programs

1. The cumulative average is calculated using all courses attempted at Bishop's, including those in which a grade of "0" is received, with the exception of extra degree credit, and extra degree credit ESL courses and courses from which students have withdrawn with permission. The courses are weighted according to their credit value.
2. Courses completed elsewhere are not included in the calculation of Bishop's University's cumulative average (see Credit for Studies Completed Elsewhere).
3. Should a student repeat a course at Bishop's in which a grade has already been received, the grade awarded in the second registration will be used in the calculation of the cumulative average and credits awarded, regardless of whether it is the higher or lower grade.
4. Students with a failing cumulative average (i.e. below 60%) will not be eligible to graduate from the University.
5. Students who have been asked to withdraw may not normally register for any course(s) at the University.
6. Applications for readmission must be submitted in writing to the Admissions Office. Students who are readmitted will be admitted on probation.
7. A full-time student on academic probation may not be registered in more than 9 credits per semester. A part-time student on academic probation may not register in more than 6 credits until probation has been removed.
8. "Academic probation" and "must withdraw for academic reasons" will be recorded on the transcript of the students concerned.

9. Formal written notification from the Academic Standing Committee or the Admissions Manager is the only valid statement of a student's academic standing. Opinions expressed by or information provided by individuals are not binding unless confirmed in writing by the Committee or the Admissions Manager.
10. In cases of alleged procedural errors, incorrect information or discrimination, an appeal may be made to the Student Appeals Committee.
11. Inquiries regarding any of the above should be addressed to the Admissions Office.

Admission Requirements

Master of Arts (M.A.) or Master of Science (M.Sc.) – Individualized Program

Thesis-based, Individualized Programs allow students to tailor a Master's program to a specific research goal and explore topics outside of traditional disciplines.

Admission requirements

The minimum requirements for admittance to a thesis-based, Individualized Program (M.A. / M.Sc.) include:

- a tenured or tenure-stream faculty member qualified in the intended field of study and willing to supervise the coursework and research component,
- an undergraduate degree with a major in a discipline related to their proposed research project; and,
- a minimum average of 75% or equivalent (3.0/4.0 or B-) in their undergraduate degree, and proof of English language proficiency.

With the department's approval, Adjunct Professors are allowed to serve as supervisors, provided that a tenured or tenure-track faculty member is also appointed as a co-supervisor.

Application Procedure

Before beginning the application process, interested students must find a faculty member willing to supervise their academic and research programs. Once a faculty member has agreed to develop and supervise the program, supporting documents must be gathered and submitted to the Office of Research & Graduate Studies.

The required supporting documents are as follows:

- Any official transcripts and university degrees earned,
- Individualized Program MSc/MA Research Proposal Form
- Letter(s) of recommendation from professors, other than the supervisor(s), who can evaluated and comment on intellectual capacity, ability to do research in the intended field, and chances of success in a graduate environment.
    - Current Bishop's University Students must provide one (1) letter of recommendation and applicants from other institutions must provide two (2) letters of recommendation.
    - Letters of recommendation must be emailed to admissions@ubishops.ca by the referee professor, along with the applicant's name.

Master of Education (M.Ed.) and Master of Arts in Education (M.A.)

The Master of Education (M.Ed.) in Educational Studies and Leadership OR to the Master of Arts in Educational Studies (M.A.) (thesis-based) are 45-credit programs that lead students in these programs to further their scholarly and professional development as administrators, educational leaders, educators, and researchers for work in educational institutions and in other organizational, professional, and community settings where enhancing learning for the social, cultural, digital, and economic needs of the 21st century are at the forefront. Students engage with the social, historical, cultural, and linguistic dimensions of education and consider issues of power, diversity, gender, and marginalization in education. These perspectives on education and leadership may be based on sociological, historical, or linguistic foundations; they may draw on a variety of contemporary frameworks including comparative and international education, post-colonial theory and theories of decolonization, applied linguistics, sociolinguistics, discourse analysis, and critical theory. Courses leading to these programs are offered year-round, on the Bishop's campus and possibly at off campus locations, via technology.

General Admission Requirements

Applicants to the M.Ed. in Educational Studies and Leadership or the M.A. in Educational Studies must:

- have completed a B.Ed. or related degree at a recognized university with an average of at least 75%;
- normally have at least two years of relevant educational experience (teaching or related professional experience);
- submit TOEFL, IELTS, or other equivalent English language proficiency test results with minimum scores of 80 (internet-based) for TOEFL with at least a score of 20 in each of the four components or 6.5 for IELTS with at least a score of 6.5 in each of the four components.

Required Supporting Documents

- 2 references using the School of Education Reference Form.
- Proof of English proficiency. All applicants must submit proof of English proficiency. Consult the English Language Proficiency Requirements document to determine what, if any, supplementary documents must be provided.
- Copy of most recent university transcript.
- Letter of intent outlining why you believe you are a good candidate for graduate studies at Bishop's University.
- Curriculum vitae
- M.A. applicants only: One-page description of your research interests, including area of interest.
- Copy of personal identification document(s). Consult the Personal Identification Documents page to determine what document(s) must be provided.

Master of Science in Computer Science (M.Sc.)

Bishop's offers thesis-based, course-based or internship-based Master of Science (MSc). The course-based Master's offers a solid background for students aiming at a professional career. The academic focus of the thesis-based Master's is excellence in research and it aims to provide a starting point to students oriented toward PhD studies but also to professionally inclined candidates.

General Admission Requirements

- Completed undergraduate degree in a related field with high academic standing.
- Proof of English proficiency. All applicants must submit proof of English proficiency.

Thesis option

The minimum requirements for admittance to the Master's program are an undergraduate degree with a major in Computing Science or equivalent, and a high upper-second class standing.

Candidates with high academic standing in an undergraduate degree other than computer science, who have some computer science background either academic or professional, may be admitted as graduate preparatory students. Preparatory students will be asked to complete up to one year of undergraduate courses to enhance their background.

In addition to academic performance, a combination of factors is taken into consideration in assessing the eligibility of a candidate for admission into graduate programs. One important such factor is the availability of a faculty member competent and willing to supervise the academic program of studies and research of the candidate; a candidate will not be admitted to the program under any circumstance unless such a faculty member exists. Other factors include the performance of the candidate and the assessment provided by their referees as a measure of the likelihood that the candidate can successfully complete the course of studies and research.

Project Option

The minimum requirements for admittance to the program are an undergraduate degree with a major in Computing Science, Information Technology, Computer Engineering, Electrical Engineering, Mathematics, Physics, or equivalent, as well as a 70% standing.

Candidates with insufficient academic background in Computer Science may be admitted as graduate preparatory students and will be asked to complete up to one year of undergraduate courses to enhance their background.

Application procedure

The application procedure for our graduate degrees is the following two-step process:

1. Students must pre-apply by completely filling in the departmental form (no fee is required). Note that the form is different for the three options (course-based, internship-based, and thesis-based). If the form contains all the pertinent information, then the applicant will receive from the department a fairly accurate evaluation, which in most cases will indicate that the official application would be successful. Pre-applications are free of charge.
2. Once the applicant receives a positive evaluation from the department, the applicant must go to the Bishop's on-line application system and submit an official application (fees apply) in order to be granted official admission by the Admission Office.

Note that the two steps above can also be completed at the same time. However, in this case the application fees will be charged irrespective of the departmental decision.

Master of Science in Physics (Thesis-based)

The program is open to graduates of any university of recognized standing who have obtained at least a Bachelor's degree with honours with a Class II standing (GPA of 3/4 or its equivalent). An applicant who has followed a combined program (e.g., majors in math and physics), must have obtained at least a Class II standing in their physics courses. Applicants who do not satisfy these requirements may, with the permission of the University, be admitted to a qualifying year to bring their standing up to that of an honours degree. Alternatively, the department may require students to do additional courses to those that are considered mandatory to meet the minimum requirements. Even if M.Sc. applicants meet the minimum requirements, the department is not obligated to accept applicants based on the availability of supervisors, financial considerations, ability to offer the necessary courses, or the ranking of more qualified candidates.

Application procedure (Physics)

The application procedure the following two-step process:

1. Pre-apply by completely filling in the departmental form (no fee is required).
2. The formal part of the application process (a fee is required) can be initiated once the applicant has been contacted by the Chair of the physics department.

Note that the two steps above can also be completed at the same time. However, in this case the application fees will be charged irrespective of the departmental decision.

Micro-program in Climate Change

The basic entry requirement will be an undergraduate degree in any field from a recognized university with at least a B standing in the final two years of study. There are no specific pre-requisites, but students will need to be comfortable with basic mathematical and scientific concepts.

Application procedure

The application procedure is the following:

1. Visit the Bishop's University Online Application page and select the application form that applies to you. The letters of reference can be uploaded to the website or emailed directly to: admissions@ubishops.ca.
2. Complete the application form and upload a copy of all of the following:
   a. A statement of interest, no longer than 400 words in length, indicating why you want to be enrolled in the program and what you hope to gain from it

b. An official copy of all university transcripts

c. Two letters of reference. The letters of reference can be uploaded to the website or emailed directly to: admissions@ubishops.ca.

Graduate Certificate in Knowledge Mobilization

Individuals wishing to apply to this program must have an undergraduate degree in any field from a recognized university, with at least a B standing in the final two years of study. All prospective students must provide a statement of interest (maximum 500 words) explaining their objectives for taking this program and their plans for completing the practicum component. For students coming from non-English or French-speaking curriculums, a proof of proficiency in English in accordance with the general application procedures stipulated in the Academic Calendar will also be required. Students with knowledge of research methods applied regularly in Psychology, Sports Studies and Biology (Health) will be given priority.

Application procedure

The application procedure is the following:

1. Visit the Bishop's University Online Application page and select the application form that applies to you. The letters of reference can be uploaded to the website or emailed directly to: admissions@ubishops.ca.
2. Complete the application form and upload a copy of all of the following:
   a. A statement of interest, no longer than 500 words in length, explaining their objectives for taking this program and their plans for completing the practicum component
   b. An official copy of all university transcripts
   c. Two letters of reference. The letters of reference can be uploaded to the website or emailed directly to: admissions@ubishops.ca.

Graduate Certificates in Education

Graduate Certificates offered at Bishop's in the School of Education consist of 15 credits. The certificates are intended primarily for in-service teachers, administrators, educational leaders, and other school-based professionals. There are four certificates:

- Graduate Certificate in Inclusive Education: Teaching and Learning for All
- Graduate Certificate in Teaching and Learning in an Uncertain World
- Graduate Certificate in Culturally and Linguistically Responsive Teaching
- Graduate Certificate in Teaching Intensive English

Please note: These certificates may not be offered every year. They do not lead to teacher certification.

General Admission Requirements

Applicants to any of the Graduate Certificates in Education must:

- have at least two years of relevant experience (teaching or related professional experience); such experience will be taken into account as we consider admissions;
- submit TOEFL, IELTS, or other equivalent English language proficiency test results with minimum scores of 80 (internet-based) for TOEFL with at least a score of 20 in each of the four components or 6.5 for IELTS with at least a score of 6.5 in each of the four components.

Required Supporting Documents

- 1 letter of reference addressing academic ability, qualifications and experiences, and how this certificate will benefit your professional learning.
- Personal statement illustrating experience working with students and reason(s) for seeking admission to the program.
- Proof of English proficiency. All applicants must submit proof of English proficiency. Consult the English Language Proficiency Requirements document to determine what, if any, supplementary documents you must provide.
- Copy of most recent university transcript.
- Your curriculum vitae.

Application procedure (M.Ed., M.A., and Graduate Certificates in Education)

1. Visit the Bishop's University Online Application page and select the application form that applies to you. The letters of reference can be uploaded to the website or emailed directly to: admissions@ubishops.ca.
2. Complete the application form and upload a copy of all of the Required Supporting Documents based on the program you are applying for (see above for the complete lists).

Programs leading to the Master of Education (M.Ed.) in Educational Studies and Leadership and the Master of Arts (M.A.) in Educational Studies

Graduate courses leading to the M.Ed. and M.A. degrees are normally offered during each of the following four sessions: Fall, Winter, Spring 1, and Spring 2.

Course Offerings

In the M.Ed. and M.A. program, students pursue compulsory courses common to all students, in addition to some specific ones, depending on which program the student has opted for. Students who have completed graduate courses in Education at Bishop's University may be considered for advanced standing. The Admissions Committee of the School of Education may consider the transfer of credits from one of our existing certificate programs. Such transfer credits will only be considered for courses in which the grade received is at least 75%. Practicum courses are not eligible for such transfers. A maximum of nine credits from another institution may be applied to the M.Ed. and M.A. program. For more details on the Master's of Arts program, please refer to the M.A. Handbook.

Master of Education (M.Ed.) in Educational Studies and Leadership (45 credits) CONSTL

Research Module

6 compulsory credits

- GSE 510: Academic Reading and Writing
- GSE 516: Educational Research for Practice

Foundations courses

9 compulsory credits,

3 credits from:

- GSE 502: Educational Philosophies
- GSE 506: Globalization and Global Education
- GSE 540: Sociological Perspectives in Schooling

3 credits from:

- GSE 501: Psychology of Teaching and Learning
- GSE 523: Educational Neuroscience: Mind, Brain, and Teaching

3 credits from:

- GSE 503: Curriculum Explorations I
- GSE 574: Understanding Professional Development
- GSE 575: Educational Leadership Theories

Elective Courses

30 credits

More detailed information about specific course choices is available from the School of Education.

Master of Arts (M.A.) in Educational Studies (45 credits - thesis) CONESD

Research Module

9 compulsory credits

- GSE 510 Academic Reading and Writing
- GSE 516 Educational Research for Practice
- GSE 518 Seminar in Research Methods

Foundations courses

6 compulsory credits, 3 credits each from 2 of the 3 following courses

- GSE 502 Educational Philosophies
- GSE 501 Psychology of Teaching and Learning
- GSE 503 Curriculum Explorations I

Elective Courses

6 credits

More detailed information about specific course choices is available from the School of Education.

Thesis documents

24 credits

- GSE 705: Thesis Proposal (3 credits)
- GSE 700: Thesis (21 credits)

List of Courses

GSE 500 Selected Topics in Curriculum 3-3-0

This course has been designed to provide the student with the opportunity to examine recent developments in curriculum.

GSE 501 Psychology of Teaching and Learning 3-3-0

This course will examine ways to use the theories and principles of psychology to understand learning and to inform teaching and curriculum processes. Students will compare and contrast the implications of different theories of learning, including how the theories define knowledge and learning. Students are encouraged to explore in depth topics relevant to their practice.

GSE 502 Educational Philosophies 3-3-0

This course will examine the philosophical principles and theories that provide a foundation for education today. Through a critical review of philosophical perspectives, students will develop an understanding of the way in which these perspectives continue to shape current educational thinking and practice.

GSE 503 Curriculum Explorations I 3-3-0

This introductory course will examine curriculum as a socially constructed process. Students in the course will examine the principles and theories relating the various dimensions of the curriculum process: designing, planning, enacting and reflecting.

GSE 504 Curriculum Explorations II 3-3-0

This course is an extension of GSE 503, Curriculum Explorations I. Students will focus on using the knowledge acquired in GSE 503 and new knowledge constructed in GSE 504 to generate a curriculum design and the resources necessary to enact that design.

Prerequisite: GSE 503

GSE 505 Evaluation and Assessment 3-3-0

This course will focus on the role of evaluation and assessment of the learning process and will include an examination of their underlying principles. The practical implications of the school context on the learning process will be explored.

GSE 506 Globalization and Global Education 3-3-0
This course provides an overview and introduction to areas of research that inform the practice of global citizenship education. These include inter-disciplinary studies in globalization and education, transnational studies, postcolonial theory, citizenship education, social justice education, migration studies, and sociological and pedagogical approaches to education for social diversity. Students will engage current debates and implications of these for practice.

GSE 507 Origins of Modern Schooling 3-3-0
This course examines the trends and themes in educational history that have influenced and shaped contemporary school systems. The course will explore how schooling and concepts of education have changed over time, and will critically analyze the successes and failures of educational developments. Students will engage in historical thinking and research in order to understand how the educational past continues to impact education today.

GSE 508 History of Education Policy 3-3-0
This course explores the historical processes that have created current Canadian school systems, with a particular emphasis on Quebec. Through an analysis of public policy case studies, the course will assess the unfolding educational policy environment and how policymaking ideas and debates have impacted the current education landscape.

GSE 510 Academic Reading and Writing 3-3-0
This course has been designed to facilitate students' ability to (1) read, synthesize and analyze academic articles, books and other primary source texts and (2) express their knowledge and ideas in a scholarly fashion using the conventions defined by academic journals. Different types of research articles will be examined and strategies for reading each type explored.

GSE 511 Educational Statistics 3-3-0
This course is an introduction to statistical analysis methods. Topics to be covered include means, standard deviations, variances, sampling distributions, hypothesis testing z-tests, t-tests, correlation/regression and, if time permits, Chi-squared tests. This course emphasizes a conceptual understanding of statistics and their application in educational research rather than mechanical calculation.

GSE 516 Educational Research for Practice 3-3-0
This course leads participants to consider the relationship between approaches to educational research, knowledge, and practice. Participants explore, in-depth, the epistemological positions and basic principles of action research and the importance of critical reflective practice for transformative education. Individual class projects are carried out, such that students in the M.Ed. Program will adopt an inquiry stance towards their practice, while students in the M.A. Program will deepen their understanding of the foundations of Educational Research.
Prerequisite: GSE 510

GSE 518 Seminar in Research Methods 3-3-0
This compulsory course in research in education for M.A. students is designed to help participants to evaluate and conduct research in education. The course includes topics such as the selection of a research topic and generation of research question(s); collection, analysis and interpretation of qualitative and quantitative date; presentation and evaluation of research; and a range of research designs.
Prerequisite: GSE 516

GSE 520 Selected Topics in Special and Inclusive Education 3-3-0
This course has been designed to provide the student with the opportunity to examine recent developments in special education.

GSE 521 The Exceptional Learner 3-3-0
This course in special education will examine the characteristics of learners with diverse special needs, including the psychological, medical and sociological aspects of the various exceptionalities and the various ways in which they are educated. The content of this course will be of relevance to administrators and regular classroom teachers as well as to special General educators. Participants in this course will critically examine the many approaches to facilitating learning for individuals with learning disabilities and other exceptionalities.

GSE 522 Special Topics in the Psychology of Learning 3-3-0
This course provides students an opportunity to further explore topics related to the psychology of learning.
Prerequisite or Co-requisite: GSE 501

GSE 523 Educational Neuroscience: Mind, Brain, and Teaching 3-3-0
This course will provide students with an introduction to educational neuroscience framed from an interdisciplinary perspective. This course will review recent research from neuroscience, psychology, and education and will provide a balanced perspective about the potential and limits of linking these disciplines. Students will acquire the skills and concepts needed to interpret basic neuroscience research in the context of a meaningful interdisciplinary question. The course will also investigate the different histories, philosophies, and epistemological lenses through which common problems in neuroscience, psychology, and education are approached. Topics such as bilingualism, reading and language, numeracy and arithmetic, cognitive control, emotion, and creativity will be addressed.

GSE 527 Motivation and Teaching/Learning 3-3-0
This course will focus on motivational theories. It will include a rich analysis of how to create motivating learning environments and how to sustain student engagement. It may call on cognitive, constructivist, indigenous, and/or humanist approaches to motivation

GSE 530 Selected Topics in Media Literacy 3-3-0
This course has been designed to provide the student with the opportunity to examine recent developments in media literacy. It will foster an expanded understanding of media and media technology, including the impact on our society and the shaping of individual and collective values and beliefs.

GSE 534 Selected Topics in Educational Theory 3-3-0
This course is designed to provide the student with opportunities to explore various theories of education. Specific topics will be chosen for each course by the professor.

GSE 535 Policy Analysis for Educators 3-3-0
This course will offer educators the opportunity to analyze public policy and the various settings typically associated with education policy making. Readings will introduce students to education policy debates, including the theoretical and ethical, as well as the political and economic, challenges facing policy makers and those impacted by education policy. Students will be guided through critical analyses of education policy, with a particular emphasis on the policies and related laws guiding the Quebec school system. Students will be given opportunities to consider the ways in which practitioners engage with policy, and how they can play a role in the making and reform of that policy.

GSE 540 Sociological Perspectives in Schooling 3-3-0
This course examines the role of schooling in society based in a comprehensive review of research in the sociology of education. Student will develop a comparative framework to analyze the competing agendas underpinning educational policy, curriculum development and a range of pedagogical practice in order to identify the forces associated with the changing landscape of public education in the 21st century (with particular forces in the forces of globalization and the neoliberal restructuring of the public sector).

GSE 541 Colonialism, Education, and Decolonization 3-3-0
In this course, students will develop a comprehensive understanding of the ongoing history of settler colonialism in Canada and of imperialism and colonialism in the global context. This grounds an examination of the role of education in colonization and in the project of decolonization in a range of national contexts. This course responds directly to the calls for action issued in the 2015 final report of Canada's historic Truth and Reconciliation Commission on Indian Residential Schools and new curriculum on the history of IRS and treaty education subsequently introduced in every Canadian province.

GSE 550 Selected Topics in Educational Technology 3-3-0
This course has been designed to provide the student with the opportunity to examine recent developments in educational technology.

GSE 552 Technology in Education 3-3-0
This course will focus on the potential which technology offers for the enrichment of learning and teaching. Drawing on current research students will examine issues of appropriate effective integration of technology in the curriculum such as the need for value-added approaches. The course will focus on modern technologies including applications of e-learning.

GSE 553 Technology and the Role of the Educator 3-3-0
This course examines the role of the educator in an increasingly technological world. Modern advances in technology have seen a concomitant change in the role of the teacher from one who passes on knowledge to one who mentors students in developing their knowledge. Students become active in their educational activities. This course will examine theoretical perspectives on the role of the educator in a technologically-defined world and the implications for current and future practices. The students in this course will also learn how to create student-centered applications of technology in the classroom, allowing students to make their own products and their own content.

GSE 559 Research in Educational Technology 3-3-0
This course introduces students to the field of educational technology, an inter-disciplinarity field drawing on psychology, anthropology, communications, and systems analysis amongst others. Educational technology involves systemic and systematic perspectives of educational systems and processes. This is not a course about information technology. The course provides students with the opportunity to focus on an area of interest within the field. They will critically analyze the literature base related to one facet of educational technology and produce a scholarly, written review of that literature. This literature review will culminate in research questions, objectives, or hypotheses that align with the literature reviewed. Students will also write an action plan regarding an innovation based on the literature.

GSE 560 Selected Topics in Literacy 3-3-0
This course allows students to examine research related to current issues in literacy learning and teaching. Specific topics vary from year to year to take advantage of the special expertise of the faculty.

GSE 561 Language and Literacy Studies 3-3-0
Through this course, students examine current trends, issues, theory and research in teaching and learning in the English language arts classroom. Topics include media literacy, critical literacy, multiliteracies, multicultural curricula, and language learning and teaching across the curriculum.

GSE 564 Learning to Write and Writing to Learn 3-3-0
This course is designed for teachers who are interested in exploring many different approaches to learning to write in different genres. Participants should be prepared to engage in a great deal of writing as the philosophy of the course is one that is grounded in the notion that "we learn to write by writing".

GSE 570 Selected Topics in Educational Leadership and Administration 3-3-0
This course has been designed to provide the student with the opportunity to examine recent developments in educational leadership and issues related to educational administration.

GSE 571 Principles of Educational Leadership 3-3-0
This course, designed for teachers and administrators interested in becoming effective leaders, is an introduction to the study of educational leadership. Participants in this course will be introduced to the theory and research literature on issues of leadership in general and school leadership in particular. Students will explore topics such as school-based management, invitational leadership, flexible leadership, professional collaboration and individual initiative.

GSE 573 Creating and Leading Effective Schools 3-3-0
This course aims to inform practicing and aspiring school leaders about ways to mobilize a school staff toward greater effectiveness in reaching a joint mission. It examines current research and school improvement literature with a view to developing practical strategies for whole school assessment, evaluation and development.

GSE 574 Understanding Professional Development 3-3-0
This course will explore the many ways teachers develop as professionals, both individually and as members of educational organizations. Participants in the course will be involved in reading about and discussing topics such as the following: What knowledge is held by good teachers? What does teacher reflection contribute to development? What can be done by organizations to promote teacher learning and development? How are student learning and teacher learning related? What are the possibilities for designing professional development programs for teachers?

GSE 575 Educational Leadership Theories 3-3-0
This course is designed to provide students the opportunity to examine a set of educational leadership theories that have been or are currently used in school settings. Participants will be encouraged to critically examine the theories that are presented and explore the implication of using them in educational settings.

GSE 576 Teacher Leadership 3-3-0
Participants will explore the changing roles of teacher leaders and perspectives on teacher leadership. Participants will review relevant literature and will examine features of teacher leadership including teacher participation in institutional hierarchies and teacher involvement in shaping institutional cultures and acting as agents of transformation.

GSE 577 Family, School and Community Partnerships 3-3-0
This course is designed to facilitate the development of communication and leadership skills necessary for positive family, school and community interactions. Students will examine contemporary issues from both a theoretical and practical perspective and develop strategies which address a variety of complex situations.

GSE 578 Creating, Implementing and Evaluating Innovations in Education 3-3-0
This course will allow students to develop skills in drawing on the literature to create an innovation in education. They will create an action plan outlining the innovation and how to implement and evaluate it

GSE 580 Selected Topics in Second Language Learning 3-3-0
This course has been designed to provide the student with the opportunity to examine recent developments in second language learning.

GSE 581 Introduction to Linguistics for Language Teaching 3-3-0
This course is a survey of linguistic theory as it relates to second language teaching. Students are exposed to major themes in linguistics as a basis for the study of second language teaching and learning.

GSE 582 Language Acquisition 3-3-0
The purpose of this course is to examine ways in which theories of language acquisition have implications for the teaching and learning of a second language. The course includes a study of important research in the field of language acquisition and its relevance to second language teaching.

GSE 584 Teaching English Grammar 3-3-0
This course provides an overview of the theoretical background for the teaching of grammar. It includes a review of major grammatical patterns of English, as well as a focus on learner errors and the design of material appropriate to the teaching of grammatical concepts.

GSE 585 Methods in Second Language Teaching I 3-3-0
This first course in methodology introduces the student to classroom practices in teaching English as a second language. It includes a historical overview of approaches to second language teaching. The course focuses on the selection of teaching material and classroom techniques for second language teaching.

GSE 586 Methods in Second Language Teaching II 3-3-0
The second course in methodology extends the content covered in Methods I. Classroom practice and development of curriculum resources are the major topics covered in this course.
Prerequisite: GSE 585

GSE 587 Assessment and Evaluation in Second Language Teaching 3-3-0
This course includes an exploration of design strategies for effective assessment and evaluation procedures for second language teaching. It combines the theory of effective assessment with practical applications for the second language classroom.

GSE 588 The Second Language Learner 3-3-0
This course focuses on a learner-centered approach to second language teaching. It emphasizes the importance of individual learner backgrounds, special needs of learners, individual learning styles and strategies, and cultural considerations in the teaching of English as a Second Language.

GSE 589 Observation and Practice Teaching in Second Language Classrooms 6-3-0
This six-credit course involves the observation of experienced second language teachers in their classrooms, as well as peer observation of students in the course. Students will develop and teach lessons under supervision at both the primary and secondary levels. Students may observe and teach in adult classes.

GSE 590 The Creative Process in Education 3-3-0
Students will explore the creative process as it affects and is affected by the relationship between the teacher and the learner. Students will engage in creative projects and monitor their own creative process. Through readings, discussion, and experiences with different media, students will learn to articulate and evaluate learning within a creative process framework.

GSE 599 Transformative Praxis 3-3-0
The intent of this course is to cultivate Action Research based experiences with a specific focus on social justice grounded themes and collaborative interaction with communities. Students are expected to work in tandem with and under the supervision of one or more faculty members who are actively engaged in such work. By spending time in the field, it is anticipated that students and community members will creatively expand their own borders of transformative possibilities through the art of praxis.

GSE 630 Independent Study in Education 3-0-0
Students in an existing graduate program may be granted permission to pursue an independent study project under the guidance of a faculty supervisor on a topic in Education significant to their program. Topics must be approved by the Graduate Program Committee of the School of Education.
Pre-requisite: Permission of the Graduate Program Committee

GSE 700 Thesis 21 credits
Under the supervision of the School of Education thesis supervisor, the M.A. student conducts a research study, which is followed by completion of an academic document that must meet the standards of scholarship established by the appropriate research community.
Prerequisite: Successful completion of GSE 705: Thesis Proposal

GSE 701F Monograph 6 credits
This 6-credit monograph, under the supervision of a mentor assigned by the School of Education, permits the student in the final stages of his/her program to use the knowledge acquired to inform the designing and composing of an original piece of scholarly writing. This document can take a variety of forms including a research report, a book, or a critical review of a body of literature. A successful graduate level monograph is an academic document that must meet the standards of scholarship established by the appropriate research community.
Prerequisite: Completion of all course requirements for the Master of Education degree.

GSE 705 Thesis Proposal 3-3-0
This 3-credit independent study, done under the supervision of a thesis supervisor, leads to completion of a proposal, which is defended by the M.A. student prior to registration in the thesis. In addition to developing the proposal, the student deepens understanding of research ethics and policies. Where pertinent to the proposed study, the student prepares ethics submissions.
Prerequisite: Completion of course requirements for the Master of Arts in Educational Studies

GEA 522 The Principal 3-3-0
This course will examine the relationship of the school principal with various constituencies, including students, teachers, the larger educational community and parents. Expectations and skills related to the roles and responsibilities of the school principal will be explored.

GSL 582 Building Oral Competencies 3-3-0
This course provides students with an overview of theory related to the teaching of adults. It focuses on the application of this theory to the teaching of English as a second language to adults: the development of a needs analysis, selection and design of appropriate materials, and the involvement of adult learners in the learning process.

GSL 589F Individual Project in the Teaching of English 3-3-0
This course may be taken with the special permission of the School of Education. It provides an opportunity for a student to pursue an area of special interest in the field of second language teaching.

Graduate Certificates

Graduate Certificates offered at Bishop's in the School of Education consist of 15 credits. The certificates are intended primarily for in-service teachers, administrators, educational leaders, and other school-based professionals. The Graduate Certificate in Teaching and Learning in an Uncertain World is designed to meet the needs of educational professionals in the K-12, post-secondary, and private sectors.

The Graduate Certificate in Inclusive Education and the Graduate Certificate in Teaching and Learning in an Uncertain World are offered following a cohort model. Students will take two intensive, on-site or online summer courses in their initial session, and a further three courses online -- one in fall, one in winter, and one in spring.

Graduate Certificate in Inclusive Education: Teaching and Learning for All CONIED

This program is intended for in-service teachers, administrators, and other school-based professionals who would like to be better equipped to support students in an inclusive setting. The certificate provides participants with opportunities to review and extend their knowledge of teaching, learning, assessment, and policy in Inclusive Education, while engaging with other practitioners in similar roles. Students enrolled in this certificate will be have the opportunity to reflect on their own practice, and to critically engage with current themes, theories, and research in the field of Inclusive Education. The graduate certificate will use a cohort model. Students will take two intensive, on-site or online summer courses in their initial session, and a further three courses online -- one in fall, one in winter, and one in spring. The initial intensive session is intended to help develop community within the cohort.

Please note: This certificate may not be offered every year. This certificate does not lead to teacher certification.

Students will earn 15 credits by taking 5 of the 6 courses below:

GCI 524	Exceptional Learners in Inclusive Classrooms
GCI 525	School-based Mental Health Practice
GCI 526	Leading for Inclusion
GCI 527	Differentiating Instruction and Assessment
GCI 528	Special and Inclusive Education: History of Policy and Practice
GCI 529	Inclusive Education: Syntheses and Culminating Explorations

GCI 524 Exceptional Learners in Inclusive Classrooms 3-3-0
This course focuses on the teaching of students with exceptionalities in inclusive settings in the school community. It will provide students with the opportunity to examine the characteristics of diverse learners, including the psychological, medical and sociological aspects of various exceptionalities, and to consider how this knowledge best informs educational practice. Participants in this course will also critically examine approaches to facilitating learning for individuals with learning differences and other exceptionalities, such as Universal Design for Learning (UDL), and differentiated instruction (DI). Finally, students will consider collaboration with students, families, and other school personnel in the instructional process.

GCI 525 School-based Mental Health Practice 3-3-0
This course focuses on school-based mental health practice. Students will develop an understanding of the prevalence and range of mental health concerns that may be present in children and adolescents. They will analyze the educational impact of mental health issues on youth. They will examine various approaches to support students within the home, school and community. Students will explore a range of topics such as the benefits of authentic home/school collaboration, building children's resiliency, looking at behaviour through a self-regulation lens, and the role of connected relationships with caring educators.

GCI 526 Leading for Inclusion 3-3-0
This course explores student diversity within the context of inclusive education. Current theoretical and conceptual frameworks related to holistic learning, equity integration and a capacity-approach to diverse student learning will be examined. Attention will be given to critique the dominant views of equity and inclusion and how current schooling policies and practices are informed and constructed as a result. Students will reflect upon their agency and roles as leaders to envision and reconstruct more inclusive, student-centered, learning environments.

GCI 527 Differentiating Instruction and Assessment 3-3-0
This course will focus on various ways to differentiate instruction and assessment. Drawing on research- based best practices, specific cases highlighting different approaches will be used as a basis for investigation. Teachers and administrators will engage in an inquiry-based approach drawing on research to develop their own 'cases' showcasing plans to differentiate instruction and assessment.

GCI 528 Special and Inclusive Education: History of Policy and Practice 3-3-0
This course examines the origins of special education and the historical development of education policy and law related to students with disabilities. The course will consider historical shifts in the theory and practice of identifying students with special needs, as well as educational debates concerning the type and quality of education that such students ought to receive. The movement for integration and inclusion will be explored through an analysis of major court rulings, legislation, and the growth of school policies related to equality, equity, and diversity.

GCI 529 Inclusive Education: Syntheses and Culminating Explorations 3-3-0
Students in the graduate certificate will have the opportunity to bring learning together through a capstone project related to certificate themes and their own teaching and learning contexts. The capstone course consists largely of independent work undertaken alongside regular check-ins, guidance, and supervision from the course instructor. Capstone projects will be open in terms of focus and format,but are expected to represent a synthesis and/or application of developing understandings.

Graduate Certificate in Teaching and Learning in an Uncertain World CONTLW

This graduate certificate program will bring together teachers, educational leaders, and other educational professionals in the K-12, post-secondary, and private sectors to consider teaching and learning in an increasingly uncertain world. Through a focus on radical hope (Lear, 2008; Smits & Naqvi, 2015), students will consider how taking educational action in the present might lead to improved outcomes in the future. The program as a whole will explore multiple and interdisciplinary lenses for considering the issues under study. There will also be a strong emphasis on curriculum as a tool for change. The graduate certificate will use a cohort model. Students will take two intensive, on-site or online summer courses in their initial session, and a further three courses online -- one in fall, one in winter, and one in spring. The initial intensive session is intended to help develop community within the cohort. Ideally it would occur face-to-face in order to engage in teaching alongside land.

Please note: This certificate may not be offered every year. This certificate does not lead to teacher certification.

Students will earn 15 credits by taking 5 of the 8 courses below:

GCU 542 Radical hope: Teaching and learning in the context of human-driven climate change
GCU 543 Reconceptualization of curriculum: Curriculum as a process in precarious times
GCU 544 Respect, relevance, reciprocity, and responsibility: Teaching and learning in good relation
GCU 545 Getting dirty: Experiential teaching and learning within and beyond the classroom
GCU 546 Protest as curriculum: Curriculum as protest
GCU 547 Navigating the uncertainty of living and learning online
GCU 548 Leading in an uncertain world: Considering the meanings of transformation in education
GCU 549 Teaching and learning in an uncertain world: Syntheses and culminating explorations

GCU 542 Radical hope: Teaching and learning in the context of human-driven climate change 3-3-0
This course will take an interdisciplinary approach to considering the human-driven climate change and what it means in terms of teaching and learning. It will present narratives from literature, science, education, anthropology, geography, the media, Indigenous studies, philosophy, and policy to consider how climate change is framed, what it implies for education, and how teachers and students might learn together hopefully in the face of how climate change is profoundly impacting global processes.

GCU 543 Reconceptualization of curriculum: Curriculum as a process in precarious times 3-3-0
This course invites students to consider the meaning of curriculum for a world in crisis, and for leading and educating in uncertain times. Drawing on theorists who conceive of curriculum as process, rather than jurisdictionally-mandated content and prescribed outcomes, the course looks at curriculum and education as a responsive and dynamic social and cultural relationship. Within the course, the integration of natural, social, political and economic dimensions serves as a means for course participants to pose problems and design inquiries that they see as significant to themselves and relevant in school-setting - for youth who are facing an uncertain world and future.

GCU 544 Respect, relevance, reciprocity, and responsibility: Teaching and learning in good relation 3-3-0
This course examines the current context for Indigenous-settler relations in education in Canada. In particular it considers how Indigenous peoples have positioned education as a platform for resistance, resurgence, and the potential development of good relations. The course will explore key documents for framing such relations – Indian Control of Indian Education, the Royal Commission on Aboriginal Peoples, the Final Report of the Truth and Reconciliation Commission – in order to critically consider responses in place, curricular opportunities, and teachers' obligations.

GCU 545 Getting dirty: Experiential teaching and learning within and beyond the classroom 3-3-0
This course will focus on gardening, outdoor learning, and experiences in/with the natural world as a means of cultivating relationships with place and land for both teachers and students. There will be a significant hands-on component to the course in order to break down the fear of getting dirty and perceived risks of moving outside the confines of a classroom or school space. The course will work towards development of systems thinking where teachers and learners see themselves as a part of a relational world rather than in control of an objectified existence.

GCU 546 Protest as curriculum: Curriculum as protest 3-3-0
This course will examine the deep connections between social and ecological justice through protest and land protection movements. It will consider historical origins of protest, the goals and impacts of protest, and motivations for protest. The course focus will be protest and land protection movements led by young people and members of communities that are marginalized, undertaken in support of the planet and all its inhabitants. It will position such movements as opportunities for learning, and take a particular interest in public curricula emerging from the movements to consider how such curricula can inform teaching and learning in schools.

GCU 547 Navigating the uncertainty of living and learning online 3-3-0
Online technologies have influenced how we live and how we learn. This course will explore the relationships between online communication technologies and our communities, our relationships, and our learning. It will explore challenges associated with the use of online communication technologies including cyber-bullying and the role of educational leaders in addressing these issues. It will consider transformational possibilities for life-long learning and community building, examining specific cases in multiple contexts including schools. It will also explore ways technologies can support us navigating uncertain times.

GCU 548 Leading in an uncertain world: Considering the meanings of transformation in education 3-3-0
Through this course students will learn about and critically analyze frameworks for transformational work in educational settings. Taking into account increasing uncertainty, ambiguity and complexity in the world, the course takes up a variety of disciplinary and inter-disciplinary lenses such as educational leadership and systems thinking. The course develops competencies related to leading and engaging in transformational change processes in the context of global uncertainties.

GCU 549 Teaching and learning in an uncertain world: Syntheses and culminating explorations 3-3-0
Students in the graduate certificate will have the opportunity to bring learning together through a capstone project related to certificate themes and their own teaching and learning contexts. The capstone course consists largely of independent work undertaken alongside regular check-ins, guidance, and supervision from the course instructor. Capstone projects will be open in terms of focus and format, but are expected to represent a synthesis and/or application of developing understandings.

Graduate Certificate in Culturally and Linguistically Responsive Teaching CONCLT

The certificate aims to prepare in-service teachers and/or educational personnel who teach and work with linguistically and culturally diverse students in local and international contexts. The program equips participants with the essential knowledge in linguistics, second language acquisition as well as teaching and learning approaches that are linguistically and culturally responsive to the needs of additional language learners in different contexts. The program also highlights a critical understanding of bi/plurilingual learner characteristics and how their complete communicative repertoires in first and additional languages as well as their diverse cultural resources can be leveraged for meaningful language and content learning and intercultural communication.

Please note: This certificate may not be offered every year. This certificate does not lead to teacher certification.

Students will earn 15 credits shown below:

GSE 581 Introduction to Linguistics for Language Teaching
GSE 582 Language Acquisition
GSE 588 The Second Language Learner
GCL 597 Plurilingualism and Intercultural Education
GCL 598 Methods in Plurilingual Integrated Teaching and Learning

GSE 581 Introduction to Linguistics for Language Teaching 3-3-0
This course is a survey of linguistic theory as it relates to second language teaching. Students are exposed to major themes in linguistics as a basis for the study of second language teaching and learning.

GSE 582 Language Acquisition 3-3-0
The purpose of this course is to examine ways in which theories of language acquisition have implications for the teaching and learning of a second language. The course includes a study of important research in the field of language acquisition and its relevance to second language teaching.

GSE 588 The Second Language Learner 3-3-0
This course focuses on a learner-centered approach to second language teaching. It emphasizes the importance of individual learner backgrounds, special needs of learners, individual learning styles and strategies, and cultural considerations in the teaching of English as a Second Language.

GCL 597 Plurilingualism and Intercultural Education 3-3-0
This course explores recent changes in language theory, viewing individuals' language competencies as complex, dynamic and holistic repertories of communicative resources that language learners/users employ to construct meaning and engage in intercultural communication.
Implications for teaching and learning will be examined and discussed, focusing particularly on how plurilingual pedagogies can facilitate metalinguistic awareness, cross-language connections as well as critical intercultural awareness.

GCL 598 Methods in Plurilingual Integrated Teaching and Learning 3-3-0
This methods course introduces the participants to teaching approaches that support diverse students' use and development of plural repertoire of linguistic and cultural resources to meet communication needs in academic and/or professional contexts. It includes a specific focus on curricular design, development of curricular materials, as well as teaching and learning practices that foster the development and use of transversal language and literacy skills and strategies to promote effective knowledge construction and communicative performance.

Graduate Certificate in Teaching Intensive English CONGSL

The Teaching Intensive English as a Second Language Concentration is intended for in-service ESL teachers who would like to be better equipped for intensive ESL (IESL) teaching positions. The program provides teachers with opportunities to review and extend their knowledge of language teaching pedagogy while studying in an English-environment.

Please note: This program is not offered every year.

Students will gain 15 credits through the courses below:

GSL 540 Intensive English: New Trends and Theories
GSL 541 Teaching and Learning in Intensive English
GSL 544 Course and Curriculum Design in Intensive English
GSL 547 Language Learning through Cultures
GSL 549 Building Oral Competencies

GSL 540 Intensive English: New Trends and Theories 3-3-0
This course addresses issues related to second language learning and acquisition, particularly those that relate to intensive English. Topics addressed include language learning theories, such as cognitive and sociocultural perspectives; theories of bilingualism and multilingualism; new literacies - multiliteracies, critical literacy; discussion and debate about Intensive English in society; and various models of Intensive English.

GSL 541 Teaching and Learning in Intensive English 3-3-0
This course discusses both new and familiar learning theories and pedagogy in the context of the Intensive English program. Participants will explore learner-responsive teaching through examining individual differences & multiple intelligences, differentiated instruction, and cooperative learning. They will also look at the ways In which various technologies can contribute to intensive English pedagogy and computer-assisted language learning (CALL)

GSL 544 Course and Curriculum Design in Intensive English 3-3-0
Participants will examine aspects of course and curriculum design that are relevant to teachers of intensive English. They will learn about and apply Interdisciplinary design, backward design, and universal design. They will discuss content-based, task-based, and project-based approaches to language teaching and pedagogical issues related to the teaching of linguistic forms in meaning-focused instruction. The challenges and benefits of making connections with other subject areas and collaborating with other colleagues will be discussed.

GSL 547 Language Learning through Cultures 3-3-0
This course will explore the language arts approach to the teaching of ESL. Theories regarding the connection between English-language cultures and language learning will be introduced, and students will be involved in the construction of classroom learning situations based on different cultural forms (e.g., (poetry, short stories, films, songs and other media) to promote language learning and a critical appreciation of the English-language cultures.

GSL 549 Building Oral Competencies 3-3-0
This course will address issues related to the development of listening and speaking skills in second language learners, including those related to pronunciation. In addition, it will focus on varieties of oral communication in different contexts and the different levels and ages of learners.

Graduate Micro-Program in Climate Change

Please note that Admissions into this program is currently not possible.

Faculty

Matthew Peros,
B.Sc. (Toronto), M.Sc. (York), Ph.D. (Toronto); Professor and *Director of the Graduate Micro-Program in Climate Change*

Elisabeth Levac,
B.Sc., M.Sc. (UQAM), Ph.D. (Dalhousie); Professor

Alexandre Langlois,
B.Sc. (Université de Sherbrooke), M.Sc. (Université de Sherbrooke), Ph.D. (University of Manitoba); Professor

Darren Bardati,
B.A. (Bishop's), M.A., Ph.D. (McGill); Professor

Program Overview (9 Credits) CONECC

Finding solutions to the problems brought on by climate change requires educating a new generation of global citizens well-versed in the concepts, issues, and challenges associated with such a complex topic. Bishop's University has responded to this need by developing a largely online graduate-level Micro-Program in Climate Change. The program offers instruction from leading experts on the science of climate change, its impacts, and strategies for its mitigation. At the end of the program, it is expected that students will be able to:

- Take a position and provide evidence to support arguments concerning major issues in climate change science
- Develop an understanding of the causes and effects of climate change on local, regional, and international scales, in major regions of the world (poles, tropics)
- Articulate a range of plausible solution strategies to confront climate change in terms of adaptation and mitigation

Graduates of the Micro-Program will be well positioned to compete for jobs in both government and the private sector. Moreover, the Micro-Program could be used as a springboard for further study, whether it involves graduate school in a climate or environment-related field, or a professional degree such as law school or an MBA. Indeed, the Micro-Program has been designed so that it will provide students with a solid understanding of both the scientific and non-scientific aspects of climate change and thus will be highly applicable to a range of career options.

Admission Requirements

The basic entry requirement will be an undergraduate degree in any field from a recognized university with at least a B standing in the final two years of study. There are no specific pre-requisites, but students will need to be comfortable with basic mathematical and scientific concepts. It is not possible to enroll in the Micro-Program before the completion of all undergraduate degree requirements.

List of Courses

To complete the Micro-Program, students will do three three-credit masters-level courses (for a total of nine credits) from a list of potential courses:

ESG 502 Sustainable Agriculture and Climate Change 3-3-0
The purpose of this course is to examine the nexus of agriculture and climate change. What are the impacts that climate change is having on agriculture, and what are the impacts that agriculture is having on climate change? We will examine climate change projections, changing agricultural practices, and their impact on food security. We will also learn agriculture's role in reducing greenhouse gas emissions, and discuss how agroecological and regenerative approaches to agriculture might build resilient systems, and help people adapt to climatic changes. The course will include guest lectures from prominent academics working in this field.

ESG 526 Environmental Impacts of Climate Change and Human Activities on the Oceans 3-3-0
People living in cities remote from the sea often forget about the role of the oceans in their economy and in the climate system. The course will examine society's relationship with the oceans, especially in coastal zones. Oceans are the site of many important human activities, and thus are sensitive to pollution and modifications brought by climate change. The goal of the course is to increase students' awareness of the major environmental issues presently affecting the oceans and the challenges facing decision makers when dealing with the impacts of climate change on the oceans (e.g., sea level rise, saltwater intrusions into aquifers, fisheries, etc.).

ESG 550 Global Climate Justice 3-3-0
Grounding our conversation in social science, environmental ethics, and movement & community-based knowledge, we will work to understand the problems associated with mounting climate injustices globally and to learn about the transformative visions, mobilizations, and solutions offered by the communities and movements fighting for climate justice in different continents and regions of the world.

ESG 561 Arctic and Antarctic Environmental Change 3-3-0
The polar environments, especially the Arctic, are undoing change at a rate far faster than most other regions. Change at the poles has happened in the past and will continue to have important consequences for all Earth's systems. This course will examine the development of these extreme environments and examine what can be expected for the future.

ESG 570 Special Topics in Climate and Environmental Change 3-3-0
A graduate-level lecture/seminar course offered by regular and visiting faculty on topics related to their research interests in climate and environmental change. Topics are determined by the instructor therefore content of the course varies year by year. The course will be offered on an occasional basis.

ESG 573 Energy and the Environment 3-3-0
This course introduces the concepts of energy and power and their units and reviews energy sources, fossil fuels, their environmental impacts, and resource consumption. The basics of heat transfer, energy conversion, and its efficiency according to thermodynamics are covered (including the concepts of temperature, specific and latent heat, the first and second law of thermodynamics, heat engines, and thermal systems). Other topics discussed include electromagnetic and blackbody radiation, the greenhouse effect, the Earth's energy balance, the basics of electromagnetism, and electric power. Radioactivity, nuclear energy, and renewable energy sources are introduced.

ESG 575 Tropical Environments and Climate Change 3-3-0
This course attempts to provide an overview of the tropics as a unique environment and one that poses special problems to its human occupants. The working assumption in the course is that the tropics comprise a far too complex and heterogeneous environment for simple generalizations to apply. However, by gaining some understanding of how its component systems work, one can be in a better position to identify the appropriate questions to be asked and experiments to be performed, so that site-specific solutions can be developed for management problems in different parts of the tropical world. The course will provide a review of tropical climatology, soils, and biomes, in addition to discussing more applied issues such as forestry and agriculture.

ESG 577 The Health Impacts of Climate Change 3-3-0
Climate change is expected to affect human health in numerous ways. The most obvious health impacts are those associated with thermal stress and extreme weather events such as floods and hurricanes (premature deaths, infectious diseases; diarrhoeal disease). Global warming will also be associated with a spread of vector-borne diseases (such as malaria, dengue fever, yellow fever, Lyme disease, etc.) and increases in seasonal allergies. The course will examine the overall impact of environmental degradation, displacement and loss of livelihood on the general physical and mental health of populations.

Courses will be offered in the winter semester of each year. Students may take all three courses in one semester, or take courses over a period of several years. The courses will consist of a combination of seminar, lecture, fieldtrip, and laboratory instruction.

Graduate Certificate in Knowledge Mobilization

Program Overview (15 credits) CONKMB

Knowledge Mobilization (KMb) is the process by which we share and uptake information for the benefit of society. The goal of this Graduate Certificate is to develop students' knowledge, skills and values with respect to KMb and build the capacity to select and apply KMb tools and techniques in research and/or applied contexts. The basic entry requirement will be an undergraduate degree in any field from a recognized university with at least a B standing in the final two years of study. There are no specific pre-requisites, though it is highly recommended that students have some background in research methods and scientific concepts. Students in this program will complete 4 courses (15 credits), including a 6-week practicum.

KMB511 Theories of Knowledge Mobilization in Research Settings 3-3-0
This course is an overview of the theories and practices involved in the creation, synthesis, translation and dissemination of knowledge in science and social science research contexts, including areas of knowledge translation and implementation science. We will discuss various contexts in which knowledge is created, ethical and equity principals of what research "should" be mobilized, integrating knowledge mobilization into research design, and how to identify barriers and facilitators researchers face using and sharing knowledge. Across various disciplines, we will identify current tools and techniques to evaluate the success of KMb initiatives. Students in this class will create their own KMb plan for a program of research and will design an evaluation of their KMb project.

KMB515 Theories of Knowledge Mobilization in Applied Settings 3-3-0
This course is an overview of how applied settings such as health, social services, and non-profit sectors, can engage with research at the level of practice, program development, and policy. We will also discuss how these sectors can inform research creation. We will discuss various contexts in which research could/should be applied and weighed in decision making, how to identify audiences for specific areas of knowledge, and how to identify barriers and facilitators to brokers or people in the field. We will discuss how researchers can building partnerships with consumers of their research. Across various sectors, we will identify current tools and techniques to evaluate the success of KMb initiatives. Students in this class will create their own KMb package to inform or raise awareness, and will design an evaluation of their KMb project.

BIO 520 / KMB 520 Science Communication 3-3-0
This course will focus on skill development, writing and communication strategies for online and print media, such as online biogs, and columns in local newspapers, as well as current innovations in communication such as infographics. Students will hone their skills in writing techniques, particularly in communicating complex scientific material to a broader audience.

KMB 530 Knowledge Mobilization Practicum 6-6-0
The practicum will explore the application of knowledge gained from the theoretical courses taken in the first half of the Certificate. Students would be placed in a local organization with a mandate to translate knowledge into action. Examples of projects that could be conducted during a practicum include establishing a KMb strategy for an organization, creating KMb materials that would meet the organization's needs, researching and writing a column in a local newspaper, developing a workshop, or participating in a KMb internship at Bishop's University's Research Office. At the end of the practicum, students would submit a portfolio that would include the KMb projects that they have led and/or supported over its duration, a preliminary evaluation of these projects, as well as a journal outlining how previous study of KMb theories and of science communication informed their practicum experience.
Prerequisites: KMB 520

Master of Science in Computer Science (M.Sc.) (45 credits)

Overview
The Master of Science (M.Sc.) in Computer Science provides advanced graduate-level training in core areas of computer science, including systems, security, theory, software, and artificial intelligence. Students pursue specialized academic or applied training through one of three program options:

- Thesis Option (CONCSC)
- Project Option (CONCSP)
- Internship Option (CONCSI)

Students are admitted directly to one option at the time of admission. Unless otherwise specified, all students are governed by the University's Regulations for Graduate Studies, including regulations concerning registration status, time limits, supervision, academic standing, leaves of absence, and withdrawal.

Master's Degree Program (45 credits)

I. Thesis Option CONCSC

The Thesis Option emphasizes original research and is intended for students preparing for doctoral studies or research-oriented careers. Admission to the Thesis Option is contingent upon the availability of a tenure-track or tenured faculty member willing to supervise the student's research. Non-tenure-track faculty may participate in thesis supervision in a co-supervisory capacity, subject to departmental approval and the Regulations for Graduate Studies.

Program Requirements (45 CS credits)

- 15 credits: five 500-level Computer Science courses
- 6 credits: Graduate Seminar (CS 597 and CS 598)
- 24 credits: Master's Thesis (CS 599)

Program Notes

Graduate coursework is selected in consultation with the thesis supervisor. Students complete a thesis proposal and progress report as part of the graduate seminar sequence. Continuous registration in CS 599 is normally required until completion, subject to approved leaves of absence.

Thesis Examination and Defense

The thesis is examined by a committee consisting of two examiners and a chair. The supervisor participates in deliberations but does not vote.

II. Project Option CONCSP

The Project Option emphasizes advanced coursework and a supervised academic capstone and is intended for students seeking applied or professional preparation without a work-integrated component.

Program Requirements (45 CS credits)

- 36 credits: twelve 500-level Computer Science courses
- 9 credits: CS 590 (Master's Capstone Project)

Master's Capstone Project (CS 590)

CS 590 is a supervised academic project completed under the supervision of a Bishop's faculty member. The project is normally completed in the Spring/Summer semester, subject to supervision timelines. The capstone project is intended to complement the student's individualized course pathway by integrating advanced skills developed across the M.Sc. program into a supervised 9-credit applied or technical project.

Note: Students cannot receive credit for both CS 590 and CS 591.

III. Internship Option (CONCSI)

The Internship Option combines advanced coursework with a supervised, credit-bearing, work-integrated capstone. It is designed for students seeking applied professional experience through structured experiential learning.

Program Requirements (45 CS credits)

- 36 credits: twelve 500-level Computer Science courses
- 9 credits: CS 591 (Master's Capstone Internship)

Master's Capstone Internship (CS 591)

CS 591 is a 9-credit, faculty-supervised internship completed in an approved placement with a public institution or private organization. The internship includes defined academic learning outcomes, required academic deliverables, and formal evaluation by the department. Successful completion of CS 591 is required for the award of the M.Sc. degree in the Internship Option.

Registration and Approval

Registration in CS 591 and participation in the internship require prior departmental approval of the placement, learning plan, and supervision arrangements, as well as any required federal authorization (e.g., a co-op or internship work permit, where applicable). Students must hold any required authorization prior to commencing any internship activities.

Placement and Continuation

Students must secure an approved placement by the departmental deadline for the intended internship term. Students who are unable to secure or complete an approved placement, or who do not obtain required authorization, must pursue an alternative program outcome in accordance with departmental approval and the Regulations for Graduate Studies.

Note: Students cannot receive credit for both CS 590 and CS 591.

Option Change (Stream Change)

A. Transfers into the Thesis Option (CONCSC)

- Students in the Project Option (CONCSP) or Internship Option (CONCSI) may apply to transfer to the Thesis Option with departmental approval, subject to academic performance and supervisor availability.
- Up to 15 credits (five regular graduate courses) may be carried over to the Thesis Option, subject to departmental approval.
- Credits for CS 590 and CS 591 cannot be transferred.

B. Transfers out of the Thesis Option (CONCSC)

- Students in the Thesis Option (CONCSC) may apply to transfer to the Project Option (CONCSP) or Internship Option (CONCSI) with departmental approval.
- Credits for regular graduate courses and for CS 597 and CS 598 may be carried over, subject to departmental approval.
- Credits for CS 599 cannot be transferred.

C. Transfers between Project (CONCSP) and Internship (CONCSI) Options

- Students in CONCSP and CONCSI may transfer between these options with departmental approval at any time prior to registration in CS 590 or CS 591. All completed regular graduate course credits may be carried over.
- Registration in CS 590 or CS 591 defines the program option, and transfers between CONCSP and CONCSI are not normally permitted afterward.
- Transfers out of the Internship Option after registration in CS 591 are not normally permitted and will be approved only where continuation in the Internship Option is not possible (e.g., loss of placement or inability to obtain/maintain required authorization), in accordance with departmental

approval and the Regulations for Graduate Studies. In such cases, the student will be required to pursue an alternative program outcome (normally transfer to CONCSP; transfer to CONCSC only where supervisor availability and other conditions are met).

List of Graduate Courses

CS 500 Project 3-3-0
This course is restricted to students in the course-based M.Sc. program. Students undertake a supervised project under the guidance of a faculty member, focusing on the definition and initial development of a graduate-level technical or applied problem. The project topic and scope must be approved in advance by the department. Students are required to produce a written report and deliver at least one oral presentation on their work.
Prerequisites: Permission of the department and availability of a supervisor.

CS 501 IoT Data Systems 3-3-0
This course focuses on the design and implementation of Internet of Things (IoT) systems with emphasis on embedded devices and edge computing. Topics include sensor interfacing, data acquisition on resource-constrained microcontrollers, low-level communication protocols (e.g., MQTT, CoAP), data serialization, and secure device-to-edge networking. Students examine execution models and system trade-offs across device, edge, and cloud layers, including latency, power consumption, reliability, and fault tolerance.

CS 502 Computational Topology 3-3-0
This course introduces computational topology: the use of topological concepts and efficient algorithms to analyze the structure of data. Topics include foundational ideas from algebraic topology and abstract algebra, algorithmic and data-structural approaches to topological computation, and methods for analyzing point sets and shapes. Emphasis is placed on topological data analysis (TDA) and its application to problems in areas such as data clustering, image analysis, computer graphics, and robotics, using modern computational tools.

CS 505 Data Mining 3-3-0
Cross-level listed with CS405. This course focuses on the discovery of meaningful and actionable patterns in large, complex datasets. Emphasis is placed on data preparation and cleaning, exploratory analysis, and the formulation of mining objectives prior to model building. Students study methods for pattern discovery such as clustering, association rule mining, and sequential pattern analysis, along with techniques for evaluating the significance and usefulness of discovered patterns. The course emphasizes scalable algorithms, end-to-end data mining workflows, and the interpretation and communication of results. Assignments and a final project require students to perform substantial mining and analysis on real-world datasets or to produce a research-style report.

CS 507 Machine Learning 3-3-0
This course introduces the core principles of machine learning: how models are formulated, trained, and evaluated to extract structure and make predictions from data. Emphasis is placed on statistical learning theory as it relates to loss functions, regularization, model complexity, bias–variance tradeoffs, generalization error, and validation strategies. Students study how these principles inform model selection, hyperparameter tuning, and interpretability across common learning algorithms. Core methods include linear and logistic regression, classification, discriminant analysis, tree-based models, support vector machines, ensemble methods, and graphical models.

CS 509 Pattern Recognition 3-3-0
Pattern recognition studies how data is represented and compared to enable reliable decision-making. Students study feature extraction, similarity measures, statistical decision theory, and supervised and unsupervised learning methods, with applications to computer vision, speech and handwriting recognition, biomedical data, and information retrieval. Topics include Bayesian classifiers, probabilistic and nonparametric methods, clustering, and dimensionality reduction. Emphasis is placed on end-to-end pattern recognition pipelines, from raw signals through representation design, modeling assumptions, and error analysis. Projects involve designing and evaluating pattern representations on real-world datasets using modern computational tools.

CS 512 Computer Games Design 3-3-0
Cross-level listed with CS 412. This course covers game development with emphasis on gameplay design. Topics include core gameplay systems and mechanics, player interaction and feedback loops, game balance and progression, alongside game engine architecture, real-time rendering and animation, physics and simulation, game AI, networking and multiplayer models, performance optimization, and asset/tool pipelines. Students complete a substantial applied project or technical study emphasizing system integration, gameplay coherence, scalability, and real-time constraints in modern interactive games.

CS 515 Concurrent & Real-Time Systems 3-3-0
This course provides an introduction to a process algebra such as CSP. It then uses this language for the specification, analysis, and verification of concurrent and real-time systems. Finally, the course presents the use of such a process algebra as a formal method for concurrency at different stages in the development process.

CS 516 Volumetric Image Analysis & Visualization 3-3-0
Digital volumetric images are stacks of two dimensional image slices produced for instance by tomographic scanner. The goal of this course is to study the different techniques and algorithms for the analysis of volumetric images including a discussion about some sources of volumetric images, especially those occurring in medical imaging with different modalities (Radiology, Computed Tomography, Magnetic Resonance Imaging, Nuclear Medicine, Ultrasound, Positron Emission Tomography). The course will also address the different techniques used to display and visualize volumetric images including volume slicing, surface rendering, and volume rendering.

CS 520 Foundations of Large Language Models 3-3-0
Cross-level listed with CS 420. This course introduces the architecture and practical use of modern Large Language Models. Topics include transformers, tokenization, datasets, prompt engineering, instruction tuning, parameter-efficient fine-tuning (e.g., LoRA), retrieval-augmented generation, evaluation, and deployment considerations. Students work hands-on with pre-trained models using Python and PyTorch to adapt LLMs to specific tasks and assess their behavior. Ethical and societal issues surrounding generative AI are also addressed.

CS 521 Autonomous Software Systems 3-3-0
Cross-level listed with CS421. This course examines software systems in which portions of code generation, modification, or analysis are performed by automated agents under human supervision. Emphasis is placed on task decomposition, precise specification, execution containment, and rigorous verification of agent-produced software. Students study how autonomy alters software development workflows, increasing the importance of correctness, security, and accountability. Through analysis and applied exercises, the course develops the ability to design supervision and verification pipelines that ensure reliable system behavior in the presence of automated code production.

CS 527 Cloud and Virtual Infrastructure Security 3-3-0
Cross-level listed with CS 427. This course examines security challenges in cloud and virtualized environments. Topics include IaaS, PaaS, and SaaS models; virtualization and containerization; Kubernetes security; identity and access management; monitoring; vulnerability assessment; and compliance frameworks such as NIST and ISO 27001. Through hands-on labs, students design, secure, audit, and evaluate cloud-native and multi-tenant infrastructures, applying mitigation strategies to realistic attack scenarios.

CS 528 Cyber-Physical and Industrial Control Security 3-3-0
Cross-level listed with CS 428. This course explores the security of cyber-physical and industrial control systems used in critical infrastructure. Students study OT architectures and protocols, including PLCs, SCADA systems, sensors, and real-time control networks. Topics include threat modeling, attack surfaces, segmentation, monitoring, and incident response in safety-critical environments. Applied work focuses on analyzing simulated control systems and designing security measures that balance cybersecurity with operational safety.

CS 551 Deep Learning 3-3-0
This course studies deep learning as a framework for learning representations via overparameterized function classes trained with stochastic optimization. Topics include optimization dynamics and backpropagation, expressivity and inductive bias of deep architectures, generalization in high-dimensional models, representation learning, and failure modes of deep neural networks. Modern architectures (CNNs, RNNs, attention-based models, and generative models) are examined as case studies illustrating these principles. Emphasis is placed on theoretical understanding, empirical analysis, and principled model design, alongside hands-on projects.

CS 556 Compilers and Interpreters 3-3-0
Cross-listed with CS 406. This course is intended as an introduction to the fundamentals of language translation and compiler construction. Topics will include

language theory and syntax; grammars, finite state machines, non-deterministic push-down automata; a thorough treatment of parsing methods covering top-down, bottom-up and precedence parsers; Syntax directed translation; Run-time environments; optimization and error recovery; code generation. Students are expected to implement complex semantic analysis and a complex compiler back-end. In particular they are expected to implement various aspects of machine code optimization.

CS 557 Database Software Design 3-3-0

Cross-listed with CS 457. This course covers how one can implement a Database Management system. Major topics are Storage management, Query processing, and Transaction management. As a basic assumption, data will not all fit in main memory, so algorithms and data structures appropriate for effective disk storage and quick access must be used. For example, one may use index structures such as B-trees or hash tables. We cover parsing of queries and optimizing of query plans. Finally, we cover durability of transactions using logging, and concurrency control for isolation of transactions. Additional topics in distributed databases are also presented. Students are expected to prepare a research paper during the course, or pursue a larger applied project.

CS 560 Software Engineering 3-3-0

Cross-listed with CS 410. Software is an engineered product that requires planning, analysis, design, implementation, testing and maintenance. This course is a presentation of the techniques used in each step of the software product process. Topics: software requirements analysis and specifications; software design process, object oriented design; testing, reliability and maintenance; automated design tools, programming environments. Students are expected to prepare a research paper during the course, and work on large applied projects.

CS 563 Image Analysis 3-3-0

Cross-listed with CS 463. Image analysis is concerned with the development of machine algorithms in order mimic the biological organism's ability to see and understand images and videos. The course content include: camera models and calibration, image enhancement, features extraction and representation, shape from shading, stereo and texture, optical flow, motion analysis, high level vision and case studies.

CS 564 Network Programming and Distributed Algorithms 3-3-0

Cross-listed with CS 464. The course presents computer networks at a functional level, with strong emphasis on programming distributed applications over a network. Discussion will be based on open networking and application standards such as the TCP/IP protocol suite and the Portable Operating System Interface (POSIX). The concept of distributed algorithms together with the associated challenges and examples are then presented. Programming distributed applications (in C or C++) is an integral part of the course. Students are expected to work on a large, distributed, and practically meaningful application as part of the course.

CS 566 Advanced Topics in Artificial Intelligence 3-3-0

The aim of this course is to cover some advanced topics of current interest in artificial intelligence and their practical side. These topics include but are not limited to Bayesian learning approach, predictive analytics, neural networks, deep learning, generative adversarial networks, and reinforcement learning. Students are required to work on large projects based on the concepts presented in this course, and to submit a paper on a topic related to their research.

CS 567 Advanced Topics in Algorithms 3-3-0

Cross-listed with CS 467. The course covers some advanced aspects of algorithms and complexity. It studies the topic of NP- complete problems. Some specialized algorithms in several areas will be discussed, such as Bioinformatics, Computational Geometry and Network Flow.

CS 569 Special Topics in Computer Science 3-3-0

The course will present topics of current interest in Computer Science. The course content varies reflecting the interests of the faculty. Students are expected to participate in the presentation of the lecture material and engage in independent research.

CS 571 Graph Theory and Algorithms 3-3-0

Cross-level listed with CS 471. This course develops the theoretical foundations of graph theory with emphasis on combinatorial structures, algorithmic techniques, and algebraic properties of graphs. Topics include paths, cycles, trees, connectivity, planarity, graph colorings, and flow networks, including the Max-Flow–Min-Cut Theorem. The course emphasizes rigorous reasoning, proof techniques, and the formal analysis of graph algorithms. Assignments involve the implementation and analysis of core graph algorithms to connect theory with computational practice.
Note: See MAT 421/MAT 521. Students may not take this course for credit if they have received credit for CS 471, MAT 421 or MAT 521.

CS 590 Master's Capstone Project 9-0-0

The Master's Project is the academic capstone for students in the Project Stream of the course-based M.Sc. Students complete an in-depth project under individual faculty supervision, requiring application of appropriate research or design methodologies and professional judgment. The deliverables include a written technical report and a formal oral presentation evaluated by the department at the end of the semester.
Students cannot take this course in the first or second terms of their program.
Students may not receive credit for CS 590 if they have already received credit for CS 591.
Anti-requisite: CS 591

CS 591 Master's Capstone Internship 9-0-0

CS 591 is a 9-credit, faculty-supervised internship required for students admitted to the M.Sc. in Computer Science (Internship Option). The course integrates preparatory academic work, a supervised work-integrated placement, and post-placement academic assessment. Students complete an approved, program-relevant internship under joint oversight of a faculty supervisor and an approved host organization. Academic requirements include a pre-placement learning plan, ongoing progress reporting, a written technical report, and a formal oral presentation evaluated by the department. Supervisor and host evaluations form part of the final assessment.
Students cannot take this course in the first or second terms of their program.
International students must possess a valid co-op or internship work permit prior to commencing any work associated with this course.
Anti-requisite: CS 590

CS 597 Graduate Seminar I 3-0-0

This course is the framework for the thesis proposal, which is the first step towards a Master's thesis. Such a proposal should lay the ground work for the thesis research by providing convincing arguments that the problem is worth solving and can be solved, followed by the research methodology that will be used toward solving the problem. It also provides a good yardstick against which the students can measure their own progress in their research. Students are expected to give one presentation outlining their proposal. Thesis proposals must also be submitted to the supervisor and approved by the department.

CS 598 Graduate Seminar II 3-3-0

The requirement of this course is a research report outlining the student's progress toward implementing the thesis proposal. This progress report is a small document that provides a brief outline of the investigation just started. The role of this report is to ensure that the graduate research is heading in the right direction. The report must be presented and submitted to the supervisor and approved by the department.
Prerequisite: CS 597.

CS 599 Master's Thesis 24-0-0

The Master's thesis should be an original research paper that is suitable for becoming part of a submission to a peer-reviewed academic journal. The thesis must comprise overall a coherent account of a unified research project rather than a collection of results. It must be expressed in a satisfactory literary form consistent with the discipline and display a scholarly approach to the subject and a thorough knowledge of it. The candidate should consult the thesis supervisor for guidance regarding the content of the manuscript and the graduate coordinator for information regarding formatting requirements.

MSc in Physics

Program Overview

The Master of Science (MSc) program is designed to give students a much deeper appreciation of physics while at the same time training them to become independent researchers and scientists. Graduate supervision is available in a wide variety of disciplines including astrophysics, exoplanetary science, theoretical cosmology, gravitational theory, field theory and particle physics.

Master's in Physics (45 credits) CONPHY

Students who have completed a BSc degree in physics with at least a B average will be considered for admission into the graduate program. Students who have completed only a major in the subject may be required to take additional courses at the Master's level. Students who have been admitted will be assigned a supervisor by the Chair of Physics and Astronomy. The student's research interests will be taken into consideration when a supervisor is assigned. Current areas of research in the department include astrophysics, gravity and cosmology, field theory, particle physics, and theoretical physics.

Course Requirements (MSc):

The MSc degree requires the successful defense of a thesis (15 credits), satisfactory participation in the seminar series (18 credits), and the completion of a minimum of 12 credits in course work. Course selection is determined in consultation with the thesis supervisor and departmental chair. All MSc students must make an oral presentation and defense of their thesis before graduating. The normal period for completion of the MSc degree requirements is two academic years (five semesters). The minimum number of credits required to complete the program is 45.

List of Courses

PHY 561 Quantum Mechanics I 3-3-0
Foundation of quantum mechanics; Schroedinger equation, angular momentum, central potentials, harmonic oscillator, hydrogen atom.
Note: Students who have received credit for PHY 461 may not enrol in this course.

PHY 562 Quantum Mechanics II 3-3-0
Matrix mechanics and applications of quantum mechanics to various branches of physics. Perturbation theory, scattering, molecular applications, and Hartree-Fock theory.
Note: Students who have received credit for PHY 462 may not enrol in this course.

PHY 564 Condensed Matter Physics 3-3-0
Topics to be studied include the one-electron theory of solids, energy bands, lattice vibrations, transport theory, and thermodynamic properties.
Note: Students who have received credit for PHY 464 may not enrol in this course.

PHY 565 Electromagnetic Theory 3-3-0
Static and dynamic electric and magnetic fields: Maxwell's equations and solutions involving plane waves. Covariant formulation of electromagnetic field theory.
Note: Students who have received credit for PHY 465 may not enrol in this course.

PHY 566 Theoretical Topics 3-3-0
Topics to be studied will be selected from the areas of special and general relativity, particle physics, astrophysics, and cosmology. In particular, the covariant nature of physics and various physical symmetries will be investigated.
Note: Students who have received credit for PHY 466 may not enrol in this course.

PHY 567 Advanced Statistical Mechanics 3-3-0
Derivation of the laws of thermodynamics from statistical principles. Quantum statistics, arbitrarily degenerate and relativistic perfect gases, transport theory, thermodynamic fluctuations, and low-temperature physics will also be studied.
Note: Students who have received credit for PHY 467 may not enrol in this course.

PHY 571 Advanced Quantum Theory 3-3-0
Topics to be studied include: Path integral and second quantization approaches to non-relativistic quantum mechanics. Feynman rules and diagrams. Relativistic quantum field of spin-zero particles.

PHY 572 Particle Physics 3-3-0
Quantum field theory of spin 1⁄2 and spin 1 particles will be introduced. Topics include: renormalization and the renormalization group; quantum electrodynamics and quantum chromodynamics; the Standard Model of particle physics; overview of string theory.

PHY 573 Advanced General Relativity 3-3-0
Topics to be studied include: differential geometry, Einstein equations, junction conditions, shell and dust collapse, gravitational waves, and black hole thermodynamics.

PHY 574 Cosmology 3-3-0
Topics to be studied include: Cosmology, inflation, dark energy, compact objects, relativistic fluid dynamics, gravitational lensing, and gravitational waves.
Note: Students who have received credit for PHY 474 may not enrol in this course.

PHY 575 Numerical Methods & Simulations 3-3-0
This course will cover selected topics in High Performance Computing including cellular automata, finite element methods, molecular dynamics, Monte Carlo methods, and multigrid methods, with applications to classical fields, fluid dynamics, materials properties, nanostructures, and biomolecules.

PHY 576 Stellar Astrophysics I 3-3-0
An introduction to the properties of stellar atmospheres and interiors. The equations of stellar evolution, nuclear energy generation, radiative transport and stellar model building will be studied. Further topics include the formation of starts, and the physics associated with supernovae, white dwarfs, neutron stars, and pulsars.
Note: Students who have received credit for PHY 476 may not enrol in this course.

PHY 577 Many-Body Quantum Theory in Condensed Matter Systems 3-3-0
The following topics will be studied: Green's functions at zero and finite temperature; the interacting electron gas; the Hubbard model and strongly correlated systems; electron-phonon interaction; superconductivity and superfluidity.

PHY 578 Selected Topics in Astronomy & Astrophysics 3-3-0
Topics to be determined in consultation with prospective students.

PHY 579 Selected Theoretical Topics 3-3-0
Topics to be determined in consultation with prospective students.

PHY 580F Graduate Seminar I 9-0-0
Students are expected to participate in the departmental seminar series and to make a presentation on either their own work or on a research-related topic. All M.Sc. students are normally expected to enroll in this course at the beginning of their first year of studies.
Offered alternate years with PHY 581.

PHY 581F Graduate Seminar II 9-0-0
Students in the second year of their degree program are expected to participate in the departmental seminar series and to make a presentation on either their own work or on a research-related topic.
Offered alternate years with PHY 580.

PHY 586 Stellar Astrophysics II 3-3-0
A detailed study of the physics that determines the evolution of stars during all of their possible phases. This includes radiative hydrodynamics and atmospheric modeling, specialized equations of state, and the nuclear physics needed to understand the various channels that lead to the creation of the heavy elements. The physics of neutrino production and detection will also be investigated. These topics will form the basis for a study of the evolution of supernovae and other high-energy phenomena in stellar astrophysics.

PHY 587 Exoplanet Astrophysics 3-3-0
Exoplanets are planets in orbit around distant stars. This course is designed as an introduction to the discovery and characterization of exoplanets. The application of transits, velocimetry, imaging and lensing will be studied. Exoplanet atmospheres, interiors and orbital dynamics will be studied. Further topics include demographics, biosignatures and exploration of our Solar System to understand the origins of life.
Note: Students who have received credit for PHY 487 may not enrol in this course.

PHY 488/
PHY 588 Statistics and Machine Learning for Physics 3-3-0
Theory and applications of modern techniques in statistics and machine learning for physics and astronomy. Topics covered include: frequentist statistics and Bayesian inference, dimensionality reduction, density estimation and clustering, regression and model selection, classification, Gaussian processes, and deep learning. Some frontier topics such as simulation-based inference and transformers will be covered.
Note: Students who received credit for PHY 488 may not enrol in this course.

PHY 600 Thesis Research Dissertation 15-0-0
Each student is required to carry out independent, publishable research that is presented in the form of a thesis. The research is conducted under the supervision of a faculty member. The thesis will be evaluated externally and must be successfully defended in a meeting for which the presentation of the thesis results is open to all members of the academic community.

Doctor of Psychology (PsyD) Clinical Psychology Profile (120 credits) CONPCL

Admission requirements

Students can apply to the Doctor of Psychology (PsyD), Clinical Psychology Profile with one of two different backgrounds:

1. UNIVERSITY STUDIES BASIS
The minimum requirements for admittance on the basis of university studies include:

- a bachelor's degree in psychology or equivalent [(1)],
- a minimum GPA of 3.6/4.3 (A- or 80%),
- proof of English language proficiency[(2)],
- proof of French language proficiency[(2)],
- an application file[(3)].

OR

2. SUFFICIENT PREPARATION BASIS
The minimum requirements for admittance on the basis of sufficient preparation include:

- membership in the Ordre des Psychologues du Québec (OPQ),
- proof of English language proficiency[(1)],
- an application file[(3)].

(1) The university studies must include all the elements of the common core required by the Ordre des Psychologues du Québec (42 credits) and have been completed in courses or training taken in the last 10 years:

Categories of courses	Credits
Biological bases of behavior	6
Social-cultural bases of behavior	6
Cognitive-affective bases of behavior	6
Developmental psychology	6
History of psychology and systems	3
Psychometry	3
Research methods	3
Data analysis (statistics)	3
Personality theories	3
Psychopathology	3
TOTAL	**42**

(2) Since English is the primary language of instruction and communication at Bishop's University, applicant's must demonstrate an adequate level of proficiency in English. Furthermore, to become a member of the Ordre des Psychologues du Québec and obtain a licence to practice graduates must have an appropriate knowledge of the French language that is to say, be able to speak, write and work in French.

As such, all applicants must provide proof of English and French language proficiency regardless of citizenship/immigration status in Canada. Please identify the entry below that best describes your situation in order to determine which additional supporting documentation you must provide with your application for admission:

ENGLISH PROFICIENCY

I. Completed a DEC at an English CEGEP in Quebec
   - **Document required:** Quebec permanent code

II. Completed at least three years of instruction at an accredited secondary institution, recognized by Bishop's University, where **English** is the primary language of instruction
   - **Document required:** High school transcript from the institution where English is the primary language of instruction

III. Completed/completing at least 30 credit hours (or equivalent to one full year of study) at a post-secondary institution, recognized by Bishop's University, where **English** is the primary language of instruction
   - **Document required**: Transcript of studies from the post-secondary institution where English is the primary language of instruction

IV. Completed a recognized **English** assessment with appropriate minimum score:
   - Duolingo English Test (DET) minimum score of 115 with no sub-score under 90
   - TOEFL minimum overall score of 90 (internet-based) with no component score below 20
   - IELTS academic test, minimum overall score of 6.5 with no component score below 6.0.

- Cambridge English, minimum overall score of 176 on one of the following:
  B2 First
  C1 Advanced
  C2 Proficient
- **Document Required:** Official English assessment test score report sent to Bishop's University directly from the testing organization.

FRENCH PROFICIENCY

I. Passed the fourth or fifth year secondary level examinations in French as the first language in Québec
   - **Document required:** Quebec permanent code

II. Completed a DEC at a French CEGEP in Quebec
   - **Document required:** Quebec permanent code

III. Completed at least three years of instruction at an accredited secondary institution, recognized by Bishop's University, where French is the primary language of instruction
   - **Document required:** High school transcript from the institution where French is the primary language of instruction

IV. Completed/completing at least 30 credit hours (or equivalent to one full year of study) at a post-second ary institution, recognized by Bishop's University, where French is the primary language of instruction
   - **Document required**: Transcript of studies from the post-secondary institution where French is the primary language of instruction

V. Completed/completing the Bishop's University French for Professional Integrity Micro-Certificate (15 credits – CONFPI)
   - **Document required:** Transcript of studies from Bishop's University

VI. Completed a recognized French assessment with appropriate minimum score:
   - TEFAQ/TEF Canada with a minimum score of B1^{+} to B2 in all four competencies.
   - TFI™ Test from Educational Testing Service with a minimum score of 700 on 990.
   - Bright Writing Solution test with a minimum score of 3.5.

     To pass the test you must register online.

(3) The application file includes:

- The **Admissions Form** (choose the Post-Graduate application form).
- An official copy of all **university-level transcripts**
- The Ordre des Psychologues du Québec **Common Core Requirements Form**
- The **Clinical Psychology Candidate Profile Form**

The application deadline for the fall semester is February 1. This includes submission of all required supporting documents. Distinctively, this program enrolls a cohort of 16 students once every 3 years. The first cohort started in the fall 2024 semester. The next cohort is expected to start in the fall 2027 semester.

This program's admissions and registration procedures are in accordance with the admissions conditions and regulations specific to the UQAC Doctor of Psychology, Clinical Psychology Profile.

Program overview

Ths program is designed for bilingual students (French and English), including prospective applicants from systemically underrepresented backgrounds, who intend to practice clinical psychology. As an *Université du Québec à Chicoutimi (UQAC) program* offered by extension at Bishop's University, it focuses on professional clinical psychology and will equip students to conduct psychological assessments and perform psychological interventions. This program is accredited by the Ordre des psychologues du Québec (OPQ), thus making program graduates eligible for OPQ membership.*

This program's objective is to produce psychologists able to assess and help various clienteles, drawing on the discipline's scientific knowledge and on a deep understanding of the needs and characteristics of individuals and communities. It is also aimed at producing rigorous psychologists able to use critical thinking in their professional decisions and to assess the effectiveness of their own interventions. Lastly, the program is aimed at producing psychologists who will contribute to the development and revitalization of professional practice.

** To become a member of the Ordre des Psychologues du Québec and obtain a licence to practice you must have an appropriate knowledge of the French language that is to say, be able to speak, write and work in French. Under section 35 of the Charter of the French Language you are deemed to have sufficient knowledge of French if you meet* **one (1) of the following conditions***:*

- You have completed at least three years of full-time secondary or post-secondary education in French.
- You have passed the French mother tongue exams in the 4th or 5th year of secondary school in Québec.
- You obtained a secondary school diploma (DES) in Québec in 1985-1986 or after.

Graduates who do not meet one of these conditions will need to obtain a certificate of knowledge of French after graduating from the Psy.D. program in order to become a member of the Ordre des Psychologues du Québec and obtain a licence to practice in Québec. The Office québécois de la langue française is responsible for issuing this certificate to those who have passed the exam. You can find more information about the exam on their website *www.oqlf.gouv.qc.ca/francisation/ordres_prof/ordres.html*.

Degree Requirements

The program is 120 credits, over 4 years (12 semesters) of full-time study which are distributed as follows:

Required courses (39 credits)

PSY 718	Conducting an Assessment and Psychodiagnosis with an Adult
PSY 720	Assessment of Children and Adolescents through Testing
PSY 711	Professional Ethics and Legal Issues
PSY 722	Research Seminar
PSY 713	Advanced Seminar in Psychopathology
PSY 741	Case Study: Evidence-Based Practice and Therapeutic Effectiveness
PSY 721	Clinical Psychopharmacology
PSY 728	Adult Intervention Methods
PSY 714	Seminar on Issues Related to Clients and Diversity
PSY 723	Application and Interpretation of Advanced Statistical Methods
PSY 716	Interdisciplinarity and Professional Communication
PSY 717	Consultation and Supervision
PSY 719	Clinical Seminars in Psychology and Health

Optional courses (6 credits)

6 credits from:

PSY 725	Advanced Seminar in Psychological Intervention Methods
PSY 726	Youth Intervention Methods
PSY 727	Mindfulness-based Interventions
PSY 729	Methods of Intervention with a Group
PSY 730	Methods of Intervention with a Couple and a Family
PSY 747	Special Topic in Psychology

Doctoral essay (26 credits)

PSY 724	Essay (26 cr)

Practicum courses (17 credits)

PSY 800	Observation Practicum in Psychology (1 cr)
PSY 801	Practicum 1A: Psychological Assessment and Introduction to Intervention (3 cr)
PSY 802	Practicum 1B: Psychological Assessment and Introduction to Intervention (3 cr)
PSY 803	Practicum 2A: Clinical Psychology (5 cr)
PSY 804	Practicum 2B: Clinical Psychology (5 cr)

Internship courses* (32 credits)

PSY 811	Internship 1 (5 cr)
PSY 812	Internship 2 (3 cr)
PSY 813	Internship 3 (3 cr)
PSY 814	Internship 4 (5 cr)
PSY 815	Internship 5 (3 cr)
PSY 816	Internship 6 (3 cr)
PSY 817	Internship 7 (5 cr)
PSY 818	Internship 8 (3 cr)
PSY 819	Internship 9 (2 cr)

***** *Internship consisting in a one-year residency, taking place in an institution providing psychological services, such as a school (primary, secondary, college or university) and/or health network institutions (CLSC, CIUSSS, CISSS, in particular), or in any other institution that promotes multidisciplinary teamwork. The work environment must be different from the one where the practicums were carried out. Active participation, considering research evidence, in all phases of client intervention (assessment, diagnosis, individual or group intervention, report writing, consultation with other professionals, training) are expected. Interventions include interactions with clients, their families and individuals present in their living environments (natural caregivers, stakeholders). Students are integrated into the workplace and participate in all aspects of institutional operations (team meetings, case discussions, consultations, supervision), and in professional development activities. They must apply their critical thinking towards practice and organizational functioning. The internship and its subdivisions (Internships 1 to 9) allow students to complete the minimum hours of practice in one or two work environments over a period of one year (based on OPQ criteria) under the supervision of one or more psychologists who meet OPQ standards.*

Program progressions

YEAR 1

Fall:

PSY 718	Conducting an Assessment and Psychodiagnosis with an Adult
PSY 720	Assessment of Children and Adolescents through Testing
PSY 711	Professional Ethics and Legal Issues
PSY 722	Research Seminar*
PSY 724	Doctoral Essay (26 credits)**

Winter:

PSY 713	Advanced Seminar in Psychopathology

Optional course in intervention

PSY 741	Case Study: Evidence-Based Practice and Therapeutic Effectiveness
PSY 800	Observation Practicum in Psychology (1 credit)
PSY 722	Research Seminar* (Continued)
PSY 724	Doctoral Essay – Continued (26 credits)**

Summer:

PSY 722	Research Seminar* (Continued)
PSY 724	Doctoral Essay – Continued (26 credits)**

YEAR 2

Fall:

PSY 721	Clinical Psychopharmacology
PSY 728	Adult Intervention Methods
PSY 801	Practicum 1A: Psychological Assessment and Introduction to Intervention (3 credits)
PSY 724	Doctoral Essay – Continued (26 credits)**

Winter:

PSY 714	Seminar on Issues Related to Clients and Diversity
PSY 723	Application and Interpretation of Advanced Statistical Methods
PSY 802	Practicum 1B: Psychological Assessment and Introduction to Intervention (3 credits)
PSY 716	Interdisciplinarity and Professional Communication
PSY 724	Doctoral Essay – Continued (26 credits)**

Summer:

PSY 724	Doctoral Essay – Continued (26 credits)**

YEAR 3

Fall:

PSY 803	Practicum 2A: Clinical Psychology (5 credits)
PSY 717	Consultation and Supervision
PSY 719	Clinical Seminars in Psychology and Health†
PSY 724	Doctoral Essay – Continued (26 credits)**

Winter:

PSY 804	Practicum 2B: Clinical Psychology (5 credits)

Optional course in intervention

PSY 719	Clinical Seminars in Psychology and Health† (Continued)
PSY 724	Doctoral Essay – Continued (26 credits)**

YEAR 4

Fall:

PSY 811	Internship 1 (5 credits)
PSY 812	Internship 2 (3 credits)
PSY 813	Internship 3 (3 credits)

Winter:

PSY 814	Internship 4 (5 credits)
PSY 815	Internship 5 (3 credits)
PSY 816	Internship 6 (3 credits)

Summer:

PSY 817	Internship 7 (5 credits)
PSY 818	Internship 8 (3 credits)
PSY 819	Internship 9 (2 credits)

**The PSY 722 Research Seminar is given over three semesters (fall, winter, summer).*

†The PSY 719 Clinical Seminars in Psychology and Health is given over two semesters (fall and winter).

***The student is registered in the 26-credit doctoral essay (SDPS724) for the first nine (9) semesters of the program, including the summer semesters.*

Grading scale

The following grading scale will be used to convert percentages to letter grades.

94% - 100%	=	A+	=	4.3
90% - 93%	=	A	=	4
86% - 89%	=	A-	=	3.7
80% - 85%	=	B+	=	3.3
76% - 79%	=	B	=	3
72% - 75%	=	B-	=	2.7
67% - 71%	=	C+	=	2.3
60% - 66%	=	C	=	2
0 – 59%	=	F	=	0

List of Courses

PSY 711 Professional Ethics and Legal Issues 3-3-0
Raise awareness about the psychologist's ethical and professional standards. Ethical principles, ethical decision-making in a multidisciplinary context, responsibilities towards the client, research subjects and the public. Confidentiality. Use of tests: extensions and limitations. Roles and responsibilities of the OPQ. Legislation, testimony, professional expertise in court. Prosecutions. Record keeping and private practice. Practical exercises using clinical vignettes similar to the reality in practice.
As part of the program extension, PSY 711 is the Bishop's equivalent to SDPS 711 at UQAC.

PSY 713 Advanced Seminar in Psychopathology 3-3-0
Deepen knowledge of psychopathology, based on scientifically recognized diagnostic categories (DSM-5) and integrate them into clinical practice. Diagnostic classifications (DSM-5) and complex cases (treatment-resistant or recurrent disorders, co-occurrences of a personality disorder or substance use). Applications to clinical situations or case studies, formulation of diagnostic hypotheses adapted to the person in his or her globality, strengths, vulnerabilities, current problem, and the different factors involved (developmental, sociocultural, neurological, and biological). Development of intervention strategies adapted to the pathology and to the person's characteristics (e.g., personality traits, attachment styles).
Prerequisite: PSY 718
As part of the program extension, PSY 713 is the Bishop's equivalent to SDPS 713 at UQAC.

PSY 714 Seminar on Issues Related to Clients and Diversity 3-3-0
Have an advanced personal and professional reflection and mastering of the literature on the major contemporary issues and current controversies in the field of psychology related to different types of clients and human diversity. Major contemporary issues and current controversies in psychology related to different types of clients and human diversity; differences in culture, religious beliefs, psychological or physical characteristics, gender, sexual orientations, socioeconomic contexts, practice environment or care settings. Theories and practice about skills necessary for advanced personal and professional reflection and development: critical thinking, self-awareness, interpersonal skills and abilities. Impacts and transfer of learning in interpersonal relationships and in the daily reality of clinical and professional practice.
As part of the program extension, PSY714 is the Bishop's equivalent to SDPS714 at UQAC.

PSY 716 Interdisciplinarity and Professional Communication 3-3-0
Develop effective professional communication skills appropriate to the context of psychology. Develop interprofessional knowledge and skills based on the National Interprofessional Competency Framework. Topics: teaching issues (course outlines, teaching strategies, assessment tools, etc.), knowledge translation (clinical reports, expert judgments, conferences, training workshop preparation, etc.), communication with the media, and interprofessionalism. Presentation of the different practice environments and their specificities.
As part of the program extension, PSY716 is the Bishop's equivalent to SDPS716 at UQAC.

PSY 717 Consultation and Supervision 3-3-0

Introduction to the role of consultant to psychologists or other professionals, individuals, groups, or organizations and to the role of supervisor to psychologists or other professionals. Consultation: historical context; contemporary theories and methods of consultation; different phases of the consultation process and systems organization; political, psychosocial, and systemic aspects of the dynamics of consultation as determinants of the role and activities of the consultant. Supervision: models and techniques for the development of supervisory competency; issues related to power relationships, to relationships between supervisor and supervisee as well as relationships of supervisees in group supervision; issues related to power relationships and differences (cultural, gender, ethnic). Practical applications: development of supervisory objectives that take into account the environment in which supervision is required, relevance of the choice of learning methods and supervision evaluation methods. Case analyses.

Prerequisite: PSY802

As part of the program extension, PSY717 is the Bishop's equivalent to SDPS717 at UQAC.

PSY 718 Conducting an Assessment and Psychodiagnosis with an Adult 3-3-0

Using adult assessment tests, make a diagnosis and communicate the results of the assessment verbally and in writing. Study the context and conduct of the adult psychological examination. Learn the different instruments in relation to the reason for the evaluation (intelligence, behaviour, personality, emotion). Learn and carry out a synthesis of the results, establishing a diagnosis and formulating recommendations for intervention based on the data from different psychological tests (according to different approaches) for an adult. Oral or written communication of results. Includes practicum activities (minimum of 90 hours).

As part of the program extension, PSY 718 is the Bishop's equivalent to SDPC 718 at UQAC.

PSY 719 Clinical Seminars in Psychology and Health 3-3-0

Present a variety of approaches and methods of assessment and intervention in psychology and health; learn about their application to different types of clients. This course is under the responsibility of one professor but the periods are shared with at least four other professors or lecturers (depending on the expertise of each and the themes chosen by the program). Its focus is the discovery of different fields of specialization in psychology and health.

As part of the program extension, PSY 719 is the Bishop's equivalent to SDPS719 at UQAC.

PSY 720 Assessment of Children and Adolescents through Testing 3-3-0

Develop and refine the use of tests with children and adolescents.

Administration, scoring and clinical interpretation of tests (intelligence, behavioral, personality, emotional, etc.) with children and adolescents. Anamnesis, psychometric instruments, and standardized screening scales (e.g., Wechsler scales). Interpretation and recommendations. Report writing and communication of results.

As part of the program extension, PSY 720 is the Bishop's equivalent to SDPS720 at UQAC.

PSY 721 Clinical Psychopharmacology 3-3-0

Understand the mechanisms of action, benefits and limitations of various psychotropic drugs used in the treatment of psychopathologies. Establish links between psychopharmacology and the professional practice of psychologists: examination of the concepts behind drug treatments of mental disorders and the place of psychotherapies. Be aware of and understand the impact of psychotropic drugs on the practice of psychologists. Elements of pharmacokinetics and pharmacodynamics, development of psychotropic drugs. Major families of neuromediators and psychopathologies associated with physiological dysfunctions. Classification, description, indications, risks and most important side effects of the main psychotropic drugs used (neuroleptics, antidepressants, mood stabilizers, anxiolytics, stimulants).

As part of the program extension, PSY 721 is the Bishop's equivalent to SDPS 721 at UQAC.

PSY 722 Research Seminar 3-3-0

Provide support and examples for the development and completion of the doctoral essay.

Reminder of important methodological and statistical notions to consider when developing a research project in psychology. Critical analysis of the structure and content of published scientific articles. Presentation of the APA writing standards. Presentation of the research ethics principles. Discussion of the challenges and obstacles encountered during the development of a project and the conduct of a scientific study. Discussion of stress and time management strategies. Development of a writing plan and a first draft of the doctoral essay. Oral presentation of the project to peers.

As part of the program extension, PSY7 22 is the Bishop's equivalent to SDPS 722 at UQAC.

PSY 723 Application and Interpretation of Advanced Statistical Methods 3-3-0

Students will deepen their understanding of how to implement and interpret the major multivariate tests used in psychological research. Students will also discuss and interpret the results of published research where the same statistical analyses were employed by other researchers. By the end of the course, students will be familiar with the main multivariate tests used in psychology, including their objectives, assumptions and limitations and be able to present the use of these analyses based on their rationale and interpretation of the results.

As part of the program extension, PSY 723 is the Bishop's equivalent to SDPS723 at UQAC.

PSY 724 Doctoral Essay 26-0-0

Produce a written statement outlining the results of a research activity, a creative work, or intervention project that will demonstrate the writer's ability to contribute to the development of his/her field of study. The production of scientific knowledge, which may originate in a practice environment or address a theoretical issue, that contributes to the advancement of knowledge in the field of professional psychology. Possibility of replicating an existing study, validating the development of a new intervention program or conducting a case study. Demonstration of the ability to master the various steps involved in conducting a basic or applied study. Presentation of the question under study, completion of an exhaustive literature review, presentation of the method used, execution of the appropriate analyses and justification of the conclusions based on the observed results.

As part of the program extension, PSY 724 is the Bishop's equivalent to SDPS 724 at UQAC.

PSY 725 Advanced Seminar in Psychological Intervention Methods 3-3-0

To become familiar with the theoretical, clinical and empirical foundations of a specific recognized psychological intervention approach.

As part of the program extension, PSY 725 is the Bishop's equivalent to SDPS 725 at UQAC.

PSY 726 Youth Intervention Methods 3-3-0

Introduction to clinical practice with children or adolescents.

Basic skills for working with children, adolescents or their parents; foundations of youth intervention; models and approaches to intervention based on scientific and evidence-based data when available. Linkages between theory, scientific literature, and clinical practice. Knowledge of guidelines, practice frameworks and evidence. Measuring the impact of a therapy.

As part of the program extension, PSY 726 is the Bishop's equivalent to SDPS 726 at UQAC.

PSY 727 Mindfulness-based Interventions 3-3-0

Acquire concepts from theoretical foundations and scientific studies that have evaluated the effects of mindfulness-based interventions on biopsychosocial health and psychological well-being.

Participation in a mindfulness-based intervention program and experiential foundations. Basic facilitation of mindfulness-based intervention programs. Adaptation of the mindfulness-based intervention to various types of clients. Integration of knowledge about mindfulness-based intervention into clinical practice in individual follow-ups.

As part of the program extension, PSY727 is the Bishop's equivalent to SDPS 727 at UQAC.

PSY 728 Adult Intervention Methods 3-3-0
Introduction to the practice of individual psychotherapy with adults and the development of a reflective practice. Foundations of intervention with adults; intervention models and techniques based on scientific and evidence-based data when available; measurement of therapeutic impact; identification of characteristics related to the technique and the therapist-client relationship that promote optimal therapeutic effectiveness in relation to the problem; knowledge of guidelines, practice frameworks and evidence.
Prerequisite: PSY 713
As part of the program extension, PSY 728 is the Bishop's equivalent to SDPC 728 at UQAC.

PSY 729 Methods of Intervention with a Group 3-3-0
Become familiar with the theoretical, clinical and empirical foundations of current practices in group psychotherapy.
Study of activities that promote optimal effectiveness of group psychotherapy based on clinical vignettes. Systemic and interactional perspective of the group. History of group intervention. Mechanisms of therapeutic change inherent in the group approach. Group design in relation to key targets of change, group composition, group setting and rules, therapist role, stages of group development, measures of change. Contemporary approaches to group psychotherapy.
Prerequisite: PSY801
As part of the program extension, PSY 729 is the Bishop's equivalent to SDPS 729 at UQAC.

PSY 730 Methods of Intervention with a Couple and a Family 3-3-0
Introduce students to the theoretical, clinical, and empirical foundations of current practices in couple and family psychotherapy. Prepare a therapeutic intervention that will facilitate the evolution of the couple and the family towards a better well-being and a better life.
Activities promoting adaptive functioning and well-being of couples and families based on clinical vignettes. Systemic and interactional perspective of the couple and family. History of couple and family intervention. Contemporary approaches to couple and family psychotherapy. Study of the rules, roles and communication governing these systems from a normal/abnormal functioning perspective.
Prerequisite: PSY 801
As part of the program extension, PSY 730 is the Bishop's equivalent to SDPS 730 at UQAC.

PSY 741 Case Study: Evidence-Based Practice and Therapeutic Effectiveness 3-3-0
Develop skills for the conduct of case studies for clinical practice, communication with professional colleagues, and scientific production. Rigour and best practices for case studies. Definitions, assumptions, criteria and types of case studies. Steps and content for formulating, conducting, and communicating a case study orally and in writing in a professional practice environment (private practice, institutional or other, multidisciplinary team) and in a research setting. Various methods of client assessment, information gathering, single case protocols (quasi-experimental and experimental), interventions, analyses, etc. Ethical considerations for case study. Evidence and clinical practice. Importance of ongoing evaluation. Methods for assessing the progress made by the client and the effectiveness of therapeutic or other interventions. Importance of interpersonal skills. Transfer of knowledge into clinical and professional practice. Formulation and communication of a case study.
As part of the program extension, PSY 741 is the Bishop's equivalent to SDPS 741 at UQAC.

PSY 747 Special Topic in Psychology 3-3-0
This individual activity will allow the student to deepen certain aspects related to his or her research theme, depending on the progress of his or her doctoral essay.
Students must first submit a substantial and detailed work plan to be carried out during the course, which must be approved by the professor.
As part of the program extension, PSY 747 is the Bishop's equivalent to SDPS7 47 at UQAC.

PSY 800 Observation Practicum in Psychology 1-1-1
Observe a psychological assessment and intervention in a practical training context. Observation practicum at the Bishop's University Psychology Clinic. Observation and reflection on a psychological assessment and intervention done by a psychologist who meets OPQ standards, in compliance with the required ethics and deontology. A minimum of 15 hours of observation (assessment or intervention); 15 hours supporting group supervision; mandatory participation in at least one 1h30 case presentation; 6 hours of theoretical and practical training on suicide risk assessment and intervention with suicidal individuals; 7.5 hours allocated to other tasks, including completion of two mandatory assignments (a reflective paper and a term paper) (total of 45 hours).*
**Course description is pending official approval from Bishop's University Senate.*
Prerequisite: PSY 711
As part of the program extension, PSY 800 is the Bishop's equivalent to SDPC 800 at UQAC.

PSY 801 Practicum 1A: Psychological Assessment and Introduction to Intervention 3-0-3
Begin practical training in psychological assessment and intervention with at least two types of clients or intervention approaches and develop a critical perspective on practice.
Practicum must take place at the Bishop's University Psychology Clinic. Complete evaluation of at least two clients, including the entire process (identification of the reason for consultation, preparation of an evaluation estimate, use of measurement instruments, analysis and synthesis of the various results, development of recommendations for intervention, writing and submission of the report). Beginning of certain intervention processes that can be continued during Practicum 2A. Development of critical thinking and reflective thinking in relation to practice. Formal supervision of a minimum of 45 hours by a psychologist practicum supervisor who meets OPQ standards.
Prerequisite: PSY800
As part of the program extension, PSY 801 is the Bishop's equivalent to SDPC 801 at UQAC.

PSY 802 Practicum 1B: Psychological Assessment and Introduction to Intervention 3-0-3
Begin practical training in psychological assessment and intervention with at least two types of clients or intervention approaches and develop a critical perspective on practice.
Practicum must take place at the Bishop's University Psychology Clinic. Complete evaluation of at least two clients, including the entire process (identification of the reason for consultation, preparation of an evaluation estimate, use of measurement instruments, analysis and synthesis of the various results, development of recommendations for intervention, writing and submission of the report). Beginning of certain intervention processes that can be continued during Practicum 2A. Development of critical thinking and reflective thinking in relation to practice. Formal supervision of a minimum of 45 hours by a psychologist practicum supervisor who meets OPQ standards.
Prerequisite: PSY 801
As part of the program extension, PSY 802 is the Bishop's equivalent to SDPC 802 at UQAC.

PSY 803 Practicum 2A: Clinical Psychology 5-0-5
Initiate the practice of psychological assessment and intervention and begin the development of a critical and reflective approach to practice.
Practicum must take place at the Bishop's University Psychology Clinic (exceptions may apply). Contacts and follow-ups with clients in consultation and development of a planned approach. Constant reflection on the processes involved in the evaluation or intervention. Follow-up with a variety of clients and involvement in the various tasks related to the profession (assessment, diagnosis, intervention, consultation with other professionals, case discussions, report writing, professional development activities, use of research data, etc.). Development of critical thinking and reflective thinking in relation to practice. Formal supervision of a minimum of 45 hours by a psychologist practicum supervisor accredited according to OPQ standards.
Prerequisite: PSY 802
As part of the program extension, PSY 803 is the Bishop's equivalent to SDPC 803 at UQAC.

PSY 804 Practicum 2B: Clinical Psychology 5-0-5
Continue the practice of psychological assessment and intervention and begin the development of a critical and reflective approach to practice.
Practicum must take place at the Bishop's University Psychology Clinic (exceptions may apply). Contacts and follow-ups with clients in consultation and development of a planned approach. Constant reflection on the processes involved in the evaluation or intervention. Follow-up with a variety of clients and involvement in the various tasks related to the profession (assessment, diagnosis, intervention, consultation with other professionals, case discussions, report writing, professional development activities, use of research data, etc.). Development of critical thinking and reflective thinking in relation to practice. Formal supervision of a minimum of 45 hours by a psychologist practicum supervisor accredited according to OPQ standards.
Prerequisite: PSY 803
As part of the program extension, PSY 804 is the Bishop's equivalent to SDPC 804 at UQAC.

PSY 811 Internship I 5-0-5
Development of assessment and intervention practices in psychology for at least two types of clients or fields. Development of consultation and supervision skills, and a critical approach to practice, which includes the use of research evidence.
Prerequisite: PSY 804
As part of the program extension, PSY 811 is the Bishop's equivalent to SDPS 811 at UQAC.

PSY 812 Internship 2 3-0-3
Development of assessment and intervention practices in psychology for at least two types of clients or fields. Development of consultation and supervision skills, and a critical approach to practice, which includes the use of research evidence.
Prerequisite: PSY804
As part of the program extension, PSY 812 is the Bishop's equivalent to SDPS 812 at UQAC.

PSY 813 Internship 3 3-0-3
Development of assessment and intervention practices in psychology for at least two types of clients or fields. Development of consultation and supervision skills, and a critical approach to practice, which includes the use of research evidence.
Prerequisite: PSY 804
As part of the program extension, PSY 813 is the Bishop's equivalent to SDPS 813 at UQAC.

PSY 814 Internship 4 5-0-5
Development of assessment and intervention practices in psychology for at least two types of clients or fields. Development of consultation and supervision skills, and a critical approach to practice, which includes the use of research evidence.
Prerequisite: PSY8 13
As part of the program extension, PSY 814 is the Bishop's equivalent to SDPS 814 at UQAC.

PSY 815 Internship 5 3-0-3
Development of assessment and intervention practices in psychology for at least two types of clients or fields. Development of consultation and supervision skills, and a critical approach to practice, which includes the use of research evidence.
Prerequisite: PSY 813
As part of the program extension, PSY 815 is the Bishop's equivalent to SDPS 815 at UQAC.

PSY 816 Internship 6 3-0-3
Development of assessment and intervention practices in psychology for at least two types of clients or fields. Development of consultation and supervision skills, and a critical approach to practice, which includes the use of research evidence.
Prerequisite: PSY 813
As part of the program extension, PSY 816 is the Bishop's equivalent to SDPS 816 at UQAC.

PSY 817 Internship 7 5-0-5
Development of assessment and intervention practices in psychology for at least two types of clients or fields. Development of consultation and supervision skills, and a critical approach to practice, which includes the use of research evidence.
Prerequisite: PSY 816
As part of the program extension, PSY 817 is the Bishop's equivalent to SDPS 817 at UQAC.

PSY 818 Internship 8 3-0-3
Development of assessment and intervention practices in psychology for at least two types of clients or fields. Development of consultation and supervision skills, and a critical approach to practice, which includes the use of research evidence.
Prerequisite: PSY 816
As part of the program extension, PSY 818 is the Bishop's equivalent to SDPS 818 at UQAC.

PSY 819 Internship 9 2-0-2
Development of assessment and intervention practices in psychology for at least two types of clients or fields. Development of consultation and supervision skills, and a critical approach to practice, which includes the use of research evidence.
Prerequisite: PSY 816
As part of the program extension, PSY 819 is the Bishop's equivalent to SDPS 819 at UQAC.

Academic Regulations

Decisions relating to the student's progress, such as the choice of research director, the submission of a research subject, the duration of studies, registration, the terms of suspension and any other question likely to affect the student's academic progress, are taken in accordance with UQAC's Règlement relatif aux études (Doc 1163-02.001), the Procédure relative aux mémoires, essais doctoraux et thèses (Doc 072) and the Procédure relative aux restrictions à la poursuite des activités d'un programme d'études de cycles supérieurs (Doc 085).

Services and Facilities

Student Services

Mission Statement

Student Services understands Bishop's University to be a learning community in which the student is the centre of our educational mission.

We commit ourselves to work together with students and with all partners, both teaching and non-teaching, to enhance the quality of student life so that each student may experience the fullest personal growth, enjoy a learning environment that is just, mutually respectful, and strives for academic excellence.

We support an atmosphere where both freedom of expression and civility are powerfully affirmed. Further, we endorse a disciplined community where individuals accept their reciprocal obligations for the common good; where well-defined procedures of governance guide behaviour; where service to students is encouraged; and where a caring community supports the well-being of each individual.

Finally, we support the University as a community in which the heritage of Bishop's is remembered, the contribution of students is honoured; where the rituals affirming tradition are acknowledged and the procedures governing change are widely shared.

Vice-Principal Student Affairs and Equity, Diversity and Inclusion

As a Senior Administrator and Officer of the University, the Vice-Principal oversees the overall coordination and quality of student services (Athletics, Bishop's International, Campus Ministry, Career & Employment, Counselling Services, Student Accessibility Services, Health Services, Indigenous Student Support Centre, Recruitment and Retention, Residence Life, Security, Student Leadership Development, and Sexual Violence Support Centre), and certain ancillary services (Sports Centre, the Old Lennoxville Golf Course and Parking).

The Vice-Principal Student Affairs and Equity, Diversity and Inclusion is responsible for all matters of student engagement, conduct, for ensuring respect for the Charter of Student Rights and Responsibilities, and for the application of sanctions to students who are in violation of the Charter. Working closely with the Students' Representative Council, the role is at times that of an advisor and partner on projects initiated either by the University or by the student government. At other times the role is to ensure the respect of the University's policies and to approve the use of University facilities for major student activities and events.

The Vice-Principal Student Affairs and Equity, Diversity and Inclusion is available to meet with students to discuss issues of University policy, to hear suggestions for the improvement in the quality of campus life and to receive complaints about areas under the jurisdiction of the Dean. The office of the Vice-Principal Student Affairs is located in the Marjorie Donald building, room 244.

Co-curricular Record (ENGAGE Program)

Bishop's University is committed to providing an inclusive and supportive community that fosters deep engagement in university life. A wide variety of extracurricular activities is available to students, providing a rewarding and fulfilling university experience that will prepare them for the world.

The ENGAGE program is designed to track, verify and validate students' leadership positions, organizational memberships, volunteer work and other significant involvement in activities outside the classroom that are not documented on the academic transcript.

Enrollment in the ENGAGE program is completely voluntary and must be initiated by the student.

Bishop's University endorses this certificate as an official document when signed by the Vice-President of Student Affairs.

Students receive their certificate upon graduation.

ENGAGE is a great way to transform your co-curricular activities into valued experience for future employers and graduate school!

Ombudsperson

The major role of the Ombudsperson is to receive inquiries and complaints from any member of the University community who believes they have suffered some form of injustice, whether it has to do with academics or other matters. The Ombudsperson can normally give advice about where to go to have an issue looked into or reconsidered, or, after determining that all normal avenues of recourse and appeal have been exhausted, will investigate the factual basis of a complaint and, if appropriate, attempt to facilitate a solution using either formal or informal procedures. The Ombudsperson may also recommend changes to existing rules, policies, regulations or procedures, to make them more fair, or more clear and effective.

The Ombudsperson operates independently of all other offices in the University. Initial inquiries to the Ombudsperson are completely confidential until the complainant agrees to allow the Ombudsperson to act on the matter, at which point the matter remains confidential, restricted to those with a need to know.

The Ombudsperson must investigate all sides of a particular problem, must maintain a neutral stance throughout the investigation, and must strive to achieve solutions which are as fair as possible given the circumstances involved. At the end of an inquiry, the Ombudsperson will explain the nature of the chosen solution to those who initiated the complaint or, where the complaint has been found to be not justified, explain to the individual or groups involved the reasons for not continuing the investigation.

From time to time, the Ombudsperson may act as a mediator between individuals or groups of individuals in the University community who have been unable to resolve a conflict, particularly where no procedure exists for the resolution of such matters.

Please see the University website for further information, including the complete terms of reference for the Ombudsperson, and, especially, the Charter of Student Rights and Responsibilities.

Athletics and Recreation

Bishop's University offers its students and staff a diversified athletic program. It is divided into three categories, offering levels of competition and instruction to meet a variety of individual interests and needs.

1) Inter-university Athletics. Bishop's is a member of U SPORTS, the RSEQ, and CUFLA. They compete in Football, Men's and Women's Rugby, Women's Soccer, Men's and Women's Golf, Men's and Women's Basketball, Men's Lacrosse, and Women's Ice Hockey. More information about the Gaiters can be found at www.gaiters.ca or on social media using @ BishopsGaiters or #GaiterNation
2) Intramural Sports provides another level of competition in men's, women's and co-educational leagues and individual sports such as badminton, ball hockey, basketball, broomball, touch football, golf, ice hockey, water-polo, soccer, softball, squash, tennis, and volleyball. More details are available at www.gaiters.ca/intramurals.
3) Recreational Instructional Program offers a wide array of non-competitive, life-enhancing, instructional activities such as aerobics, yoga, and martial arts. Brochures provide details about the Fall, Winter and Spring programs; these are available at the beginning of each session. For more information on courses, please call 819-822-9600 ext. 2669 or visit www.gaiters.ca/recreation.

Athletic Facilities

The John H. Price Sports and Recreation Centre houses two double gymnasiums for basketball, volleyball, and badminton, with bleachers seating 700 spectators; a new 800-seat arena; a six-lane, 25-metre swimming pool equipped with a one-metre diving board; and a 4,000-square-foot fitness room. There is a spectators' level with a cafeteria/lounge leading to an exterior outdoor patio. The complex provides the opportunity for sport and recreational experience to all members of the university community and plays a vital role in fulfilling the concept of total education at Bishop's. Other campus sports facilities include Coulter Field Stadium, a lighted 1,500-seat stadium with a FieldTurf® synthetic surface; four outdoor tennis courts, a 9-hole golf course, an FIS (International Ski Federation) certified cross-country ski trail and a number of playing and practice fields.

Specific information concerning athletics can be obtained from:

Bishop's University
2600 College Street
Sherbrooke, Quebec J1M 1Z7
Visit our website at: www.gaiters.ca
819-822-9600 ext. 2669

Sports Medicine

The Sports Medicine clinic provides services to our student-athletes, the general student population and community patients alike. This arrangement and quality of care is rarely found in Canadian universities. The clinic benefits from the most modern equipment available. In addition to athletic therapy, there is also osteopathy, physiotherapy and massage therapy available. More details can be found at www.gaiters.ca/sportsmed.

Campus Ministry

The Campus Minister is available for counselling & pastoral care. The campus ministry seeks to foster faith, spirituality, and social justice. The Campus Ministry sponsors speakers, discussion groups and outreach programs.

Campus Ministry is located on 2nd Floor, Marjorie Donald Building, Room 246, (819)-822-9695.

Mental Health and Counselling Services

A variety of mental health resources and professionals are available to work with you to assess your wellness needs, from self-directed programs to workshops, support/psychoeducation, and individual therapy. Counsellors offer short-term (3-4 session), with a solution focused approach. Individual appointments may be scheduled from Monday to Friday, 9:00am – 4pm. Drop-in counselling is also available. Schedules are regularly posted on the Student Services website and social media.

Mental Health and counselling services are also offered specifically to students living in residence. Drop-in hours are also available. Residence Counselling Services are located in Paterson 100.

Mental Health and Counselling Services are located on 2nd Floor, Marjorie Donald Building,

(819) 822-9695 – studentservices@ubishops.ca

Career and Transition Services (CATS)

When students arrive at BU, they should already be thinking about their departure! We are proud to operate within a curricular framework where we support learning outside the classroom in intentional and meaningful ways. Career and Transition Serivces supports and empowers students to explore possibilities, opportunities and critically engage with their future. CATS offer professional Career and Employment advising to students. These services include: Resume / CV Review, Cover Letter Review, Job Search Support, Career Exploration, LinkedIn Support, Interview Preparation, Grad School Support, and Volunteer and Co-Curricular Exploration.

Career Counselling Services is located on 2nd Floor, Marjorie Donald Building, (819) 822-9695 – careerservices@ubishops.ca

Student Accessibility Services (SAS)

Bishops's is committed to the academic and non-academic development of students and promotes a respectful attitude, and awareness of the needs and abilities of students living with disabilities and by fostering, creating, and maintaining both an attitudinal as well as a barrier-free environment. The University understands that persons living with disabilities may have different methods for achieving success and acknowledges that assessment and evaluation outcomes should remain consistent with course objectives.

Bishop's University recognizes its moral and legal duty to provide equal educational opportunities to all students, including students living with disabilities. Members of faculty, and instructional staff, support and administrative staff share the University's responsibility under the Québec Charter of Human Rights and Freedoms to provide accommodations to students living with disabilities. The University's goal is to ensure equitable and consistent treatment of all students, including students living with a disability, in accordance with their distinct needs and without compromising academic standards and principles.

Services located in the Marjorie Donald Building, 2nd floor, (819) 822-9695 – accessibility@ubishops.ca

Indigenous Student Success Centre

We value the respectful recognition of Indigenous history, culture, traditional values, stories and healing practices that support counselling alongside the use of western therapeutic approaches. The Indigenous Support Advisor supports Indigenous students and helps facilitate cultural practices and traditions.

Location: Kwigw8mna, (819)-822-9600 #2544.

Sexual Violence Support Centre (SVSC)

Bishop's University is deeply committed to providing a safe learning environment free from any type of sexual violence. We are dedicated to preventing sexual violence by using education and safety measures in our community. We use a trauma-informed, survivor-centered and intersectional lens when supporting survivors and educating our community.

The SVSC team provides support and counselling to any student exposed to sexual violence. The SVSC also provides prevention programing and education to campus while liaising with the off-campus community. The SVSC is trained in receiving disclosures and supporting students through the process of reporting sexual violence.

Location: The SVSC is open Monday to Friday from 9:00am to 4:00pm. Main floor of Cormier House (819)-822-9695 SVSC@ubishops.ca

Health Services

The Champlain-Bishop's Health Service is located in the John H. Price Sports Centre and offers health care to all full-time students and any part-time student who has paid the student services fee. Staff and faculty may use the service for a small fee. The staff at Health Services will do everything possible to treat illnesses and injuries quickly so that class absences will be kept to a minimum.

Some of the services offered include diagnoses and treatment of acute and chronic illness, emergency care, routine physicals, sexually transmitted infection testing and information, pregnancy tests, contraception, wart treatment, allergy shots and certain vaccinations. This is only a partial list of services offered; please inquire about any other medical needs.

The staff includes nurses, physicians, and a secretary who are available Monday through Friday. Students wishing to see the nurse will be seen in order of arrival. To see the doctor, it is recommended that you make an appointment. Emergency situations will always have priority.

Records are strictly confidential. No information is released, for any reason, without the student's consent.

Health Services are supported by student fees, therefore, there is no charge to use the service. However, the doctor's services and the cost of any tests required are only paid by health insurance or provincial medicare plans.

Quebec students who do not have their Medicare cards, or who present cards that have expired, will be required to pay the full cost of services immediately.

Canadian students from another province are fully covered by their provincial medicare plans provided they:

1) inform the Ministry of Health in their home province that they are studying in Quebec before they leave home;
2) have their Provincial Medicare card with them when they come to see the doctor. If the card is unavailable or has expired, the full cost of services must be paid immediately.

International students (including Exchange students) must subscribe to the Health and Hospitalization Insurance plan offered through the University. Details of this plan can be obtained from Bishop's International. The plan entitles the student to full medical coverage both here and at local hospitals.

Anyone requiring further information about Health Services should telephone 819-822-9600, ext. 2696, or at www.ubishops.ca, Life at Bishops, Health Services.

Office of Equity, Diversity and Inclusion (EDI)

The Office of Equity, Diversity and Inclusion (EDI) at Bishop's University supports the institution's commitment to fostering a campus environment grounded in equity, inclusion, accessibility, and social justice. The Office works collaboratively across the University to identify and address systemic barriers, promote inclusive practices, and enhance a sense of belonging for all members of the community. The Office of EDI manages various affinity spaces on campus including the 2SLGBTQIA++ Space, the Black Affinity Lounge, and the Parent and Infant Care Room.

EDI at Bishop's is guided by the principle that diverse and inclusive environments strengthen learning, working, and community engagement. The Office provides leadership in advancing equity-informed policies, practices, and initiatives that support students, faculty, and staff.

Key areas of focus include:

- Promoting equity and inclusion across academic and campus life
- Supporting anti-racism education and initiatives
- Advancing accessibility, universal design, and disability inclusion
- Providing resources, tools, and educational programming to build awareness and capacity across the community
- Collaborating with campus partners, including the Students' Representative Council, on initiatives such as the EDI Fund and community-based projects

The Office also curates and develops a range of educational resources and supports designed to foster a campus culture that values diversity, reduces barriers, and promotes respectful engagement among all community members.

Residence and Campus Life

At Bishop's University we believe that the residence experience is an integral part of the university experience and thus guarantee all of our first-year degree students, who meet the required deadlines, a place in residence. Over 70% of our incoming class chooses to live in residence and each year 28% of our current residence students return for a subsequent year.

Bishop's University residences can accommodate around 700 students in Traditional Style, Modified-Bog Style and Suite Style Residences. These three choices provide students with the opportunity to choose the residence that suits their individual life style. Mackinnon and Bandeen/Pollack are our traditional style residences accommodating students in both single and double configurations. Kuehner, Munster and Abbott are Bog Style Residences.

These Bogs accommodate students in single rooms and double rooms with adjoining bathrooms. Janyne Hodder Hall is offering Modified-Bog style single rooms accommodation. Paterson Hall accommodates four students per suite, each with their own private bedroom, common kitchen, living room and two full bathrooms. All of our residences have mandatory meal plans expect for Paterson Hall, which students can request a meal plan exemption.

An important part of the Residence Life program is the support that students receive while living in residence. This support comes from a well-trained staff of students who are employed as Resident Assistants (RAs) and Senior Resident Assistant (SRAs) alongside the Residence Life Management Team. RAs and SRAs live in residence, helping students with their transition to university life, and to promote a community atmosphere that focuses on mutual respect and consideration for all members of the residence community. Living on campus is the Bishop's experience. Community Living immerses students in a dynamic social environment, promoting collaboration, cultural exchange, and the development of essential life skills within a supportive and inclusive atmosphere.

Students will receive information about how to apply to residence in their admissions package and can go online to apply at that time. We encourage students to submit their application as soon as possible as the priority for residence is based upon the date we receive the application and residence deposit.

For more specific information applying to live in Residence please contact:

Residence, Accommodation and Event Services
Bishop's University
2600 College Street
Sherbrooke, Quebec J1M 1Z7
Tel: 1-819-822-9600 ext. 2685
Fax: 1-819-822-9615
e-mail: residence@ubishops.ca

For more information on Residence Life, please contact:

Residence Life
Bishop's University
2600 College Street
Sherbrooke, Quebec J1M 1Z7
Tel: 1-819-822-9600 ext. 2695
Fax: 1-819-822-9615
e-mail: residencelife@ubishops.ca
Follow us on social media: @ubishopsresidencelife

Student Government and Student Activities

Students' Representative Council (SRC)

The Bishop's University Students' Representative Council, founded in 1893, is an autonomous, government-accredited organization representing full-time and part-time students. The SRC represents students on most committees at Bishop's including Academic Senate, and the University Board of Governors.

The SRC provides numerous services and events for students. The SRC supports both academic and non-academic clubs, societies and extracurricular groups. The SRC organizes Fall and Winter Orientation Week, Winterfest and the Grad Formal, blood drives, and many other activities. The SRC offices are located on the ground floor of the Student Centre and are open daily.

The SRC is governed day-to-day by the Board of Student Representatives, which include the President, a Vice President and seven members-at-large elected by the student body. They meet twice a month during the school year and once a month during the spring and summer.

The SRC employs an Executive Director, a Director of Operations and Services, a Director of Communications and Engagement, as well as administrative staff. The SRC also provides a wide variety of student jobs from bar managers and staff to communications and events staff to services staff.

Mandate

The purpose of the Bishop's University SRC shall be:

i. To act as the official representatives of the students of Bishop's University in their relations with the administration of Bishop's University and the official representative of the students of Bishop's University in their relations with any other private or public organization including national, provincial, and international student organizations.

ii. To promote the welfare and interests of the Student Association (SA) including the promotion of artistic, literary, educational, social, environmental, recreational and charitable activities for the advancement of the interests of the members of the SA and the Bishop's community. The SRC shall also promote among members of the SA a sense of responsibility and cooperation in the achievement of these objectives.

iii. To safeguard the rights of the individual members of the SA, as given in the Bishop's University Charter of Student Rights and Responsibilities and as given in the Canadian and Quebec Charters of Human Rights and Freedoms.

iv. To establish, coordinate and promote the activities of Bishop's University students in relation to their educational objectives, activities and publications, subject to the by-laws, orders and rules of Bishop's University.

Representation
Most committees at the university have at least one student representative. It is the role of the SRC to ensure that student concerns are heard. The SRC also represents students on Senate (the highest academic body at the university) and on the Board of Governors (the highest non-academic body).

Extracurricular Groups

Clubs:
There are more than 20 student clubs within the SRC. These include both charity/volunteering-based clubs as well as social clubs. See https://busrc.com/busrc-extra/ for a full list.

Academic Societies:
There are more than 15 student-run academic societies within the SRC. These can represent different departments, programs or academic interests. See https://busrc.com/busrc-extra/for a full list.

SRC Student Associations:
There are more than 7 student associations within the SRC. These associations represent groups of students based on culture, race, ethnicity, religion and/or sexual orientation. See https://busrc.com/busrc-extra/for a full list.

SRC Sports:
There are more than 12 sports groups within the SRC. These included both competitive teams and leisure sports. See https://busrc.com/busrc-extra/for a full list.

SRC Publications:
The Student Handbook - Distributed free to first-year students and sold to others. The Student Handbook is a great way to stay organized. It is especially useful for first-year students, offering information on Bishop's University policies, and helpful hints on life at Bishop's

The Mitre – This collection of poetry, stories, artwork, and photographs is the oldest university literary publication in Canada (1893). It is produced annually and collects submissions from students, faculty, alumni, and the local community.

The Quad – The Bishop's Yearbook is one of the treasured souvenirs of the university. It is published each year and lovingly compiled and edited by a team of students.

BUSRC Website – www.busrc.com allows for direct communication with students via an open forum while also offering students information on upcoming events, activities, clubs, job openings, elections, etc.

The Dish – delivered to student email boxes Monday, Wednesday and Friday, The Dish offers a glimpse of daily campus and community events.

SRC Operations and Services:

Health and Dental Plan
The SRC offers a health plan to all Canadian students and a dental plan to all Canadian and international students. This plan is automatically offered to all students but they may change their coverage or opt out during the opt out period. Students covered by the dental plan also benefit from Empower Me, a mental health and wellness service, legal protection, travel insurance and virtual health care. For more information: https://studentcare.ca/rte/en/IHaveAPlan_BishopsUniversitySRC_Home

The Gait
The Gait is the on-campus pub open each Tuesday, Thursday, and Saturday, and it is also available for special events.

The Gait provides employment for students, as well as providing a safe environment for dancing and drinking on campus. The Gait is located on the first floor of the Student Centre and is operated by students for students.

SRC Awards

SRC Merit Award
Chosen by SRC Board, goes to a student/s who has rendered outstanding service to the SRC in numerous areas.

Joseph E. Cassar Award
Chosen by the SRC Board of Student Representatives and given to the student who has contributed the most to the SRC during the past year.

Ray Lawson Award
Given to the returning student who, in the opinion of the SRC Board of Student Representatives has contributed the most to the life of the university.

Michel Fontaine Experience Award
Given to the student chosen by the SRC Board who exemplifies the Bishop's Experience through campus leadership, athletics and/or community involvement. The SRC podium was made by Michel Fontaine's father in his memory.~~J~~

Joy Chandler Community Involvement Award
Named in honour of a previous SRC manager, given to a person who helps bring BU students and the community together. This is usually given to a community member but can be given internally.

Joan & Alex Paterson Award
The selection Committee for this award, is comprised of the Vice-Principal of Student Affairs and the SRC Board members. Awarded to a graduating student who during his or her years at Bishop's University, contributes the most to volunteer work and activities in the off-campus community.

Golden Mitre Award
The Golden Mitre Awards are the highest non-academic honour that graduating students can receive. Recipients are elected by popular vote of the prospective graduating class.

Julie Bradshaw Memorial Award
Established in 2003 in memory of Julie Bradshaw '80 and given to the Golden Mitre winner with the highest number of votes.

Purple Letter Award
This award is given to those students who have made a consistent contribution to the life of the university and community and who might not otherwise be recognized for their efforts. Award winners are nominated by members of the university and the community.

Olga Reid Memorial Award for Journalism
Awarded annually to the student journalist or writer who, in the opinion of The Campus Editorial Board, has written the best article or series during the academic year.

SRC Extra Leadership Award
Given to an SRC extracurricular group lead (or leads) who has shown dedication to not only the group, but to the greater Bishop's community.

SRC Extra Community Impact Awards:
Each year, two SRC extracurricular groups are given these awards based on the change they have made in the Bishop's community and/or the Lennoxville community.

Enzo Evangelisti Outstanding Leadership Award
The Enzo Evangelisti Outstanding Leadership Award is given to one student who, in the opinion of the Board of Student Representatives, has demonstrated exemplary leadership qualities and has left a significant mark on the Bishop's community.

Other Services and Facilities

Doolittle's Co-op
Doolittle's Co-op is an all in one, one-stop shop for students' textbooks, Bishop's apparel, snacks, drinks, school/art supplies, coffee, tea, bus tickets and much more! The Co-op is a member of the Coopsco network, and its mission is to offer a wide variety of products to students at competitive prices.

Doolittle's Co-op is a student driven organization, so the purchase of a life-long membership for a flat fee of only $25. entitles you to discounts on everything in the store, including sale items (except alcoholic beverages).

Get your membership to Doolittle's Co-op today!

Campus Tours
There is no better way to see if a university is the right fit for you than to visit the campus. This is very simple to do at Bishop's as we offer personalized tours almost every day of the week!

Student ambassadors give complete tours of our campus and introduce you to life at Bishop's. On weekdays, you can meet a member of the Student Recruitment team and during the academic year, we provide you with an opportunity to attend a class, and/or talk to a professor. If the weekend suits you better, we will ensure you get a comprehensive tour of our beautiful campus.

You may book a tour by clicking on the following link: http://www.ubishops.ca/future-current-students/campus-tours-events/ or by calling 819-822-9600 x2681. The best time to see a typical day at Bishop's is on a weekday from mid-September through mid-April. You must schedule your tour at least three days in advance of your arrival and your tour could include a complimentary meal at the dining hall.

For more information, please contact:

The Bishop's University Recruitment Office
Toll-free tel: 1-877-822-8200
Tel: 819-822-9600 ext. 2681
E-mail: recruitment@ubishops.ca

Information Technology Services
ITS provides a range of technology services to the university community through its three divisions: Client Services, Business Solutions, and Infrastructure & Security.

Client Services provides front-line support for all IT Services, whether on campus or remotely, via the phone, e-mail, online (Virtual Help Desk) and in-person. Client Services is responsible for all "end user computing", including office/lab computers, laptops, telephony, printers, photocopiers and all multimedia classrooms and meeting spaces.

Client Services operates an in-person Helpdesk at the Library Learning Commons, open extended hours to answer computer, software, account, and network questions from students, staff, and faculty. Additionally, it supports and maintains 75 multimedia classrooms, 1300 computers, and a myriad of other devices across campus, along with the University's "production studio" in the basement of the LLC where faculty, staff, and students can access high quality video recording capabilities with technical assistance.

Business Solutions works primarily with faculty and staff to understand and translate business needs into functional and/or technical requirements for technology solutions that meet the needs of the university. The team provides management, development, integration, and support for a general suite of desktop applications, institutional data, and business processes.

Infrastructure & Security is responsible for ensuring safe and secure campus-wide access to the university's network, e-mail, systems and IT services. It manages the operations and evolution of a state-of-the-art technology infrastructure, including:

- Servers (both physical and virtual)
- Data storage and backup services
- IT Data Centres
- Network infrastructure for wired and wireless networks
- Telecommunications infrastructure and systems

A high-speed wired network serves administrative and academic offices, research, library, residences and student lab needs. Wireless connectivity is provided across campus in all academic and residential spaces and most recreational spaces as well.

ITS also provides part-time employment and experiential learning opportunities for approximately 10-20 students each year.

Cormier Centre of International Economics
The Cormier Centre was founded in 1989 with a generous gift from Mr. George Petty, CEO of Repap, a Canada-based, multinational paper corporation. The Centre's original mission was to promote research in international economics, to study the impact of economic policy on business, and to contribute to economic information, communication and education. In the early years, the Centre sponsored conferences and visiting scholars, supported research projects and promoted academic/business joint projects with an international orientation. In recent years,

the Centre's focus has shifted towards the funding of low-budget, student-centered initiatives, such as: (a) the funding of student travel to Montreal to enable attendance at academic events related to international economics, (b) the funding of international-economics-related exchanges between our students and academics worldwide, and (c) the funding of prizes in student-centered essay contests related to international economics. The annual budget for such endeavors is modest, and so the requests for funds are considered on a competitive basis only.

For information, contact the Chair of the Economics department at *ecochair@ubishops.ca*.

Cultural Affairs

Superb facilities support a dynamic cultural life on the Bishop's campus. The Florence Foreman Art Gallery brings performances and exhibitions of international calibre into the campus community throughout the academic year. Student participation in the arts, including mounting productions in Centennial Theatre, Bandeen Recital Hall and the Turner Studio Theatre is encouraged. Work-study programs in all cultural venues offer hands-on experience in: promotion, technical production, marketing, and arts administration. In addition, there are many opportunities for volunteer participation.

Artists who have recently visited campus include the late Gord Downie, Adam Cohen, Leahy, The Gryphon Trio, RUBBER-BANDance Group, Berlin's 17 Hippies, Holly Cole, Theatre of Early Music, lyric soprano Marie-Josée Lord, Innuk soprano, Deantha Edmunds and The East Village Opera Company.

Peter D. Curry Wildlife Refuge

The Peter Curry Marsh is an area of approximately 15-hectares of wetland and upland forest, located on the Bishop's property, just a stone's throw away from the Sportsplex. This area is a joint development between the school and Ducks Unlimited Canada and represents an ideal location for field laboratories for Biology and Biochemistry students studying biodiversity. Ranked as the second most popular birding location in the region, Peter Curry Marsh is a focus for local bird watchers, naturalists, and people just looking to relax in a natural setting.

Named after Bishop's alumnus and donor Peter D. Curry, in recognition of his commitment to both conservation and education, the area is maintained thanks to generous donations from local alumni and the participation of faculty and students at the school.

Daycare

The Panda Daycare Centre, which is located on the Bishop's campus, has space for 140 children from newborn to 5 years of age. Interested parents are urged to make application as early as possible. For information, telephone 819-346-1414.

The Eastern Townships Resource Centre (ETRC)

Located at the Bishop's University Library Learning Commons, the Eastern Townships Resource Centre (ETRC) preserves and promotes the history and culture of Quebec's Eastern Townships. While its Archives Department focuses on the region's English-speaking communities, the Centre's mission, mandate and ongoing activities are meant to be inclusive of all communities present in the Eastern Townships.

Accredited by *Bibliothèque et Archives nationales du Québec* (BAnQ), the ETRC Archives collect, preserve, and provide access to a wide range of historical material, including more than 200 linear metres of textual records, 100 000 photographs, 1200 maps, and 1000 hours of audio recordings. The ETRC also supports members of the public in conducting genealogical research.

Experiential Learning Opportunities

In partnership with Bishop's University, the ETRC offers students hands-on experience in a professional heritage environment right here on campus. Three credited internship options are available through the Department of History and Global Studies (HIS 391):

- Archives processing
- Archives digitization
- Heritage outreach

Internship opportunities may also be available in partnership with other departments, such as Politics and International Studies.

These placements allow students to develop practical research, archival, and public-history skills while contributing to real-world projects.

The ETRC is also always looking for student volunteers and actively supports community-led research and outreach projects.

Student Engagement

The ETRC promotes the history and culture of the Eastern Townships through lectures, exhibitions, and publications. Students are encouraged to submit their papers to Quebec Past & Present (the Colloquium on Quebec Studies, in late March) and the *Journal of Eastern Townships Studie*s (JETS).

The ETRC is also available to facilitate workshops on archival research and heritage outreach tailored to a variety of course objectives in the humanities and social sciences.

Archives hours: Monday to Friday, 9:00 a.m.–12:00 p.m. and 1:00 p.m.–4:00 p.m.

Archives inquiries: Jazmine Aldrich, Head Archivist, ext. 2261, etrc2@ubishops.ca

Internships & activities: Etienne Domingue, Director, 819-822-9600 ext. 2647, etrc@ubishops.ca

Financial Aid

For enquiries regarding Financial Aid, please visit the Registrar's Office located on the 2nd floor of Mountain House (over the Purple Pod). We provide students with information and assistance in applying for various federal and provincial government loan and bursary programs. Further information can be obtained by phone at 819-822-9600 ext. 2655 or by email at *studentaccounts@ubishops.ca*

Florence Foreman Art Gallery

As a vibrant part of university life at Bishop's University, the Foreman Art Gallery serves as a strong link to the community of Lennoxville and Sherbrooke as well as an active site of scholastic research about contemporary art and curatorial practice. The Gallery is named in honour of the late Florence May Foreman, formerly of Vancouver B.C., who left to the University the largest bequest in its history.

The FOREMAN ART GALLERY of Bishop's University is a space for thinking and producing knowledge about contemporary art and its relation to the global and local communities we share. The Gallery strives for excellence as it researches, exhibits, and documents contemporary art by emerging and mid-career professional artists in innovative curated contexts. These exhibitions are presented with the objective of provoking public debate on cultural and social issues for an expanding audience that includes our local University community, a larger art community within Quebec and Canada, as well as broad and diverse general and virtual audiences.

The Foreman Art Gallery's COMMUNITY ART LAB positions itself on the cutting edge between art, education, and community development with the goal of exploring how these worlds collide and interact with one another. Through its interventions, satellite activities, and public events, the Laboratory stimulates exchanges and discussions in order to disrupt the hierarchy of knowledge and to enrich community life.

The Foreman Art Gallery shows the work of professional visual artists in innovative ways, focusing on thematic curated exhibitions part of the following series: Social Currents (thematic curated group exhibitions): New Voices (highlight on an emerging artist), New Publics (exhibitions for targeted audiences) and Carte Blanche (regionally-focused curated group exhibitions). The gallery also produces a graduating fine art student exhibition each spring.

Since 1998, 60 bilingual exhibition booklets, self-guided tour booklets and leaflets, 4 edited catalogues, and 10 group and solo exhibition catalogues have been produced. Of these are noteworthy examples: Irene F. Whittome: Conversation Adru (winner of a Graphika prize, 2007): Denyse Thomasos: Epistrophe (winner of a Graphika prize, 2007): and At the Crossroads of Art and Medicine (winner of a Graphika Prize 2009).

Admission to the gallery is free. The Foreman Art Gallery is located adjacent to the lobby of Centennial Theatre. Hours: Tuesday–Saturday, from 12:00 p.m. to 5:00 p.m.

Gentiane Bélanger, Director/Curator
819-822-9600, ext. 2687
Gallery: 819-822-9600, ext. 2260
Fax: 819-822-9703
Website: foreman.ubishops.ca

Bishop's University also has a permanent art collection of 400+ works, with an emphasis on Canadian art from the 19th and 20th centuries. The Bishop's University Art committee is chaired by the University Librarian, and is composed of representatives from staff, faculty, students and community members. Art works are displayed in outdoor and indoor venues, buildings and offices across the campus. Catalogues showcasing some pieces of the collection are available from the Art Collection Technician: Merrylou Smith (819) 822-9600, ext. 2561

International Mobility Program

Student exchange and study abroad programs | Bishop's University (ubishops.ca)

https://www.ubishops.ca/future-current-students/student-exchange-and-study-abroad-programs/

Bishop's University encourages all students who qualify to spend a semester or two abroad at one of our bilateral partners around the world. Successfully completed pre-approved course credits taken on exchange are transferred to your Bishop's degree. Marks/grades obtained at the host university are not included in the calculation of your cumulative average at Bishop's upon your return because of different assessment and grading schemes. A "Pass" or "Fail" will appear on the Bishop's transcript for each of the courses taken along with the number of credits obtained.

Students may continue to receive financial aid for which they are eligible at Bishop's. Students on Bishop's scholarships need to maintain an equivalent level of academic excellence at their host campus to receive their scholarship in the semester following their exchange. Students with loans from the USA will need to select their host campus from international Title IV partner universities.

To be accepted into the Exchange Program, Bishop's students must meet the following criteria:

- obtain and maintain a 70% cumulative average in one year of full-time study (30 credits) in a degree program, prior to departure to a host university,
- assume travel and living costs, health insurance, and personal expenses, during their exchange abroad,
- receive written permission to participate from the Dean and Chair of their respective academic program,
- demonstrate proficiency in the language of the host university if necessary,
- respect all procedures and deadlines, as well as pre-departure, health and safety trainings, and other requirements as directed by Bishop's International,
- be a student in good standing.

Tuition and fees (for 15 credits per semester) and student service fees are payable to Bishop's, and accommodation and meals are paid to the host university. Additional criteria may pertain in some exchanges. In order to fit an exchange experience into their degree program, Bishop's International encourages students to plan early. Students interested in applying are asked to consult with Bishop's International (HYPERLINK: exchange@ubishops.ca), attend a mandatory information session in the Fall semester prior to applying, and to consult with their academic advisor with regards to planning for graduation. Students must obtain prior approval for all courses to be taken at the host university by their program Chair at Bishop's to participate in the Exchange Program, for a maximum of 30 transferrable credits.

Office of the Coordinator International Students Success & Global Learning: NOR-206
Email: *exchange@ubishops.ca*
https://www.ubishops.ca/future-current-students/studentexchange-and-study-abroad-programs/

International Students

Bishop's University extends a warm welcome to all Exchange and International Students. Our campus provides an exceptional opportunity to become fully immersed in student life while learning and living in both of Canada's official languages. International and Exchange students have access to all services on campus, and any questions about the services offered can be addressed to HYPERLINK "mailto:studentservices@ubishops.ca"studentservices@ubishops.ca. International students are also encouraged to contact Bishop's International for any questions related to their immigration documents or conditions associated with their stay as a temporary resident in Canada.

Email: *international@ubishops.ca*

http://www.ubishops.ca/bishops-international/

Bishop's International – Bishop's University
Norton 2nd Floor: 203-206
2600 College Street
Sherbrooke, Quebec
JIM IZ7 CANADA

Library Learning Commons

The LLC provides an environment for the exploration, discovery, creation, and dissemination of knowledge, in groups or individually. Information literacy sessions are conducted by the Librarians throughout the year. The sessions, usually presented to individual classes, can be general and introductory, or designed to meet the needs of a specific class or topic. Librarians also teach one-credit courses in Information Literacy and Critical Thinking, which are taken as lab components of research-based courses offered through other departments. Sessions are taught in the technology-equipped library classrooms or online, allowing for interactive learning and practical experience. Individual assistance is available at the research assistance desk or online. An appointment can be made with a librarian for extended research consultations. Guides and study aids for research in various academic disciplines are available on the library's website.

The Bishop's University Library is a member of the *Partenariat des bibliothèques universitaires du Québec* (PBUQ). The Library Learning Commons houses a collection of nearly 270,000 physicals items, including books, journals, sound recordings, movies, and other audiovisual and non-print materials. The catalogue and most of the library's electronic resources, such as e-books, e-journals and databases, and their thousands of additional items, can be searched on or off campus through the discovery tool Sofia on the library website. Through the Resource Sharing service, also in Sofia, users can request materials from any other Quebec university library. The Interlibrary Loan service provides access to additional resources from outside the province of Quebec. Both of these services are free of charge.

The facilities include several group study rooms and numerous group study areas, as well as individual study spaces, for more than 900 users. The Library Learning Commons also houses the Information Technology Services Helpdesk, the Writing Centre, and the student-run Student Success Centre, as well as classrooms and meeting rooms. The McConnell Agora is the location of academic happenings or open study. The Library Café is a place where students can relax, chat with friends, and enjoy a small meal or beverage. A digital video production studio and editing stations permit the creation of multimedia projects. Listening stations provide access to the records and CDs in the music collection. Other equipment includes banks of computer workstations, printers and scanners. The Library Learning Commons is completely wheelchair accessible.

The Archives and Special Collections include rare books, historical pamphlets, maps, microfilms, and archival material. The P.H. Scowen Eastern Townships Historical Collection is an important resource for historians and other researchers of local history. The Mackinnon Collection of Canadiana includes many rare and valuable books and pamphlets relating to Canadian history and biography. Materials in the Bélanger-Gardner Collection are devoted to the history of the Eastern Townships.

More detailed information, such as hours of service, contact information, resource guides, study room reservations, and more can be obtained by consulting the Bishop's University Library Learning Commons website at *https://www.ubishops.ca/library/*.

Librarians

Kiersten Bradley,
B.A. (Bishop's), M.L.I.S. (Dalhousie)
Daniel Bromby,
B.A. (Bishop's), M.L.I.S. (McGill)
Sarah Heath,
B.A. (Bishop's), M.L.I.S. (Western)
Gary McCormick,
B.A. (Carleton), M.L.I.S. (McGill)
Eliza McKnight,
B.A. (Bishop's), M.L.I.S. (Western)

Mathematics-Statistics Help Centre

The Math-Stats Help Centre is located in Johnson 4. Our friendly, knowledgeable staff help students individually or in small groups to perfect their mathematical skills, work on their assignments, understand mathematical concepts and study for their exams. This service is free to all Bishop's University students and no appointment is necessary. The most up-to-date schedule can be found on the Mathematics Department webpage along with a link to book online tutoring sessions, if available. For more information, contact Scosha Merovitz at 819-822-9600 ext. 2722 or smerovit@ubishops.ca.

Theatres

Bishop's Centennial Theatre, built in 1967, contains a charming and efficient main theatre seating 550, a spacious lobby, a vast workshop, a rehearsal room, dressing rooms, a Green Room, and the administrative offices. Equipped to the newest standards since the renovations of 2006, it provides an excellent learning facility as well as a splendid focus on a diversity of renters and the annual large-scale Drama Department production. Students are offered every chance to work on the various aspects of the incoming or in-house productions.

The Turner Studio Theatre functions as a dynamic multi-purpose environment for traditional and experimental presentations. Opened in March 1989, it seats up to 150 people in a technically sophisticated yet intimate space which can adapt to the special needs of theatre. As a laboratory and teaching resource, the Turner Studio Theatre provides a creative context in which students can develop their professional skills. The Drama Department produces two annual Festivals of student plays as well as four other productions directed by the Drama Department teachers and professors.

University Chapel of St. Mark's

St. Mark's Chapel is a sacred place on the campus known for its beauty and peaceful atmosphere. The Chapel was consecrated in 1857, was enlarged in 1875, and interior additions to the fabric were completed in 1898, when the present magnificent carved oak stalls and panelling were installed. These were executed by French-Canadian craftspersons and are arranged on the pattern of the traditional collegiate church. The other furnishings, stained glass windows, memorial plaques, the organ, the sanctuary lamp, the lectern Bible, all reveal parts of the University history. In 1989, the Chapel was declared a historic site by the Quebec Ministry of Cultural Affairs.

Sunday services are held at 10:00 a.m. during the academic year and the Chapel is open daily from 7:00 a.m. to 6:00 p.m. for prayer and reflection. Special services and concerts are held at various times and are publicized throughout the University and the local community. The administration of St. Mark's and its services of worship are the responsibility of the Chaplain to St. Mark's Chapel.

The Writing Centre

The Bishop's University Writing Centre is located in the Library Learning Commons. It offers free online and in-person consultations for students who would like help with their written assignments. The Centre also offers free workshops to help students improve their written work. For further information, visit ubishops.ca/writing-centre/ or contact the Writing Centre Coordinator, 819-822-9600, ext. 2400.

Email: ewpchair@ubishops.ca

Write for Success Writing Assessment

Write for Success is a Writing Centre service developed to give new students the opportunity to get valuable tips and advice to improve their academic writing before their first written assignment is due. Incoming students are invited to write an essay from among a variety of topics. These essays are carefully reviewed by Writing Centre consultants who then meet with the students and offer ways in which their writing can be improved.

For more information, visit https://www.ubishops.ca/writing-centre/write-for-success/

Consultation Service

Students who want help or feedback on their written assignments can sign up for free consultations at The Writing Centre using the online booking system: https://www.ubishops.ca/writing-centre/online-appointment-instructions/

Assistance is given in essay planning, organization, development, grammar and syntax. Students can also get help with application letters and letters of intent.

Workshops

The Writing Centre offers free interactive workshops that address every stage of the academic writing process from brainstorming a topic to polishing the final draft. For more information, go to https://www.ubishops.ca/writing-centre/workshops/

Resources

The Writing Centre provides an assortment of downloadable pdf handouts and online resources to assist with academic writing. For more information, go to https://www.ubishops.ca/writing-centre/writing-resources/

Scholarships, Awards, Bursaries, Loans, and Prizes

Note: The following regulations are applicable to all students beginning their studies in the Fall 2025 semester or later. For students who began their studies prior to Fall 2025, please consult the relevant Academic Calendar for the applicable regulations.

Definitions:

Scholarships: Scholarships are funding awarded based on academic achievement.

Awards: Awards are funding that can be based on academic achievement as well as one or more criteria (e.g., letter of intent, contribution to student life at Bishop's, or a particular performance in a course, etc.).

Bursaries: Bursaries are funding usually based on other criteria than academic achievement. (e.g., leadership , financial need, area of study, etc.).

Prizes: Prizes are a method of recognizing a student's outstanding performance. Prizes are normally announced during the annual Convocation ceremony.

Bishop's University scholarships, awards, and bursaries are overseen and administered by the Registrar's Office. Prizes are administered by the Senate Prizes Committee, chaired by the Registrar.

A student must be in a full-time undergraduate degree program to be eligible for a scholarship, award, and/or bursary.

Scholarships, awards, and bursaries are offered for the entire academic year, covering both the Fall and Winter semesters. No offers are made exclusively for the Winter semester.

Scholarships:

Entrance Scholarships are available to students entering university studies for the first time. Only applications for admission received by March 1st from CEGEP, Canadian high school, IB Diploma, and international secondary school students who have graduated within two years of registering at Bishop's University are eligible for scholarship consideration. Selection is automatic, based on academic ranking as assigned by the University during admission file processing. Only selected candidates are notified, normally, in their offer of admission.

Students who are commencing their studies for the first time in the Winter semester will be eligible for consideration for scholarships at the start of the following Fall semester. To be considered, students must have registered and earned at least 12 course credits in the Winter semester.

Entrance Scholarship conditions:

1. Students must be registered in a minimum of 12 course credits in both the Fall and Winter semesters.
2. To receive the Winter installment of a scholarship, students must:
   a) Earn 12 course credits during their Fall semester studies at Bishop's;
   b) Earn a minimum Fall semester average of 70%;
   c) Be registered in at least 12 course credits in the Winter semester.

Returning Student Scholarships

All returning students will automatically be considered for scholarships through the University's Returning Student Scholarship Program. To be eligible for a Returning Student Scholarship and to receive the first (Fall semester) and second (Winter semester) installments, the student must meet all criteria listed under each of the following sections:

To receive the first installment (Fall semester), the student must:

a) Be registered for a minimum of 12 course credits in the Fall;

b) Have earned a minimum of 24 course credits (not including lab credits) in the previous September to June (Fall and Winter semesters, and Spring I and Spring I Intensive sessions of the Spring semester) at Bishop's University;

c) Have obtained a minimum average of at least 80% calculated on their best 24 course credits from the previous September to June (Fall and Winter semesters, and Spring I and Spring I Intensive sessions of the Spring semester);

d) Have less than 120 course credits completed at the start of the upcoming Fall semester;

e) Be registered in their first undergraduate degree;

f) Be registered as a full-time student in the upcoming Fall semester.

To receive the second installment (Winter semester), the student must:

a) Earn 12 course credits during their Fall semester studies at Bishop's;

b) Earn a minimum Fall semester average of 70%;

c) Be registered in at least 12 course credits in the Winter semester.

Students who complete the academic year fulfilling the above conditions will be eligible for scholarship consideration for the following academic year. The value of these awards varies depending on academic performance. Students with more than 90 credits completed at the start of the Fall semester who are awarded a scholarship may receive a pro-rated amount. Meeting the above criteria does not guarantee a scholarship.

Students are notified of returning student scholarships by e-mail sent to their Bishop's University e-mail account in mid-August.

Note: Courses taken at another institution on a Letter of Permission, non-credit courses, and labs are not included in the 24 course credit minimum or in the calculation of the student's academic average for scholarship purposes.

Exception: Students participating in an internship, co-op placement, or practicum will have their file evaluated by the ASAP Committee.

Scholarship Renewal

Unless otherwise indicated, Entrance and Returning Student Scholarships are non-renewable.

Awards and Bursaries:
Awards and Bursaries are also divided between Entrance and Returning students. To be considered for either, the student must submit the application form. The application deadline for the **Entrance Awards and Bursaries** is March 1st of the entering year. The application deadline for the **Returning Awards and Bursaries** is May 1st.

Funding Disbursement
Scholarships, awards, and bursaries are credited to the student's tuition account in two equal installments: half in the Fall semester and half in the Winter semester, following verification of registration after the add/drop period ends.

Exceptions:

a) Students in their final semester who require fewer than 12 credits to graduate will receive a pro-rated scholarship amount. (confirmation required from the Chair of the department)

b) Students on an Outgoing Exchange program will be individually assessed after reception of official transcript from host university. The grading system from the host university and/or host country will be taken into account during this assessment.

For more information:
For questions related to scholarships, awards, bursaries, loans, and prizes, please contact the **Student Accounts & Financial Aid Office** at: studentaccounts@ubishops.ca**.**

Governmental Loans and Bursaries:
Governmental aid is provided to students in the form of guaranteed loans, or a combination of guaranteed loans and bursaries, based on the assessment of the applicant. The home province, territory, or other entity determines final eligibility, and the University has no influence over the funding calculations. Students are responsible for submitting annual applications for these loans.

Prizes:
To be eligible for any prize, students must be enrolled in degree program and must have completed a minimum of 30 credits at Bishop's University. There are two major categories of prizes:

1. University-wide prizes: Open to students in any program. To be eligible, a student must have a minimum cumulative average of 80%. Graduating students must have completed at least 60 credits at Bishop's, while non-graduating students must have completed at least 30 credits at Bishop's.
2. Departmental proficiency prizes: Awarded for excellence in a particular discipline or program. To be eligible, a student must have completed at least 30 credits at Bishop's and must have a minimum average of 80% in courses within the discipline (or accepted cognate courses).

Where non-academic criteria are included in the specifications for a prize, students with a minimum average of 75% may be considered eligible. Each prize may have additional eligibility criteria.

Contact Information:
For more information on scholarships, awards, bursaries, loans, or prizes, please contact the **Student Accounts & Financial Aid Office at** studentaccounts@ubishops.ca.

Scholarships

Bishop's offers several scholarships that have been established over time by generous alumni and friends of the University. To find out more about scholarships, please visit: *www.ubishops.ca/future-students/fees-and-funding/scholarships-awards-bursaries/*

A.W. PRESTON MEMORIAL SCHOLARSHIP IN HUMANITIES

(Endowed by alumni and friends in honour of Dr. Anthony W. Preston, who taught Classics from 1930-1964, was appointed Vice-Principal in 1964, and became Principal and Vice-Chancellor in 1969.)

Awarded to a returning student in Classics; Philosophy; Religion, Society and Culture; or Liberal Arts with a high academic average. Selected by the Chairs of the four departments.

ALAN AND DOROTHY WILLIAMS SCHOLARSHIP IN BUSINESS

(Endowed in 1990 by David Williams '63 in memory of his parents.)

Awarded to a top student in the Williams School of Business.

AMERICAN BILTRITE (CANADA) LTD. SCHOLARSHIP

(Endowed in 1998 through the Partners in Learning campaign.)

Awarded to students whose permanent residence has been in the Eastern Townships.

ALICE ODLAND SCHOLARSHIPS

(Endowed in 2025 by Dr. John Oldland in honour of his wife)

The Scholarships will be awarded to student-athletes demonstrating a combination of strong academic achievement and athletic ability. The awards will be renewable, subject to the recipients maintaining good academic standing, participating on their team, and demonstrating high character. A preference will be accorded to supporting members of the Women's Hockey team.

ARCHDEACON R.H. COLE SCHOLARSHIP

(Endowed in 1981 through a bequest in the Will of the Venerable R.H. Cole.)

ATKINSRÉALIS SCHOLARSHIP

(Endowed by SNC-Lavalin, AtkinsRéalis's predecessor organization, through the Partners in Learning campaign, 1998-2003.)

BANQUE NATIONALE BUSINESS SCHOLARSHIP

(Endowed through contributions to the Partners in Learning campaign, 1998-2003, and the Leading the Way campaign, 2012–2018.)

Awarded to Canadian students of high academic standing in the Marketing and Entrepreneurship concentration.

BOB AND HAZEL FARNHAM ATHLETIC SCHOLARSHIP

(Endowed in 2024 by Robert Farnham)

The Scholarship will be awarded to a male or female basketball player demonstrating a combination of strong academic achievement and athletic ability. The scholarship will be renewable, subject to the recipient maintaining good academic standing, participating on the team, and demonstrating high character.

BMO FINANCIAL GROUP SCHOLARSHIP

(Endowed through contributions to the Partners in Learning campaign, 1998-2003, and the Leading the Way campaign, 2012–2018.)

Awarded to Canadian students of high academic standing in the Williams School of Business.

BOROUGH OF LENNOXVILLE SCHOLARSHIP

(Endowed through the Partners in Learning campaign, 1998–2003.)

Awarded to a long-time resident of Lennoxville with high academic standing. Preference to an entering student. Possibility of renewal.

BRIAN WARDROP FOOTBALL SCHOLARSHIP

(Endowed in 2024 by Brian Wardrop ’94.)

The Scholarship will be awarded to a football player demonstrating a combination of strong academic achievement and athletic ability. The scholarship will be renewable, subject to the recipient maintaining good academic standing, participating on the team, and demonstrating high character.

BRYAN AND CATHY MCLEAN SCHOLARSHIP AWARD FOR MEN’S BASKETBALL

(Endowed in 2025 by Bryan ’81 and Cathy ’82 McLean.)

Awarded annually, in consultation with the Men’s Basketball Head Coach, to a player exhibiting commitment to academic achievement and dedication to the success of the Men’s Basketball Team.

BOURSE CONSTRUCTION GÉRATEK

(Endowed through the Partners in Learning campaign, 1998-2003.)

Awarded to a student from the Eastern Townships.

BOURSE D’EXCELLENCE CIMA+

(Endowed in 2021 by CIMA+)

Awarded to a full-time student who demonstrates academic excellence.

CANADIAN NATIONAL (CN) SCHOLARSHIP

(Endowed through the Partners in Learning campaign, 1998–2003.)

CHEVALIER MEMORIAL SCHOLARSHIP

(Endowed in 2011 through a bequest in the Will of Louise Chevalier ’53, DCL ’90.)

Preference given to a Sociology student.

CHIEF JUSTICE BOWEN SCHOLARSHIP

(Endowed in honour of The Hon. Edward Bowen, the University’s Chancellor from 1856-58.)

CHIEF JUSTICE GREENSHIELDS MEMORIAL SCHOLARSHIP

(Endowed through a bequest in the Will of Chief Justice Greenshields DCL ’31, Chancellor 1932-42.)

CLASSES OF ’59, ’60 & ’61 SCHOLARSHIP

(Endowed in 2000 by the Classes of ’59, ’60 & ’61 in honour of their professors and classmates and to celebrate their 40th anniversary.)

COMPASS GROUP CANADA SCHOLARSHIP

(Endowed through the Partners in Learning campaign, 1998–2003.)

CONSTRUCTION LONGER SCHOLARSHIP

(Endowed in 1998 through the Partners in Learning campaign, 1998-2003.)

Awarded to a student from the Eastern Townships.

COSTCO SCHOLARSHIP

(Endowed in 2015 by Ross A. Hunt ’81 and Costco Wholesale Canada Ltd.)

Awarded to a full-time student who is a resident of Sherbrooke, has an interest in studying Business, and demonstrates financial need. The award is renewable for up to three years provided the recipient maintains a minimum 70% average.

Multiple scholarships awarded to students with high academic standing, with a preference for those enrolled in Business or Economics.

DAVIES CHARITABLE FOUNDATION SCHOLARSHIP

(Endowed in 1996 by the Davies Charitable Foundation in Kingston, ON.)

Awarded with a preference to students from the Kingston/Belleville/Brockville area.

DENNIS WOOD SCHOLARSHIP

(Endowed through the Partners in Learning campaign, 1998-2003.)

Awarded to a student from Quebec with high academic standing.

DONALD MONTGOMERY SCHOLARSHIP

(Endowed in 2002 by Don Montgomery ’75.)

Awarded to a long-time resident of Lennoxville, Quebec.

DOUGLAS CARMICHAEL MEMORIAL SCHOLARSHIP

(Endowed in 1942 by his parents in memory of Douglas Carmichael ’38, who was killed in active service during WWII.)

DR. E.E. BOOTHROYD SCHOLARSHIP

(Endowed in memory of Dr. Boothroyd, who taught English and History at Bishop’s from 1904 to 1944.)

Awarded to a student of History or English with high academic standing.

DR. SIDNEY MEDINE SCHOLARSHIP

(Endowed through a bequest in the Will of Sidney Medine ’35.)

Multiple scholarships awarded to Canadian citizens who demonstrate academic excellence.

DROUIN FOURNIER FAMILY SCHOLARSHIP

(Endowed in 2022 by Daniel Fournier, Co-Chair of the Leading the Way capital campaign (2012-2018) and his wife Caroline Drouin.)

Awarded to a full-time undergraduate student who is in financial need and who has demonstrated academic achievement

E.A. PRINCE MEMORIAL SCHOLARSHIP IN POLITICAL SCIENCE

(Endowed by former students, colleagues and friends of Professor E.A. Prince, a member of the Bishop’s Political Studies Department from 1967-1981.)

Awarded to a returning Political Studies student of high academic standing who, in the opinion of the Department, has made a significant contribution to the life of the University.

E.W. JOHN TURCKE SCHOLARSHIP

(Endowed by his family in memory of John Turcke. Three of his grandchildren – Christina '91, Peter '94 and Natasha '98 are Bishop's alumni.)

Awarded to an incoming student majoring in Music, who possesses high academic standing. Preference given to violin or cello. Awarded following a successful audition with the Music program.

EATON SCHOLARSHIP

(Endowed by the Eaton Foundation in 1989.)

ELIZABETH GRIFFIN ARTS SCHOLARSHIP

(Endowed through a bequest in the Will of Elizabeth Griffin '36.)

Awarded to entering Canadian students in the Humanities or Social Sciences.

ERIC T. WEBSTER FOUNDATION SCHOLARSHIP

(Endowed in 2004 through a bequest from Eric T. Webster, friend of Bishop's and father of Norman '62, William '67 and Maggie, and stepfather of Mark Armitage '69.)

Preference given to a student from the Eastern Townships or Montreal.

ESPRIT DE CORPS ENTRANCE SCHOLARSHIP

(Endowed in 2015 by the Classes of '62-'66 in honour of their 50th reunion and named after the Bishop's school song "Raise a Toast", written by members of this class.)

Awarded to an entering Bishop's student.

EXP SCHOLARSHIP

(Endowed through the Partners in Learning campaign, 1998-2003.)

FLORENCE MAY FOREMAN SCHOLARSHIP

(Endowed in 2003 through the Estate of Florence Foreman.)

FONDATION J. ARMAND BOMBARDIER SCHOLARSHIP

(Endowed in 1996 by Fondation J. Armand Bombardier.)

Awarded to one or more Quebec students, with a preference to those experiencing barriers to accessibility, e.g. single parenthood, equity-seeking communities - Indigenous - racialized people, disability, learning disabilities, financial situation.

FRANCES CROOK MORRISON SCHOLARSHIP IN EDUCATION

(Endowed in 1999 by the late Frances Morrison '39, to recognize the 60th year since her graduation.)

Awarded to a Bachelor of Education student who has achieved a cumulative average of 80% or higher, plans to teach at the elementary school level, and shows commitment to the teaching of Mathematics. Selected by the School of Education.

FREDA HOWIE MEMORIAL SCHOLARSHIP

(Endowed in 2003 through the Estate of Freda Howie '39.)

G.H. MONTGOMERY MEMORIAL SCHOLARSHIP

(Endowed in 1951 by a bequest in the Will of Dr. Montgomery, Chancellor 1942-1950.)

G.M. STEARNS SR. AND JR. SCHOLARSHIP

(Endowed by Evelyn Stearns Murphy '53 and her brother David '52 in honour of George M. Stearns Sr. and Jr.)

Preference given to a Humanities student from the Eastern Townships.

GALLOP-DICKSON SCHOLARSHIP IN EDUCATION

(Endowed in 2011 by W. John Gallop '57, Karen Dickson Ingimundson and Betty Mueller Dickson in memory of Doris Dickson Gallop '23 and C. Wynne Dickson '32.)

Awarded to entering students in the School of Education, or returning students, with high academic standing. Preference given to indigenous students and/or students from the Eastern Townships.

GARY MULLINS SCHOLARSHIP

(Endowed in 2002 by Janyne M. Hodder, Principal & Vice-Chancellor 1995–2004, in honour of her husband.)

Preference given to upper year students in the English major or honours program, whose academic achievement warrants consideration of a scholarship for the first time. When possible or appropriate, financial need shall be taken into account. Recipients selected by the English Department.

GENE H. KRUGER SCHOLARSHIP

(Endowed in 1999 by Joseph Kruger II, Chairman and CEO of Kruger Inc.)

Preference given to a student from the Eastern Townships.

GEOFF AND JOSÉE MACDONALD SCHOLARSHIP

Endowed in 2018 by Geoff '92 and Josée '93 MacDonald through the Leading the Way campaign.)

Awarded to students who demonstrate academic excellence.

GEORGE H. TOMLINSON MEMORIAL SCHOLARSHIP

(Endowed in 1959 through the Will of George Tomlinson DCL '46, a member of the Corporation of Bishop's University 1945-1958.)

Awarded to an honours Science student, preferably entering final year.

GEORGE WESTON SCHOLARSHIP IN HUMANITIES

(Endowed by the Weston Foundation in 1995 in support of higher education.)

Awarded to Canadian citizens, studying in the Humanities.

GERALD JOHNSTON SCHOLARSHIP

(Endowed in 2015 through a bequest in the Will of Gerald H. Johnston '48.)

Preference given to students in the Faculty of Natural Sciences and Mathematics who demonstrate academic excellence.

GERALD THEODORE RAYNER SCHOLARSHIP IN POLITICAL STUDIES

(Endowed in 2012 through funding by Gerald Theodore Rayner '51 and gifts made in his memory.)

Awarded to a Canadian student entering his/her penultimate year who is studying Honours Political Studies, has an interest in or has taken Public Policy and is planning to pursue graduate work in political studies, and has revealed a strong commitment to Canada. Selected by the Department.

GERTRUDE CONWAY & DAVID ALFRED CONWAY JONES SCHOLARSHIP

(Endowed in 2014 by Susan Gram and Tom Jones in memory of their mother, Gertrude Conway, and their brother, David Alfred Conway Jones.)

Awarded to students from the greater Sherbrooke area who are pursuing a Bachelor of Arts (Education), Bachelor of Science (Education), or Bachelor of Education program. If no suitable candidates are available, recipients can be selected from the Eastern Townships, and then from

the province of Quebec.

GLOBAL EXCEL MANAGEMENT SCHOLARSHIP

(Endowed through the Partners in Learning campaign, 1998-2003.)

Preference given to a student from the Eastern Townships.

GORDON SAMSON MEMORIAL SCHOLARSHIP

(Endowed through a bequest in the Will of Gordon Samson ’42.)

GROUPE CANAM SCHOLARSHIP

(Endowed through the Partners in Learning campaign, 1998-2003.)

Awarded to students from Quebec with high academic standing.

H. GREVILLE SMITH MEMORIAL SCHOLARSHIP

(Endowed in 1976 through a bequest in the Will of H. Greville Smith DCL ’67.)

HARRIET J. EVANS SCHOLARSHIP

(Endowed in 1969 by Harriet Evans, a Sherbrooke resident and Bishop’s benefactor.)

HARRISON MCCAIN SCHOLARSHIP

(Endowed through the Partners in Learning campaign, 1998-2003.)

Awarded to a student from New Brunswick.

HOLT SCHOLARSHIP IN MODERN LANGUAGES

(Endowed in 1990 by Mrs. Pam Dunn DCL ’99 in honour of her father W.R.G. Holt and her grandfather Sir Herbert Holt DCL ’29, and her children, four of whom attended Bishop’s.)

Awarded to outstanding students in a Modern Languages program.

HOWARD BROWN MEMORIAL SCHOLARSHIP

(Endowed through a bequest in the Will of Howard Brown, DCL ’01, founder of the Department of Music and Professor of Music from 1967-83.)

Awarded to returning students who have exhibited strong performance in Music.

HUBERT GRAY WELSFORD SCHOLARSHIP

(Endowed in 1969 by a bequest in the Will of Hubert Welsford DCL ’66.)

HYDRO-QUÉBEC SCHOLARSHIP

(Endowed through the Partners in Learning campaign, 1998-2003.)

Awarded to students from Quebec with high academic standing.

IAN DOBELL SCHOLARSHIP

(Endowed in 2005 by a bequest in the Will of Ian Dobell ’74.)

J. RAYMOND MILLS SCHOLARSHIP

(Endowed in 2002 through a bequest in the Will of Raymond Mills.)

JEAN CRÉPEAU SCHOLARSHIP

(Endowed by Jean Crépeau through the Partners in Learning campaign, 1998-2003.)

JEAN MCCALLUM SIMPSON SCHOLARSHIP

(Endowed through a bequest in the Will of Jean Simpson ’43, and gifts from her brother John McCallum ’35.)

Preference given to a student in Mathematics.

JEAN YOUNG MEMORIAL SCHOLARSHIP

(Endowed in 2003 through the Estate of Mildred Young in memory of her daughter Jean ’60.)

JIMMY GEORGITSOS FOOTBAL SCHOLARSHIP

(Endowed in 2024 by Jimmy Georgitsos ’96.)

The Scholarship will be awarded to a football player playing the linebacker position, demonstrating a combination of strong academic achievement and athletic ability. The scholarship will be renewable, subject to the recipient maintaining good academic standing, participating on the team, and demonstrating high character.

JOEL AND AMANDA KRUZICH ATHLETIC SCHOLARSHIP

(Endowed in 2024 by Joel Kruzich ’94 and Amanda Kruzich ’95.)

The Scholarship will be awarded to a football player demonstrating a combination of strong academic achievement and athletic ability. The scholarship will be renewable, subject to the recipient maintaining good academic standing, participating on the team, and demonstrating high character.

JOHN & PATTIE CLEGHORN SCHOLARSHIP

(Endowed in 2000 by Pattie and John Cleghorn DCL ’89 through the Partners in Learning campaign. John was Chair of Leadership Gifts and National Chair of the Learning for Life campaign, 1987-1992. Two of their three children, Andrea and Ian, graduated in 1990 and 1991 respectively. Lynne Bridgman ’89 joined the family by marrying Ian.)

Awarded to students of high academic standing who are pursuing majors in History and/or Fine Arts.

JOHN BASSETT MEMORIAL SCHOLARSHIP

(Endowed by friends of John Bassett DCL ’39, Chancellor 1950-58.)

Awarded to students in the Humanities or Social Sciences.

JOHN C. CLARK SCHOLARSHIP

(Endowed through the Partners in Learning campaign, 1998-2003, in honour of his son Paul ’89.)

JOHN H. MOLSON SCHOLARSHIP

(Endowed in 1972 by John H. Molson DCL ’48, Honorary President of the Corporation of Bishop’s University.)

JOHN HACKETT MEMORIAL SCHOLARSHIP

(Endowed by friends and family in memory of long-time friend, graduate, and counsel of Bishop’s University, John Hackett ’63, who died prematurely in 1999.)

Preference given to a Humanities student.b

JOHN HAMILTON SCHOLARSHIP

(Endowed in honour of John Hamilton, the University’s Chancellor from 1900-1926.)

KENNETH CRAWFORD SCHOLARSHIP

(Endowed in 2003 through a bequest in the Will of Kenneth Crawford ’31.)

KILLAM AMERICAN SCHOLARSHIP

(Endowed anonymously in 2006 to encourage American students to attend Canadian universities.)

Awarded to entering full-time students who are domiciled in or are citizens of the United States. The scholarship is renewable provided students continue to meet the academic standards.

KRUGER INC. SCHOLARSHIP IN ENVIRONMENTAL STUDIES

(Endowed in 1994 by Kruger Inc.)

Awarded to a student in the second or third year of a major or honours program in Environmental Studies.

KUEHNER 437 SCHOLARSHIP

(Endowed in 2014 by a close-knit group of '92-'96 alumni, to honour Bishop's 170th birthday and their time in Kuehner residence.)

Awarded to a student in good academic standing who lives in residence, with a preference to one living in Kuehner Hall.

LESLIE MCCAIG MEMORIAL SCHOLARSHIP

(Endowed anonymously in 2000 in honour of Leslie McCaig '35, who was killed in active service during WWII.)

Awarded to an entering student in Humanities who is pursuing a major or honours program in English or History. Possibility of renewal.

MARION REED KERR SCHOLARSHIP

(Endowed in 2003 through the Estate of Marion Kerr.)

Preference given to a student from the Ulverton-Richmond-Melbourne area.

MARTIN HAINES FOOTBALL SCHOLARSHIP

(Endowed in 2024 by Martin Haines)

The Scholarship will be awarded to a football player demonstrating a combination of academic achievement and athletic ability. The scholarship will be renewable, subject to the recipient maintaining good academic standing, participating on the team, and demonstrating high character.

MCBRIDE FAMILY ATHLETIC SCHOLARSHIP

(Endowed in 2025 by Barry McBride, David McBride '93 and Dr. Lisa McBride '98.)

Will provide support to an entering or returning student-athlete, and will be awarded with a preference for a men's basketball or women's rugby player.

MCDONALD'S RESTAURANTS OF CANADA SCHOLARSHIP

(Endowed through the Partners in Learning campaign, 1998-2003.)

METRO SCHOLARSHIP

(Endowed through the Partners in Learning campaign, 1998-2003 and the Leading the Way campaign, 2012-2018.)

Awarded to a Quebec student with high academic standing.

MICHAEL GOLDBLOOM EXCELLENCE SCHOLARSHIP

(Endowed in 2018 by an anonymous donor in honour of Michael Goldbloom, C.M., Bishop's Principal and Vice-Chancellor from 2008-2023.)

Awarded to students with outstanding academic records and who personify Bishop's fundamental values — sound learning, good citizenship, community, discovery, excellence, and sustainability. Recipients are selected by a committee chaired by the Principal. Available to Canadian citizens and permanent residents who present a minimum cumulative admissions average of 90% in their Grade 11 year or a cumulative 33 CEGEP R-Score. The scholarship, valued at $10,000, is renewable for up to three years for students coming directly from High School, and two years coming directly from CEGEP), provided the recipients maintain a minimum average of 85%. The Michael Goldbloom Excellence Scholarship cannot be awarded in conjunction with other Bishop's University scholarships. This means that the scholarship offer that is of higher value will replace the scholarship of lower value. In addition, all recipients are eligible to receive awards and prizes with a monetary value solely upon graduation. Application form and details are available at ubishops.ca.

MIKE CRICHTON FOOTBALL SCHOLARSHIP

(Endowed in 2024 by Mike Crichton '97.)

Awarded to a student-athlete demonstrating a combination of strong academic achievement and athletic ability. The scholarship will be renewable, subject to the recipient maintaining good academic standing, participating on the team, and demonstrating high character.

MILLS FAMILY SCHOLARSHIP

(Endowed in 2014 by Don C. Mills '71 and Liz Mills '72.)

Awarded to student(s) from Atlantic Canada, registered in the Bachelor of Business Administration program. Preference given to students who show an interest in pursuing a concentration in marketing.

MOLSON FOUNDATION SCHOLARSHIP

(Endowed through the Partners in Learning campaign, 1998-2003.)

NARCISSA FARRAND SCHOLARSHIP

(Endowed in 1917 by Mr. & Mrs. H.V. Truell.)

NORAH MOORHEAD MEMORIAL SCHOLARSHIP

(Endowed by David Jones '76 in honour of Norah Moorhead DCL '86, who devoted her life to the service of education, the Anglican Church, and projects in developing countries.)

Awarded to a student from Richmond, QC or elsewhere in the Eastern Townships who is pursuing a Bachelor of Arts, major in English or History.

O.B. THORNTON SCHOLARSHIP

(Endowed in 1960 by an anonymous donor.)

O.H. (BUD) DE SÉVIGNÉ SCHOLARSHIP IN THE CREATIVE AND PERFORMING ARTS

(Endowed in 1992 by Oscar H. de Sévigné '37, M.A. '39.)

Awarded to a student in Drama, Fine Arts or Music who has demonstrated high creative or performance skills.

P.H. AND EULAH REED SCOWEN SCHOLARSHIP IN EDUCATION

(Endowed in 1994 by the Scowen grandchildren.)

Awarded to a student in the Bachelor of Education program who demonstrates financial need. Preference given to a mature student. Possibility of renewal. Selected by the Department.

PATERSON FOUNDATION SCHOLARSHIP

(Endowed in 1993 in honour of the University's 150th Anniversary.)

Awarded to a student from Northern Ontario, Manitoba, or Saskatchewan with high academic standing.

PEGGY AND DAVID SAVAGE MEMORIAL SCHOLARSHIP

(Endowed in 2014 by a bequest in the Will of Marguerite Savage.)

Awarded to a returning student in the Fine Arts Department, with a preference to one studying in Studio Art.

POWER CORPORATION SCHOLARSHIP

(Endowed through the Partners in Learning campaign, 1998-2003.)

PRICE SCHOLARSHIP

(Endowed in 1968 in honour of Brig. Gen. John H. Price DCL '62, Chancellor 1968–74.)

PROFESSOR SYDNEY TAYLOR MEMORIAL SCHOLARSHIP

(Endowed in 2010 by Martin '66 and Roger '60 in memory of their father, a professor of Mathematics at Bishop's from 1952-1968.)

Awarded to a returning Mathematics Major or Honours student for outstanding academic performance.

PRINCE OF WALES SCHOLARSHIP IN CLASSICAL STUDIES

Awarded to a returning student with high academic standing in the Department of Classical Studies.

PROFESSOR T.W.L. MACDERMOT MEMORIAL SCHOLARSHIP

(Endowed by former students and colleagues of Professor MacDermot, diplomat, scholar, and founding Chair of the Department.)

Awarded to one or more returning students of high academic standing, majoring in Politics and International Studies.

PwC SCHOLARSHIP

(Endowed through the Partners in Learning campaign, 1998–2003.)

QUEBECOR SCHOLARSHIP

(Endowed through the Partners in Learning campaign, 1998-2003.)

Awarded to a student from Quebec with high academic standing.

R.A. LINDSAY SCHOLARSHIP

(Endowed in 1947 by Dr. & Mrs. Lionel Lindsay in memory of their son, Robin '42, who was killed in action in WWII.)

R.W. HENEKER SCHOLARSHIP

(Endowed in honour of R. W. Heneker, the University's Chancellor from 1878-1900.)

REED SCOWEN SCHOLARSHIP

(Endowed in 2020 through a bequest in the Will of Reed Scowen ''52.)

RESOLUTE FOREST PRODUCTS SCHOLARSHIP

(Endowed through the Partners in Learning campaign, 1998-2003.)

Awarded to the top returning Social Sciences student(s).

RICHARD TOMLINSON SCHOLARSHIP

(Endowed in 1999 by the late Richard Tomlinson '43, DCL '89.)

Multiple scholarships awarded to students who demonstrate academic excellence.

ROBERT BRUCE SCHOLARSHIP

(Endowed through a bequest in the Will of Mr. Bruce, a native of Scotland who lived in Quebec from 1835 until his death in 1885.)

ROBERTO AND JAIME DI DONATO WOMEN'S SOCCER SCHOLARSHIP

(Endowed in 2025 by Roberto '98 and Jaime Di Donato.)

The scholarship will be awarded to a Canadian student-athlete from the Women's Soccer team, who demonstrates both financial need and high academic merit.

ROBIN BURNS MEMORIAL SCHOLARSHIP

(Endowed in 2003 by faculty and friends of Robin Burns, who taught History at Bishop's from 1979 until his premature death in 1998.)

Preference given to a student in History with high academic standing.

RODNEY S. MILLS SCHOLARSHIP

(Endowed by the late Rodney Mills '53 through the Partners in Learning campaign, 1998-2003.)

Awarded to Williams School of Business students, with a preference to those pursuing a concentration in Global Management and Leadership.

RONALD CROWLEY SCHOLARSHIP

(Endowed in 2016 by a bequest in the Will of Ronald Crowley '64.)

ROSANNE SIMARD SCHOLARSHIP

(Endowed in 2015 by a bequest in the Will of Rosanne Simard '00.)

Awarded to exceptional students in the Psychology Department.

ROY-BOWMAN SOCCER SCHOLARSHIP

(Endowed in 2025 by Kyla Bowman '94 and Chris Roy '95.)

The scholarship shall be awarded to a Canadian student-athlete who is a member of the Women's Soccer team and who demonstrates both financial need and outstanding academic achievement.

SADIQ AWAN GRADUATE SCHOLARSHIP IN EDUCATION

(Endowed in 2019 through a bequest in the Will of Sadiq Awan, M.Ed.'75.)

Awarded to students of high academic standing in the Master of Education program. Preference given, where possible, to a student from Abbottabad, Pakistan. Additional scholarships of varying amounts may be awarded at the discretion of the Dean of Education. Application required. Possibility of renewal.

SADIQ AWAN SCHOLARSHIP

(Endowed in 2019 through a bequest in the Will of Sadiq Awan, M.Ed.'75.)

Awarded to a full-time, undergraduate student of high academic standing in any discipline. Preference given to a student in financial need and, if possible, one from Abbottabad, Pakistan. Possibility of renewal.

SCOTIABANK SCHOLARSHIP

(Endowed through contributions to the Partners in Learning campaign, 1998-2003, and the Leading the Way campaign, 2012-2018.)

Awarded to entering students with high academic standing. Possibility of renewal.

SHERMAG SCHOLARSHIP

(Endowed in 2001 through the Partners in Learning campaign by Shermag and its founder, Serge Racine.)

Awarded to a student from the Eastern Townships.

DON SIMPSON FOOTBALL SCHOLARSHIP

(Endowed in 2024 by Don Simpson '94.)

The Scholarship will be awarded to a football player demonstrating a combination of strong academic achievement and athletic ability. The scholarship will be renewable, subject to the student-athlete maintaining good academic standing, participating on the team, and demonstrating high character.

SIR EDWARD BEATTY MEMORIAL SCHOLARSHIP

(Endowed by a bequest in the Will of Sir Edward Beatty DCL '27.)

SIR HERBERT MEREDITH MARLER MEMORIAL SCHOLARSHIP

(Endowed in 1990 by members of the Marler family, in honour of Sir Herbert Marler DCL '38.)

Awarded to a student of high academic standing in a major or honours program in Political Studies who is entering the penultimate year of undergraduate studies. Selected by the Department.

STANLEY MILLS SCHOLARSHIP IN HUMANITIES

(Endowed in 1995 by the G.H. Stanley Mills Memorial Trust in memory of G.H.S. Mills '43, benefactor.)

Awarded to outstanding students in the Humanities.

STEPHEN ST. CLAIR MEMORIAL SCHOLARSHIP

(Endowed in 1966 by the St. Clair Foundation in memory of a former Bishop's student.)

Awarded to a continuing male student in residence.

STUART A. COBBETT SCHOLARSHIP

(Endowed in memory of a devoted friend and member of Bishop's Corporation, 1967–76.)

SUSAN & JOHN CHIPPINDALE SCHOLARSHIP

(Endowed in 2018 by John & Susan (Drury) Chippindale '82.)

Awarded to students with high academic standing.

SUSAN SHARP MEMORIAL SCHOLARSHIP

(Endowed in 1962 by Mr. W.O. Sharp and Miss Helen Sharp in memory of a former Bishop's student.)

SYDNEY R. McMORRAN SCHOLARSHIP

(Endowed in 1999 by Bud McMorran '60, DCL '04, member of Bishop's Corporation 1989-1997, and Chair of Bishop's Foundation 1998-2010.)

Preference given to students in the Humanities.

TD INSURANCE MELOCHE MONNEX SCHOLARSHIP

(Endowed through the Partners in Learning campaign, 1998–2003.)

THE MICHAEL GOLDBLOOM WOMEN'S HOCKEY SCHOLARSHIP

(Endowed in 2025 by Mr. Michael Goldbloom, C.M. and Ms. Fiona Macleod.)

Awarded to one or more student-athletes from Quebec on the women's hockey team in their second and third year. On an exceptional basis, the scholarship could be extended for an additional year. The recipients will, in the view of the Director of Athletics and the Principal, have demonstrated a combination of strong academic achievement, athletic ability and leadership skills. The scholarship will be renewable, subject to the student-athlete maintaining good academic standing, participating on the team, and demonstrating high character.

THE WILLIAM G. LYNN SCHOLARSHIP

(Endowed in 2021 by Brian Lynn '78, Philip Lynn '87, and Trevor Lynn '92 in honour of their late father, William G. Lynn, who founded the Continental Conveyor companies in Napanee, Ontario and Thetford Mines, Quebec.)

Awarded to an undergraduate student from Quebec in financial need who is enrolled in the Williams School of Business and who demonstrates academic merit.

VAN HORN MEMORIAL SCHOLARSHIP

(Endowed in 1991 by Aleda Van Horn and friends in memory of her husband William '42, Bishop's Chemistry Department 1959-86.)

Awarded to a student in Chemistry or Biochemistry.

VILLE DE SHERBROOKE ARRONDISSEMENT NO 2 SCHOLARSHIP

(Endowed through the Partners in Learning campaign, 1998-2003.)

Awarded to a student from Sherbrooke with high academic standing.

VILLE DE SHERBROOKE SCHOLARSHIP

(Endowed in 1993 in honour of the University's 150th Anniversary.)

Awarded to a student from Sherbrooke with high academic standing.

W.G. BASSETT SCHOLARSHIP

(Endowed in 2017 by the late Marion G. Bassett, in honour of her late husband William G. Bassett '30.)

Awarded to an undergraduate student with high academic standing.

WALKER SCHOLARSHIP

(Endowed in 1884 by Miss Helen Walker in memory of her parents, Margaret and The Honourable William Walker DCL 1856, Chancellor 1853-56.)

WANDA ROZYNSKA SCHOLARSHIP IN FINE ARTS

(Endowed in 2007 by Wanda and Stanley Rozynski.)

Awarded to a female student in Fine Arts who has shown the aptitude and desire necessary to pursue a Studio Honours degree.

WATERVILLE TG INC. SCHOLARSHIP

(Endowed through the Partners in Learning campaign, 1998-2003.)

Awarded to a Business student from Waterville or the Eastern Townships.

WILLIAM AND NANCY TURNER SCHOLARSHIP

(Endowed in 1988 by William I. M. Turner Jr. DCL '87, Chancellor 1987-95.)

Awards

Bishop's has several awards that have been established over time by generous alumni and friends of the University. To find out more about awards, visit: *www.ubishops.ca/future-students/fees-and-funding/scholarships-awards-bursaries/*.

1954-56 TEAM AWARD

(Endowed in 2010 by members of the championship Gaiter football teams of 1954-56, in recognition of their induction to the Wall of Distinction.)

Awarded to a student-athlete playing football who has demonstrated athletic excellence. Awarded by the Athletic Awards Committee.

1964 GAITER FOOTBALL ATHLETIC AWARD

(Endowed in 2006 by members of the 1964 Championship Team.)

Awarded to an entering football student-athlete who has demonstrated good performance.

1967 OSLAA BASKETBALL CHAMPION AWARD

(Endowed by members of the 1967 Championship Basketball team after their 2007 induction to the Wall of Distinction.)

Awarded by the Athletic Awards Committee to a Gaiter basketball student-athlete.

BOB BURT AWARD

(Endowed in 2012 by Gaiter Football alumni in honour of Bob Burt '57.)

Awarded to a Bishop's student-athlete in any sport who best exemplifies Bob's qualities of leadership, integrity, and perseverance in his or her athletic endeavours. Awarded by the Athletic Awards Committee.

BYL AWARD FOR STUDENT LEADERSHIP

(Endowed in 2006 by Sven Byl '01 and Laura (Parker) Byl '00.)

Preference given to an entering student in good academic standing who demonstrates extensive school involvement and the leadership qualities necessary to become an active participant in the Bishop's experience.

CLEGHORN FAMILY AWARD

(Endowed through the Partners in Learning campaign, 1998-2003, by John Cleghorn, DCL '89, member of Bishop's Corporation 1987-1996, Chair of the Learning for Life campaign, 1987-1992, and his wife Pattie.)

Awarded to student-athletes (entering or returning) who demonstrate athletic and academic excellence (80%+ average). Chosen by the Athletic Awards Committee.

COACH'S AWARD

(Endowed in 2015 by alumni and stakeholders of the Men's Basketball program to celebrate 50 years of basketball at Bishop's University, and to honour past coaches, the late Garth Smith (1958-1984) and Eddie Pomykala (1984-2007) who served as head coaches for the Gaiters for a combined 49 years.)

Presented at the discretion of the Men's Basketball Head Coach.

DIANE MURPHY SCRUBB MEMORIAL AWARD

(Endowed in 2025 by donors & friends in memory of Diane Murphy Scrubb.)

Awarded to a female Gaiter's basketball player in financial need.

DR. ROBERT M. BROWN CHEMISTRY AWARD

(Endowed in 2008 through a bequest in the Will of Dr. Robert M. Brown '44.)

Awarded by the Department of Chemistry to a continuing full-time Chemistry student who has maintained good academic standing and has demonstrated financial need. This award may be renewable, at the discretion of the Department.

DREW MACCANNELL AWARD FOR INTERDISCIPLINARY EXCELLENCE

(Endowed in 2018 by Dr. Keith Andrew MacCannell, BSc '02.)

Awarded to a BSc student engaged in a joint program that combines Biology, Biochemistry or Chemistry, with one or more of Physics, Mathematics or Computer Science. Preference will be given to Honours undergraduate students with demonstrated academic achievement and research potential. Awarded by the Chairs of the Faculty of Natural Sciences and Mathematics. Graduate students will be considered if there are no qualified undergraduates.

E. ANTHONY PRICE AWARD

(Endowed in 2003 by family and friends of Tony Price '50, DCL '02.)

Awarded to an upper year student who has excelled in academics and sports and whose first language is French.

Preference given to History students. Non-renewable.

ERIC AND CANDACE INNES AWARD

(Endowed through the Partners in Learning campaign, 1998-2003, by Eric '71 and Candace '71 Innes.)

Preference to a second-year Canadian student from outside Quebec in good academic standing, who has made a significant contribution to campus life. To be eligible, the student must submit an essay of 500-600 words on "Objectives for my University Experience" to explain his or her aspirations for university. The award is renewable provided the recipient continues to meet the criteria.

FELESKY LEADERSHIP AWARD

(Endowed in 2011 by Wade '92 and Rebecca Felesky, on the occasion of Wade's induction into the Top 10 After 10.)

Awarded to an entering student from Western Canada of high academic standing, whose record of engagement in athletics and/or community service demonstrates significant potential to contribute to and benefit from the full breadth of the Bishop's experience. Preference given to a student who demonstrates financial need. Application required.

FORSYTHE BASKETBALL AWARD

(Endowed in 2011 by Chris '99 and Jamie '96 Forsythe.)

Awarded to a men's Gaiter basketball player in good academic standing who has excelled on the court and demonstrated financial need. Awarded by the Athletic Awards Committee.

GOLDBERGER ATHLETE LEADERSHIP AWARD

(Endowed in 1999 by Robert J. Goldberger '79, Chair of the BU Foundation 2017-2024, and loyal friend of the University.)

Awarded by the Athletic Awards Committee to encourage and support student-athletes who have demonstrated athletic excellence.

GEOFF SNOW AWARD

(Endowed in 2025 by Mr. Geoffrey Snow '05.)

Awarded to a female student-athlete from Ontario playing on the basketball or soccer team, to encourage Ontario students to explore Quebec and experience Bishop's

GRIFFIN FAMILY AWARD

(Endowed through the Partners in Learning campaign, 1998-2003, by members of the Griffin Family.)

Awarded to full-time undergraduate students who demonstrate financial need, academic ability, and the qualities of well-rounded individuals.

HOBBS-SPANSWICK LEADERSHIP AWARD

(Endowed in 2010 by Ebert "Bim" Hobbs '51, a proud and loyal Bishop's graduate, and his loving wife of 60 years, the late Audrey Spanswick.)

Awarded to an entering student in good academic standing who has demonstrated extensive school and community involvement in activities that have improved the quality of life for people in the local community, the nation or the world, and possesses the leadership qualities necessary to participate actively in the Bishop's experience. Preference given to a student who demonstrates financial need. Selected by the Awards and Bursaries Committee.

HODDER AWARD IN MUSIC

(Endowed in 2004 in honour of Janyne Hodder, Principal of Bishop's University from 1995 to 2004.)

Awarded to one or more students for outstanding work in administering the "Music Chez Nous" concert series.

IRENE MACKAY AWARD

(Endowed in 1997 by Dr. Hugh M. Scott DCL '99, Principal & Vice-Chancellor 1986-1995, in honour of his mother.)

Preference given to a student from a single-parent household who is in good academic standing and demonstrates financial need.

JAMES ETCHEVERRY AWARD

(Endowed in 1998 in memory of Jim, the son of legendary Alouettes Football team quarterback Sam Etcheverry.)

Awarded to a Gaiter football player who has demonstrated athletic excellence.

JEAN IRVINE PATERSON AWARD

(Endowed by Alex K. Paterson '52, DCL '74, Chancellor 1995-2005, in honour of his mother.)

Awarded to full-time undergraduate students who, at the time of admission, are considered to have characteristics which make it likely that they will, on graduation, contribute significantly to the community. Selection of the candidates will come from the Recruitment Office, with an aim to recruiting well-rounded Bishop's students.

JEAN ROBINSON HUNT MEMORIAL AWARD

(Endowed in 2000 by Ross Hunt '81, in memory of his mother, Jean Robinson Hunt.)

Awarded to a Quebec student from outside the Montreal region, who demonstrates financial need and who maintains an academic average at Bishop's of 70% or better, for tuition and residence expenses.

Application required.

JEFF CANNON MEMORIAL ENTRANCE AWARD

(Endowed by family and friends in memory of Jeff Cannon '89, who passed away tragically in 1992.)

Preference given to students who demonstrate extensive school and community involvement, exhibit leadership qualities, and show an entrepreneurial spirit. Candidates are expected to submit a letter of interest.

JOAN AND ALEX PATERSON AWARD

(Endowed in 2021 by Alex K. Paterson '52, DCL '74, Chancellor 1995-2005.)

Awarded at Convocation to a graduating student who contributed the most to volunteer work and activities in the off-campus community.

Selected by the Vice-Principal of Student Affairs and the Executive of the Students' Representative Council.

JOE & YVONNE SCOTT AWARD

(Endowed through the Partners in Learning campaign, 1998–2003, to honour the graduation of their daughters, Jennifer '99 and Allison '02. Joe served on Bishop's Corporation from 1990-99.)

Awarded to students who have demonstrated good performance in their sport and have financial need. Selected by the Athletic Awards Committee.

JOHN PRATT EMERGING LEADER ENTRANCE AWARD

(Endowed in 2013 by John Pratt '58.)

Awarded to entering students who demonstrate creativity and initiative in one or more of the following categories: community service, extracurricular involvement, athletics, internship or work experience. Candidates should demonstrate potential for future achievement through a track record of previous efforts. Preference will be given to students who are ineligible for other major entrance awards and major scholarships.

JULIE BRADSHAW MEMORIAL AWARD

(Endowed in 2003 in memory of Julie Bradshaw '80, who won the Golden Mitre Award upon her graduation.)

Awarded to the Golden Mitre winner with the highest number of votes. Presented in May at the Students' Representative Council Awards Night ceremony.

LEN KORNACK AWARD IN EDUCATION

(Endowed in 2012 through a bequest in the Will of Len Kornack '64.)

Awarded to a Bachelor of Education student (preferably focusing on History or English as a teachable subject), who is a Canadian citizen and demonstrates financial need.

LEN KORNACK AWARD IN HISTORY

(Endowed in 2012 through a bequest in the Will of Len Kornack '64.)

Awarded to a student majoring in History who is a Canadian citizen and demonstrates financial need.

OLGA REID MEMORIAL AWARD FOR JOURNALISM

(Endowed in 2011 by Mr. and Mrs. Leslie Reid, in memory of his sister Olga Reid '37.)

Awarded to the student journalist or writer who, in the opinion of The Campus Editorial Board, has written the best article or series during the academic year.

OWEN CARTER AWARD

(Endowed by Owen Carter '38 through the Partners in Learning campaign, 1998-2003.)

Awarded to one or more full-time undergraduate students in financial need who have demonstrated both athletic prowess and academic achievements.

ERIN PATRICK SOCCER AWARD

(Endowed in 2019 to commemorate the induction of Erin Patrick '02 to the Athletic Wall of Distinction.) Awarded to a player on the Women's Soccer team by the Athletics Awards Committee, in consultation with the Head Coach. .

PAUL GRATIAS AWARD

(Endowed with a gift from Paul Gratias '67 to the Partners in Learning campaign, 1998-2003.)

Awarded to one or two student-athletes who demonstrate financial need. Renewable, provided the recipient remains in good academic standing.

PAUL HAWCO MEMORIAL AWARD

(Endowed in 1996 in memory of Paul Hawco '95.)

Awarded to an entering student from the province of Alberta who has demonstrated high academic standing and participation in extra-curricular activities. Information available from the Admissions Office.

RAY LAWSON AWARD

(Endowed by the Lawson Foundation in 1985 in honour of the Honourable Ray Lawson, Lieutenant Governor of Ontario and honorary graduate of Bishop's University.)

Awarded to the returning student who, in the opinion of the Students' Representative Council, has contributed most to the life of the University.

REV. PROF. JOHN & BARBARA ANIDO AWARD

(Endowed in 2021 by friends and family of the late Rev. Prof. John Anido, Professor Emeritus of Theology and Warden of Divinity House from 1957-76, and his wife Barbara. Together, they nurtured and mentored countless Bishop's students.)

Awarded to a returning student who brings joy and spirit to the Bishop's community through music, performance, and/or community gatherings. Selected by the Vice-Principal of Student Affairs, the Chaplain, and the SRC Executive. Financial need may be taken into consideration.

RICHARD FITZSIMMONS MEMORIAL AWARD

(Endowed in 2010 by family and friends of Richard Fitzsimmons '70, a Rhodes Scholar, multi-talented intellectual, gifted lawyer, and passionate defender of the rights of others. Il avait un "Cœur de Lion".)

Awarded to an entering student who has shown academic promise, demonstrated the qualities of leadership and community service, and has the potential to contribute positively to the Bishop's experience. Financial need will also be considered. Awarded by the Awards and Bursaries Committee.

RIDER FAMILY AWARD

(Endowed in 2009 by Tim and Linda Rider on the occasion of John Rider's '57 induction into the Wall of Distinction, and in recognition of the numerous Rider family members who have actively participated in the Bishop's experience.)

Awarded to a student-athlete playing football or basketball (men's or women's) who has demonstrated athletic excellence. Selected by the Athletic Awards Committee.

RON AND SHELLY KAULBACH AWARD

(Endowed by Ron Kaulbach '66 through the Partners in Learning campaign, 1998-2003.)

Awarded to students who have demonstrated good performance in a sport and are in financial need. Selected by the Athletic Awards Committee.

ROSS HUNTING AWARD

(Endowed in 1989 by Ross Hunting through the Learning for Life campaign.)

Awarded to a returning student who is of proven academic ability and has contributed to the life of the University through intercollegiate sports and other activities.

SPG JUBILEE AWARD FOR STUDENT MUSICIANS AT ST. MARKS CHAPEL

Awarded to students who provide musical services at St. Mark's Chapel during the academic year. This may include playing the organ or another instrument, directing the chapel choir, or accompanying choir practices. Selected by the Chapel Music Committee.

THE BRIDGMAN-CLEGHORN AWARD

(Established in 2022 by Lynne Bridgman '89 and Ian Cleghorn '89)

Awarded to a worthy entering or returning student who is a Canadian citizen and is in need of financial assistance. The student should be seen as making a meaningful contribution to the University, whether academically, athletically, or otherwise.

THOMAS E. PRICE MEMORIAL AWARD

(Endowed in 1997 in memory of Thomas Price '51, DCL '82.)

Preference given to a continuing student-athlete, who is academically eligible to participate and has demonstrated outstanding ability in inter-university competition. Selected by the Athletic Awards Committee.

TOM LONGBOAT AWARD FOR INDIGENOUS STUDENTS

(Endowed in 2021 by an anonymous Bishop's graduate. It was named in honour of Tom Longboat, an Onondaga distance runner from the Six Nations Reserve near Brantford, Ontario who won the Boston Marathon in 1907.)

Awarded to an Indigenous student with a preference for a student-athlete.

WALLY DENVER AWARD

(Endowed through the Partners in Learning campaign, 1998-2003, by the Denver family: Wally '61 and his children Keith '88, Jennifer '91, and Kim '92.)

Awarded to a student-athlete in financial need.

ZDENEK MUNZAR MEMORIAL AWARD

(Endowed in 1998 by Dr. Michael Munzar, B.Sc. '75, Trustee of Bishop's University Foundation from 1997-2005 and a loyal friend of the University, in honour of his father.)

Awarded by the Athletic Awards Committee to students who indicate financial need and have demonstrated athletic prowess in football.

Bursaries

Bishop's offers several bursaries that have been established over time by generous alumni and friends of the University to assist students. To find out more about bursaries, visit: *www.ubishops.ca/future-students/fees-and-funding/scholarships-awards-bursaries/.*

APBU BURSARY

(Endowed through the Partners of Learning campaign, 1998-2003 by the Association of Professors of Bishop's University.)

Awarded to a full-time returning student in financial need from Quebec. This award is renewable unless the student's financial circumstances change.

BISHOP'S UNIVERSITY STAFF BURSARY

(Endowed by Bishop's staff members through the Partners in Learning campaign, 1998-2003.)

Awarded to returning full-time students in good academic standing who are Canadian citizens, demonstrate financial need, and do not hold any other University scholarship or bursary.

CAPE FAMILY BURSARY

(Endowed in 2021 by Christopher Cape '58)

Awarded to a full-time undergraduate student who is in financial need and who has demonstrated academic and athletic achievement.

CAROL AND MICHAEL MOONEY BURSARY

(Endowed in 2002 by Carol and Michael Mooney, both BSC '68.)

Awarded to a male student in the Elementary Education program, who has completed two years of study.
Selected by the Department.

CAROL STEVENSON BURSARY

(Endowed in 2001 by Carol Stevenson to encourage and help serious students of any age to pursue higher education.)

Awarded to a student who demonstrates financial need and has an average of 70% or higher.

CHAWKERS FOUNDATION BURSARY

(Endowed by The Chawkers Foundation in 2000.)

Awarded to a student who is pursuing a degree in Environmental Studies and Geography, is in good academic standing, and demonstrates financial need.

FOUR SHADES OF PURPLE MEMORIAL BURSARY

(Endowed in 2010 by alumni, friends and family to honour the memory of dear friends and former students Michel Fontaine, Kyle Pearson '06, David Teehan '07, and Cody Triggs.)

Awarded to a second-year student who was initially supported through the Refugee Sponsorship Program. Awarded by the Refugee Sponsorship Committee.

GERALD JOHNSTON BURSARY

(Endowed in 2015 through a bequest in the Will of Gerald H. Johnston '48.)

Preference given to students in the Faculty of Natural Sciences and Mathematics who demonstrate financial need.

HAZEL A. CARSON '75 MEMORIAL BURSARY

(Endowed in 2017 by Mary Carson, R. David Jones '76 and Lois Carson)

Awarded to Bishop's University students who are pursuing full-time studies within the School of Education, with preference given to those from the Eastern Townships.

HOWARD V. HOLLOWAY BURSARY IN EDUCATION

(Endowed in 2016 in memory of Howie '65, by Anne Holloway, Stephen '65 and Kathleen Prest, family and friends.)

Granted to Eastern Township or Quebec Lower North Shore candidates who are entering the 2nd Year (30 credits completed) in an undergraduate teacher education program (B.Ed.) and who are in good academic standing and have demonstrated financial need.

The Holloway Bursary is granted on a renewal basis. Recipients must remain in good academic standing.

JOHN LECKIE BURSARY

(Endowed in 2005 by John Leckie '68.)

Preference given to a Business student from the Eastern Townships who demonstrates financial need.

KATHARINE SLATER ROURKE BURSARY

(Endowed in 2017 through a bequest in the Will of Katharine Slater Rourke.)

Awarded to students in the Fine Arts or Humanities programs who demonstrate financial need.

KIM AND JOHN TAYLOR ATHLETIC BURSARY

(Endowed in 2025 by Kim Taylor '93 and John Taylor '91.)

Awarded to a female varsity student-athlete who excels academically. It will be renewable, contingent upon the recipient's continued involvement in their sport, good academic standing, and involvement in, and service to, the Bishop's community. Open to both domestic and international students with a preference for students from outside Quebec.

LT. F. REGINALD ROBINSON BURSARY

(Endowed by the late Mrs. Julia M. Robinson of Granby, in memory of her son who laid down his life for his country in WWI.)

MICHAEL B. SOMMERVILLE '65 MEMORIAL BURSARY

(Endowed in 2018 by family and friends of Mike Sommerville '65.)

Awarded to full time student-athletes who are members of the Gaiter Football team. Preference given to those in financial need.

MICHAEL THOMAS MEMORIAL BURSARY

(Endowed in 2025 by David and Judy Thomas in memory of their son, Michael, who was a Business student at Bishop's from 2011-15 where he became a Frosh Leader, Vice-President Social on the S.R.C., and an advocate of Mental Health Awareness Programs.)

Awarded to a Bishop's student from Ontario, who shows some or all the qualities Michael brought to Bishop's including leadership potential, a love of sports and recreation, a commitment to student life, and advocacy for mental health awareness.

O'KILL AND BARBARA MILLER MEMORIAL BURSARY

(Endowed in 2008 by Sandra Miller '90 in memory of her parents.)

Awarded to a full-time, mature student from Quebec who has demonstrated financial need.

REV. RAY JENSEN BURSARY

(Endowed in 2017 by Rev. Ray Jensen '50.)

Awarded to Bishop's students in financial need, studying in the Liberal Arts.

ROGER V. HARDY BURSARY

(Endowed in 2003 by Roger V. Hardy '93.)

Awarded to Rugby or Soccer student-athletes in good academic standing, who demonstrate financial need. A minimum of 50% will be awarded to female athletes.

RONALD C. LOUCKS BURSARY

(Endowed in 2016 by Ronald C. Loucks '74 through the Leading the Way campaign.)

Awarded to a Canadian citizen from the Eastern Townships in financial need who demonstrates commitment to his/her studies.

ROYCE AND JANET GALE BURSARY

(Endowed in 2018 by the late Royce Gale '49, an inspirational Sherbrooke High School teacher, an accomplished thespian (Piggery Theatre) and a generous philanthropist who made a difference in so many ways throughout his life.)

SEAN AND LAURA O'BRIEN BURSARY

(Endowed in 2013 by Sean O'Brien '90 and Lara O'Brien '92.)

Awarded to a student in financial need, with preference to members of the Gaiter Football team.

STEWART GRAHAM MEMORIAL BURSARY

(Endowed by family, faculty and friends of Stewart Graham '00 who passed away prematurely in 2000.)

Preference given to a continuing student from Atlantic Canada who demonstrates financial need.

TD BANK FINANCIAL GROUP BURSARY

(Endowed through the Partners in Learning campaign, 1998-2003.)

Awarded to full or part-time students who are Canadian residents and who demonstrate financial need. Amount may not exceed 50% of tuition fees.

THE JOYCE FAMILY FOUNDATION BURSARY

(Endowed in 2016 by The Joyce Family Foundation through the Leading the Way campaign.)

Awarded to entering, full-time students from Quebec who demonstrate critical financial need, high academic potential and perseverance in the face of challenges. Bursaries are renewable if criteria are met.

THOMAS & CECILE HENDY BURSARY

(Endowed in 2017 through the Leading the Way campaign by George Hendy '68, Chair of the BU Foundation, 2010-2017, in memory of his parents.)

Awarded to one or more deserving students who demonstrate high academic achievement and financial need.

THOMAS E. PRICE BURSARY

(Endowed in 1997 in memory of Thomas Price '51, DCL '82.)

Preference given to continuing student-athletes who demonstrate financial need. Application forms are available from the Athletics Department.

VIRGINIA COWAN MEMORIAL BURSARY

(Endowed by family and friends in memory of Virginia Cowan '95, who passed away prematurely in 2001.)

Presented to a continuing female Business student in good academic standing who has participated widely in campus life.

WHITTAKER FAMILY BURSARY

(Established in 2016 by Mr. W. Gary Whittaker '68 and other members of the Whittaker Family.)

Awarded to students who demonstrate academic potential and financial need.

WILD ROSE BURSARY

(Endowed in 2025 by an anonymous Bishop's graduate.)

Awarded to a student from Alberta.

WULFTEC INTERNATIONAL BURSARY

(Endowed through the Partners in Learning campaign, 1998–2003.)

Preference given to a student in financial need from Ayer's Cliff, Beebe, Stanstead or Rock Island.

Research Scholarships

An extensive list of Graduate scholarships tenable in Canada or internationally is available on the Bishop's Research website at: *https://www.ubishops.ca/research-excellence/student-research-scholarships/*

Undergraduate Scholarships

For any questions, contact the Office of Research and Graduate Studies at researchoffice@ubishops.ca.

NSERC UNDERGRADUATE RESEARCH AWARDS

Awarded by application to high-performing students wishing to gain research work experience that complement their studies in an academic setting in natural sciences, mathematics or engineering. Funding of $6,000 plus organization contribution. See the program website and the BU website for internal deadline.

FRQ - Secteur Société et culture

UNDERGRADUATE INTRODUCTION TO RESEARCH SCHOLARSHIPS

Awarded by application to high-performing students wishing to gain research work experience that complement their studies in an academic setting in social sciences, humanities, arts and literature. Funding of $5,000. See the program website and the BU website for internal deadline.

Master Scholarships

For any questions, contact the Office of Research and Graduate Studies at researchoffice@ubishops.ca.

CANADA GRADUATE RESEARCH SCHOLARSHIPS - MASTER'S (NSERC/SSHRC)

Awarded by application to high-performing students pursuing master's research programs in Canada in all health disciplines. Funding of $27,000 for 12 months, non-renewable. See the program website. *As of 2026, Bishop's does not have a quota for the CIHR award.*

FRQ - Secteur Nature et technologies MASTER'S SCHOLARSHIPS

Awarded by application to high-performing students pursuing master's research programs in natural sciences, mathematics or engineering. Funding of $20,000 per year for two years. See the program website.

FRQ - Secteur Société et culture MASTER'S SCHOLARSHIPS

Awarded by application to high-performing students pursuing master's research programs in social sciences, humanities, arts and literature. Funding of $20,000 per year for two years. See the program website.

FRQ - Secteur Santé MASTER'S SCHOLARSHIPS

Awarded by application to high-performing students pursuing master's research programs in human health. Funding of $20,000 per year for two years. See the program website.

INSTITUT DE RECHERCHE ROBERT-SAUVÉ EN SANTÉ ET EN SÉCURITÉ DU TRAVAIL MASTER'S SCHOLARSHIPS

Awarded by application to high-performing students pursuing master's research programs dealing with the prevention of industrial accidents and occupational diseases of the rehabilitation of affected workers. Funding of $19,000 per year for two years. See the program website.

Canada-US Fulbright Scholarships

www.fulbright.ca

Canadian students may apply for a Fulbright Scholarship to enter a graduate program at a university in the USA.

Government of Canada, Department of Foreign Affairs and International Trade, and the Canadian Bureau of International Education

www.scholarships.gc.ca and www.cbie.ca

International Scholarships for graduate study and research offered to Canadians to study abroad

Fonds de recherche du Québec

Doctoral Scholarships

For any questions, contact the Office of Research and Graduate Studies at researchoffice@ubishops.ca.

TRI-AGENCY CANADA GRADUATE SCHOLARSHIPS – DOCTORAL PROGRAM (NSERC/SSHRC)

Awarded by application to high-performing students pursuing doctoral research programs in Canada. Funding of $40,000 per year for three years. See the program website. *As of 2026, Bishop's does not have a quota for the CIHR award.*

FRQ - Secteur Nature et technologies DOCTORAL SCHOLARSHIPS

Awarded by application to high-performing students pursuing doctoral research programs in natural sciences, mathematics or engineering. Funding of $25,000 per year for four years. See the program website.

FRQ - Secteur Société et culture DOCTORAL SCHOLARSHIPS

Awarded by application to high-performing students pursuing doctoral research programs in social sciences, humanities, arts and literature. Funding of $25,000 per year for four years. See the program website.

FRQ - Secteur Santé DOCTORAL TRAINING

Awarded by application to high-performing students pursuing doctoral research programs in human health. Funding of $25,000 per year for four years. See the program website.

INSTITUT DE RECHERCHE ROBERT-SAUVÉ EN SANTÉ ET EN SÉCURITÉ DU TRAVAIL DOCTORAL SCHOLARSHIPS

Awarded by application to high-performing students pursuing doctoral research programs dealing with the prevention of industrial accidents and occupational diseases of the rehabilitation of affected workers. Funding of $23,750 per year for two years. See the program website.

Postdoctoral Scholarships

For any questions, contact the Office of Research and Graduate Studies at *researchoffice@ubishops.ca.*

CANADA POSTDOCTORAL RESEARCH AWARD PROGRAM (CIHR, NSERC, SSHRC)

Awarded by application to high-performing students pursuing postdoctoral research programs in Canada. Funding of $70,000 per year for two years. See the program website.

FRQ - Secteur Nature et technologies POSTDOCTORAL RESEARCH SCHOLARSHIP

Awarded by application to high-performing students pursuing postdoctoral research programs in natural sciences, mathematics or engineering. Funding of $45,000 per year for two years. See the program website.

FRQ - Secteur Société et culture POSTDOCTORAL SCHOLARSHIPS

Awarded by application to high-performing students pursuing postdoctoral research programs in social sciences, humanities, arts and literature. Funding of $45,000 per year for two years. See the program website.

FRQ - Secteur Santé POSTDOCTORAL TRAINING

Awarded by application to high-performing students pursuing postdoctoral research programs in human health. Funding of $45,000 per year for two years. See the program website.

INSTITUT DE RECHERCHE ROBERT-SAUVÉ EN SANTÉ ET EN SÉCURITÉ DU TRAVAIL POSTDOCTORAL SCHOLARSHIPS

Awarded by application to high-performing students pursuing postdoctoral research programs dealing with the prevention of industrial accidents and occupational diseases of the rehabilitation of affected workers. Funding of $45,000 per year for two years. See the program website.

****All information in this section is subject to change*

Prizes

Bishop's offers several prizes that have been established over time by generous alumni and friends of the University. While some have no monetary value, they will appear on students' academic transcripts.
To find out more about prizes, visit: *www.ubishops.ca/future-students/fees-and-funding/scholarships-awards-bursaries/.*

University-wide Prizes

HON. G. HOWARD FERGUSON CUP

The student of the graduating class who has made the greatest contribution to the life of the University is to have his or her name inscribed on the cup donated by the late Hon. G. Howard Ferguson and is to receive a certificate appropriate to such a distinction. Such an award shall take into consideration:

(a) high academic standing

(b) proficiency in representing the University in athletic and other activities

(c) qualities of character and leadership

GOVERNOR GENERAL'S GOLD MEDAL

Awarded for outstanding academic proficiency in a Master's program.

GOVERNOR GENERAL'S SILVER MEDAL

Awarded to the student standing first in the final year of his/her undergraduate program.

CHARLES A. SHEARSON MEMORIAL PRIZE

(Endowed by the late Dr. William Shearson, Professor Emeritus, in memory of his father.)

Awarded to a student in neither the first nor final year, with high academic standing, who has made a contribution to the life of the University, represented the University in athletic and other activities and who shows qualities of character and leadership.

JEFF CANNON MEMORIAL PRIZE

(Endowed by family and friends in memory of Jeff Cannon '89, who passed away tragically in 1992).

Presented to a student returning for their final year who, in the opinion of faculty, has contributed significantly to University life and exhibits characteristics and accomplishments similar to those of Jeff Cannon. Selected by the Deans in consultation with Department Chairs. The selected recipient will be expected to "pay it forward" by providing guidance to the recipients of the Jeff Cannon Entrance Awards.

ST. MARK'S CHAPEL PRIZE

Awarded to a student of proven academic ability who, in the opinion of the Friends of St. Mark's, has contributed to the life of the University through significant participation in the St. Mark's community.

STRATHCONA FOUNDATION PLAQUE

Awarded to the athlete of the graduating year with the highest academic standing, who has represented the University in intercollegiate competition.

VICE-CHANCELLOR'S PRIZE

Awarded for outstanding academic proficiency in the final year of an undergraduate program.

NORMAN WEBSTER PRIZE

(Endowed by Norman Webster '62, DCL '85.)

Awarded to a student graduating in two areas of specialization (e.g. double honours, double major, major and minor, or a double concentration in the B.B.A. Program), with high academic standing, and who has made a significant contribution to University life through participation in athletics or other extracurricular activities.

RACHELLE WRATHMALL PRIZE

Awarded to the returning female student from the Eastern Townships with the highest academic average.

Departmental Proficiency Prizes

Art History

UNDERGRADUATE PRIZE IN ART HISTORY

Awarded to the top returning student in Art History.

UNIVERSITY PRIZE IN ART HISTORY

Awarded to the top graduating student in Art History.

Arts Administration

UNDERGRADUATE PRIZE IN ARTS ADMINISTRATION

Awarded to the top returning student in Arts Administration.

UNIVERSITY PRIZE IN ARTS ADMINISTRATION

Awarded to the top graduating student in Arts Administration.

Biochemistry

SOCIETY OF CHEMICAL INDUSTRY PRIZE IN BIOCHEMISTRY

Awarded to the graduating student with the highest standing in Honours Biochemistry.

UNDERGRADUATE PRIZE IN BIOCHEMISTRY

Awarded to the top returning student in Biochemistry.

UNIVERSITY PRIZE IN BIOCHEMISTRY

Awarded to the top graduating student in Biochemistry.

Biological Sciences

ARTHUR N. LANGFORD PRIZE

Awarded in the name of Emeritus Professor A.N. Langford to an outstanding student in Biology.

SUSANNA LEE MEMORIAL PRIZE

Awarded in memory of Susanna Lee '97 to a graduating student in Biology who intends to pursue either graduate studies or further education in the allied health sciences.

LEO SEPP PRIZE
Awarded in memory of Professor Leo Sepp to a Biology student in his or her second program year on the basis of general proficiency.

UNDERGRADUATE PRIZE IN BIOLOGY
Awarded to the top returning student in Biology.

UNIVERSITY PRIZE IN BIOLOGY
Awarded to the top graduating student in Biology.

Business

EY PRIZE IN ACCOUNTING
(Endowed in 2006 by Ernst & Young and Bishop's graduates who work at the firm.)

Awarded to a returning accounting student who has completed their first year of study, and has demonstrated perseverance and actively participated in accounting-related activities. Selected by faculty members in the Accounting Concentration.

EY PRIZE FOR EXCELLENCE IN ACCOUNTING
(Endowed in 2006 by Ernst & Young and Bishop's graduates who work at the firm.)

Awarded to the student going into his/her final year of study who holds the highest average in Accounting courses (minimum of 5 courses) and who is planning to pursue a CPA designation.

EY PRIZE IN MARKETING & ENTREPRENEURSHIP
(Endowed in 2006 by Ernst & Young and Bishop's graduates who work at the firm.)

Returning entrepreneurship student who has completed their first year of study with excellent academic standing.

JOHN B. FELLOWES MEMORIAL PRIZE
This prize is endowed by the John Baker Fellowes Family Foundation and is awarded to the top returning student in the Williams School of Business.

CHARLES KINGSMILL '67 MEMORIAL PRIZE
Awarded for high proficiency in Business to a returning student who, in the opinion of the Faculty, has made a significant contribution to the work of the class.

UNDERGRADUATE PRIZE IN BUSINESS (BBA ACCOUNTING)
Awarded to the top returning student in Business (Accounting).

UNDERGRADUATE PRIZE IN BUSINESS (B.A. MAJOR)
Awarded to the top returning student in Business (B.A. Major).

UNDERGRADUATE PRIZE IN BUSINESS (BBA FINANCE)
Awarded to the top returning student in Business (BBA Finance).

UNDERGRADUATE PRIZE IN BUSINESS (BBA HUMAN RESOURCES)
Awarded to the top returning student in Business (BBA Human Resources).

UNDERGRADUATE PRIZE IN BUSINESS (BBA GLOBAL MANAGEMENT)
Awarded to the top returning student in Business (BBA Global Management).

UNDERGRADUATE PRIZE IN BUSINESS (BBA MARKETING)
Awarded to the top returning student in Business (BBA Marketing)

UNDERGRADUATE PRIZE IN BUSINESS (BBA ENTREPRENEURSHIP)
Awarded to the top returning student in Business (BBA Entrepreneurship).

UNDERGRADUATE PRIZE IN BUSINESS (BBA BUSINESS TECHNOLOGY AND ANALYTICS)
Awarded to the top returning student in Business (BBA Entrepreneurship).

UNIVERSITY PRIZE IN BUSINESS (BBA ACCOUNTING)
Awarded to the top graduating student in Business (BBA Accounting).

UNIVERSITY PRIZE IN BUSINESS (B.A. MAJOR)
Awarded to the top graduating student in Business (B.A. Major).

UNIVERSITY PRIZE IN BUSINESS (BBA FINANCE)
Awarded to the top graduating student in Business (BBA Finance).

UNIVERSITY PRIZE IN BUSINESS (BBA HUMAN RESOURCES)
Awarded to the top graduating student in Business (BBA Human Resources).

UNIVERSITY PRIZE IN BUSINESS (BBA MANAGEMENT)
Awarded to the top graduating student in Business (BBA Management).

UNIVERSITY PRIZE IN BUSINESS (BBA MARKETING)
Awarded to the top graduating student in Business (BBA Marketing).

UNIVERSITY PRIZE IN BUSINESS (BBA BUSINESS TECHNOLOGY AND ANALYTICS)
Awarded to the top graduating student in Business (BBA Business Technology and Analytic).

UNIVERSITY PRIZE IN BUSINESS (BBA ENTREPRENEURSHIP)
Awarded to the top graduating student in Business (BBA Entrepreneurship).

Chemistry

CANADIAN SOCIETY FOR CHEMISTRY SILVER MEDAL

Awarded to the student standing at the top of the penultimate year in an Honours Chemistry program.

ALBERT KUEHNER MEMORIAL PRIZE IN CHEMISTRY

Awarded to a graduating student with high standing in Chemistry.

SOCIETY OF CHEMICAL INDUSTRY PRIZE IN CHEMISTRY

Awarded to the graduating student with highest standing in Honours Chemistry.

UNDERGRADUATE PRIZE IN CHEMISTRY

Awarded to the top returning student in Chemistry.

UNIVERSITY PRIZE IN CHEMISTRY

Awarded to the top graduating student in Chemistry.

Classical Studies

MACKIE PRIZE

(Established in 1848 by the Rev. Dr. James Mackie (AB Canterbury), an official in the Diocese of Quebec.)

Awarded to the top returning student in Classical Studies.

UNDERGRADUATE PRIZE IN CLASSICAL STUDIES

Awarded to the top returning student in Classical Studies.

UNIVERSITY PRIZE IN CLASSICAL STUDIES

Awarded to the top graduating student in Classical Studies.

Computer Science

COMPUTER SCIENCE FACULTY APPRECIATION PRIZE

Awarded by the faculty members of the Computer Science Department to a Computer Science student who has made the greatest contribution to the life of the Department.

UNDERGRADUATE PRIZE IN COMPUTER SCIENCE

Awarded to the top returning student in Computer Science.

UNIVERSITY PRIZE IN COMPUTER SCIENCE

Awarded to the top graduating student in Computer Science.

Drama

BARD PRIZE

Awarded to a Drama student entering second year, who has achieved high academic standing and made a significant contribution to Departmental productions.

MICHAEL C. BOISVERT MEMORIAL PRIZE

(Endowed by colleagues, friends and family in memory of Michael C. Boisvert, Technical Director of Centennial Theatre from 1987 to 1994.)

Awarded to a student with high academic standing in neither first nor final year, who in the judgment of the Department has demonstrated proficiency in technical theatre production.

JANE QUINTIN MITCHELL PRIZE IN DRAMA

(Endowed in 1965 by Dr. and Mrs. T.J. Quintin in memory of their daughter.)

Awarded to a returning student, with Dramatic Literature as one of their subjects, who has shown talent and interest in some practical aspect of play production in the University theatre. Selected by the Department.

DAVID RITTENHOUSE PRIZE IN DRAMA

(Endowed in 2011 by friends and family following David's passing.)

Awarded to a graduating student(s) in Drama, chosen by the Department, who has demonstrated exceptional dedication to the craft of theatre at Bishop's University.

UNDERGRADUATE PRIZE IN DRAMA

Awarded to the top returning student in Drama.

UNIVERSITY PRIZE IN DRAMA

Awarded to the top graduating student in Drama.

Economics

PRIZE FOR EXCELLENCE IN ECONOMIC RESEARCH

Awarded to the student with an outstanding essay in the area of economic theory. Funded by the Cormier Centre Trust.

JOHN W.Y. SMITH ECONOMICS PRIZE

Awarded to the top returning student in Economics.

UNIVERSITY PRIZE IN ECONOMICS

Awarded to the top graduating student in Economics.

Education

CHARLES MCBURNEY PRIZE

Endowed by Mrs. Charles McBurney in memory of her husband and awarded for the highest proficiency in Practice Teaching at the Secondary level.

DORIS DICKSON UNDERGRADUATE PRIZE IN ELEMENTARY EDUCATION

(Endowed in 2021 by W. John Gallop '57 in honour of his mother, a 1923 Bishop's graduate who taught at St. Helen's School in Dunham, and in Grand-Mère where she met the Donor's father, a WW1 veteran).

Awarded to the top returning student in Elementary Education.

DORIS DICKSON UNDERGRADUATE PRIZE IN SECONDARY EDUCATION

(Endowed in 2021 by W. John Gallop '57 in honour of his mother, a 1923 Bishop's graduate who taught at St. Helen's School in Dunham, and in Grand-Mère where she met the Donor's father, a WW1 veteran).

Awarded to the top returning student in Secondary Education.

JOHN S. VISSER MEMORIAL PRIZE IN EDUCATION AND FRENCH

(Endowed in memory of John S. Visser '42, Dip. Ed. '45.)

Awarded to a student who excelled in practicum in French language setting either in immersion or within francophone setting.

WILLIAM L. SHURTLEFF PRIZE FOR PRACTICE TEACHING - ELEMENTARY

Provided by the William L. Shurtleff Fund, and awarded for highest proficiency in Practice Teaching at the Elementary level.

WYNNE DICKSON UNIVERSITY PRIZE IN ELEMENTARY EDUCATION

(Endowed in 2021 by W. John Gallop '57 in honour of his uncle, a 1931 Bishop's graduate with an illustrious career in Quebec education, culminating as Associate Deputy Minister and Secretary of the Parent Commission, responsible for the creation of the CEGEP system.)

Awarded to the top graduating student in Elementary Education.

WYNNE DICKSON UNIVERSITY PRIZE IN SECONDARY EDUCATION

(Endowed in 2021 by W. John Gallop '57 in honour of his uncle, a 1931 Bishop's graduate with an illustrious career in Quebec education, culminating as Associate Deputy Minister and Secretary of the Parent Commission, responsible for the creation of the CEGEP system.)

Awarded to the top graduating student in Secondary Education.

English

JIM FERRABEE MEMORIAL PRIZE IN JOURNALISM

(Endowed in 2010 by family and friends in memory of Jim Ferrabee '57. Jim enjoyed a successful career in journalism and was one of the University's most dedicated volunteers and supporters right up until his death in January 2010.)

Awarded to a student(s) for the best work submitted in a Journalism course. Selected by the English Department.

MACKIE PRIZE IN ENGLISH

(Established in 1848 by the Rev. Dr. James Mackie (AB Canterbury), an official in the Diocese of Quebec.)

Awarded to a returning student in honours English who demonstrates outstanding academic merit.

F.E. MEREDITH MEMORIAL PRIZE

(Endowed by the late W.C.J. Meredith, Esq., Q.C., M.A., D.C.L., in memory of his father F.E. Meredith, Q.C., L.L.D., D.C.L., who was Chancellor of the University from 1926 to 1932.)

Awarded to a returning student in an English program who is an exemplary writer. Selected by the Department.

JOANNE NORMAN PRIZE IN MEDIEVAL STUDIES

(Endowed in 2007 by family and friends of Joanne Norman, Professor of English at Bishop's from 1990-2007.)

Awarded to the student who submits the best essay in Medieval Studies. Chosen by the Department.

ARCHDEACON F.G. SCOTT PRIZE

(Established in 1881 by recognized confederation poet F.G. Scott, B.A. 1881, M.A. 1884, D.C.L. 1901, to encourage creative writing. After his death in 1944, his family endowed the prize in his name.)

UNDERGRADUATE PRIZE IN ENGLISH

Awarded to the top returning student in English.

UNIVERSITY PRIZE IN ENGLISH

Awarded to the top graduating student in English.

GLEN WICKENS PRIZE IN FILM STUDIES

(Endowed in 2012 to mark the retirement of Dr. Glen Wickens from the English Department after 30 years of exceptional service, 1982-2012. Students and colleagues admired Dr. Wickens for his commitment and leadership. In later years, he was instrumental in developing the popular Film Studies concentration.)

Awarded to an outstanding graduating student in the Film Studies Program. Selected by the English Department.

Environment, Agriculture and Geography

THE CANADIAN ASSOCIATION OF GEOGRAPHERS PRIZE

Awarded to an outstanding graduating student in an Environment, Agriculture and Geographyhonours or major program.

UNDERGRADUATE PRIZE IN ENVIRONMENT, AGRICULTURE AND GEOGRAPHY

Awarded to the top returning student in Environment, Agriculture and Geography.

UNIVERSITY PRIZE IN ENVIRONMENT, AGRICULTURE AND GEOGRAPHY

Awarded to the top graduating student in Environment, Agriculture and Geography.

Études françaises et québécoises

AMBASSADOR OF SWITZERLAND PRIZE IN FRENCH

A book prize awarded to a final year student who obtains a high standing in French.

LIEUTENANT RODDIE LEMIEUX PRIZE

Awarded to a returning student for proficiency in French Literature, in memory of Bishop's student, Roddie Lemieux, who was killed in World War I.

UNDERGRADUATE PRIZE IN ÉTUDES FRANÇAISES ET QUÉBÉCOISES

Awarded to the top returning student in Études françaises et québécoises.

UNIVERSITY PRIZE IN ÉTUDES FRANÇAISES ET QUÉBÉCOISES

Awarded to the top graduating student in Études françaises et québécoises.

Fine Arts

WANDA ROZYNSKA PRIZE IN FINE ARTS

(Endowed by the late Wanda and Stanley Rozynski, who believed that life would not be possible without art.)

Preference given to a student(s) in Fine Arts who has shown the aptitude and desire necessary to pursue a Studio Honours Degree. Selected by the Department.

UNDERGRADUATE PRIZE IN FINE ARTS

Awarded to the top returning student in Fine Arts.

UNIVERSITY PRIZE IN FINE ARTS

Awarded to the top graduating student in Fine Arts.

German Studies

AMBASSADOR OF SWITZERLAND PRIZE IN GERMAN

A book prize awarded to a final year student who obtains a high standing in German.

FEDERAL REPUBLIC OF GERMANY PRIZE IN GERMAN

A book prize awarded for proficiency in German by the Montreal Consul General of the Federal Republic of Germany.

REPUBLIC OF AUSTRIA PRIZE

A book prize awarded for proficiency in German by the Montreal Consul General of Austria.

Hispanic Studies

HISPANIC STUDIES PRIZE

A book prize awarded to a graduating student obtaining a high standing in a major in Hispanic Studies.

MUNDO HISPANO PRIZE

A book prize awarded to a non-graduating student with high academic standing in either a major or minor in Hispanic Studies.

History and Global Studies

ROBIN BURNS MEMORIAL BOOK PRIZE

(Established in 2010 in memory of Professor Robin Burns, dedicated teacher and scholar in the Department of History, 1979-1998.)

Awarded to a first year Double Major Social Studies and Secondary Education student for the best essay in History. The recipient will receive a scholarly book of critical acclaim on History or a related field. Funded by the Department of History.

MALCOLM AND EVELYN DOAK PRIZE IN HISTORY

(Established by family with love and in honour of the 50th wedding anniversary of Malcolm ’24 and Evelyn ’26 Doak.)

Awarded to the undergraduate who presents the best essay on one of four historical topics assigned at the beginning of the academic year.

UNDERGRADUATE PRIZE IN HISTORY

Awarded to the top returning student in History.

UNIVERSITY PRIZE IN HISTORY

Awarded to the top graduating student in History.

BILL AND CATHERINE YOUNG PRIZE IN HISTORY

(Endowed in 1999 by former Bishop’s staff members Dave and Mary Ellen Young, in memory of David’s parents.)

Awarded for the best essay submitted for a History course by a first-year student in either a major or an honours History program, upon recommendation of the faculty in the Department.

Liberal Arts

UNDERGRADUATE PRIZE IN LIBERAL ARTS

Awarded to the top returning student in Liberal Arts.

UNIVERSITY PRIZE IN LIBERAL ARTS

Awarded to the top graduating student in Liberal Arts.

Mathematics

UNDERGRADUATE PRIZE IN MATHEMATICS

Awarded to the top returning student in Mathematics.

UNIVERSITY PRIZE IN MATHEMATICS

Awarded to the top graduating student in Mathematics.

Modern Languages

UNDERGRADUATE PRIZE IN MODERN LANGUAGES

Awarded to the top returning student in Modern Languages.

UNIVERSITY PRIZE IN MODERN LANGUAGES

Awarded to the top graduating student in Modern Languages.

PROFESSOR E.H. YARRILL PRIZE

(Endowed in 1989 by Professor Eric Yarrill, Professor Emeritus of Modern Languages, who taught at Bishop’s from 1938-1977.)

Awarded to a returning student for proficiency in French and at least one additional modern language other than English.

Music

HOWARD BROWN PRIZE

(Endowed in 1984 to honour the founding member of the Bishop's Music Department.)

Awarded by the Department to continuing full-time Music majors.

M. GEORGINA MILLS PRIZE IN MUSIC

(Established in 1986 by G.H. Stanley Mills in memory of his mother, a Montreal pianist.)

Awarded to a full-time student finishing first year in the Music program with a 70%+ average. Awarded by audition.

UNDERGRADUATE PRIZE IN MUSIC

Awarded to the top returning student in Music.

UNIVERSITY PRIZE IN MUSIC

Awarded to the top graduating student in Music.

Philosophy

GEORGE ENGLEBRETSEN PRIZE IN PHILOSOPHY

(Endowed in 2008 by students, colleagues and friends of Professor George Englebretsen, in recognition of his many contributions to Philosophy and teaching at Bishop's University.)

Awarded to a graduating student who has written an outstanding honours thesis and who is going to attend graduate school.

UNDERGRADUATE PRIZE IN PHILOSOPHY

Awarded to the top returning student in Philosophy.

UNIVERSITY PRIZE IN PHILOSOPHY

Awarded to the top graduating student in Philosophy.

Physics and Astronomy

HUGH HAUGLAND PRIZE IN ASTRONOMY

(Endowed in 2010 by friends and family of Hugh Haugland, an avid amateur astronomer.)

Awarded to an undergraduate or graduate student who has shown high academic standing in his/her astronomy courses or has made a significant contribution to the operation of the Observatory. Selected by the Physics Department.

DAVID SAVAGE PRIZE IN PHYSICS AND MATHEMATICS

(Endowed by family and friends in memory of David Savage '42 who had a distinguished career in Quebec teaching and school administration.)

Awarded to graduating students with high academic standing who are completing a double major or a major and minor in Physics and Mathematics.

UNDERGRADUATE PRIZE IN PHYSICS AND ASTRONOMY

Awarded to the top returning student in Physics and Astronomy.

UNIVERSITY PRIZE IN PHYSICS AND ASTRONOMY

Awarded to the top graduating student in Physics and Astronomy.

Politics and International Studies

ANDREW F. JOHNSON PRIZE IN INTERNATIONAL POLITICAL ECONOMY

(Endowed by colleagues of Dr. Andrew F. Johnson in recognition of his contributions to the development of the program/the University.)

Awarded to the graduating student attaining the highest academic standing in the International Political Economy honours program. Selection by the Department.

PROFESSOR E.A. PRINCE MEMORIAL PRIZE FOR HONOURS THESIS

(Endowed by a bequest in the Will of Professor E.A. Prince.)

Awarded to a graduating honours student, who in the opinion of the Politics and International Studies Department, has written an outstanding honours thesis.

GERALD THEODORE RAYNER PRIZE

(Endowed by the late Gerald Rayner '51.)

Awarded to a student graduating in honours Political Studies, who is a Canadian citizen, who has taken courses in comparative public policy, who is planning to pursue post-graduate work in political studies, public administration or related fields, and who has shown a strong commitment to Canada.

UNDERGRADUATE PRIZE IN POLITICS AND INTERNATIONAL STUDIES

Awarded to the top returning student in Politics and International Studies.

UNIVERSITY PRIZE IN POLITICS AND INTERNATIONAL STUDIES

Awarded to the top graduating student in Politics and International Studies.

Psychology

DR. SHANNON GADBOIS PRIZE FOR EXCELLENCE IN PSYCHOLOGICAL RESEARCH

(Endowed in 2002 by Dr. Shannon Gadbois, BA (Hons) '88, M.A., M.Ed., Ph.D. Queen's in honour of her parents Dalton and Shirley.)

Awarded to two graduating students in Psychology who have written the best honours dissertations. Preference given to students applying to graduate school. Selected by members of the Department.

UNDERGRADUATE PRIZE IN PSYCHOLOGY

Awarded to the top returning student in Psychology.

UNIVERSITY PRIZE IN PSYCHOLOGY

Awarded to the top graduating student in Psychology.

Religion, Society and Culture

LONG PRIZE

Awarded to an outstanding second-year student having completed a minimum of 18 credits in Religion, Society and Culture in that year.

UNDERGRADUATE PRIZE IN RELIGION, SOCIETY AND CULTURE

Awarded to the top returning student in Religion, Society and Culture.

UNIVERSITY PRIZE IN RELIGION, SOCIETY AND CULTURE

Awarded to the top graduating student in Religion, Society and Culture.

HARVEY WHITE PRIZE IN RELIGION, SOCIETY AND CULTURE

(Established in 2021 in honour of Dr. Harvey White, professor at Bishop's University for over 40 years.) Awarded by the Department to a deserving returning student in Religion, Society and Culture.

Sociology

UNDERGRADUATE PRIZE IN SOCIOLOGY

Awarded to the top returning student in Sociology.

UNIVERSITY PRIZE IN SOCIOLOGY

Awarded to the top graduating student in Sociology.

Sports Studies

UNDERGRADUATE PRIZE IN SPORTS STUDIES

Awarded to the top returning student in Sports Studies.

UNIVERSITY PRIZE IN SPORTS STUDIES

Awarded to the top graduating student in Sports Studies.

Internships

Bishop's offers several internships that have been established over time by generous alumni and friends of the University. Additional internships funded on a sporadic basis may also be available for the current year. To find out more about them, please visit:
https://www.ubishops.ca/experiential-learning/internships/.

ELIZABETH HARVEY MEMORIAL SUSTAINABLE DEVELOPMENT INTERNSHIP

(Endowed in 2007 by family and friends of the late Elizabeth Harvey '96, a loving daughter, mother, partner, dedicated friend, courageous student leader, environmentalist, and global citizen who was taken too early from the earth she cared for so deeply.)

Awarded to a returning student leader who will develop, direct, and maintain student programs on campus which support the efforts of the University to achieve its strategic goal to "operate in an environmentally responsible manner as to promote the wellness of individuals, the community, and the natural world". Possibility of renewal

KRUGER INC. SUMMER SUSTAINABLE DEVELOPMENT INTERNSHIP

(Endowed in 2011 by Kruger Inc.)

An annual summer internship, mandated by the Sustainable Development and Land Use Committee, to offer a full-time student a hands-on, practical experience working on real-time sustainable development initiatives on the Bishop's University campus.

MCCAIG INTERNSHIP FUND

(Endowed in 2008 through an anonymous bequest in memory of Leslie McCaig '35.)

This Internship Fund is used for projects that foster student innovation, initiative and self-reliance, by providing students with financial support to pursue for-credit internships in practical research and job-related experiences.

NICHOLAS BACHAND CANADIAN CIVIL SOCIETY INTERNSHIP

(Endowed in 2007 by the family of the late Nicholas Bachand '93. Nicholas was a socially and politically engaged individual who enjoyed professional success in politics and communications. A great Canadian citizen, Nicholas had a positive impact on all those who knew him.)

Awarded to a final year student in Political Studies (associated with the course POL 353) to provide a practical work-experience related to the Political Studies programs. The internship aims to enable students to contribute to the well-being of Canadian society by participating in voluntary and non-profit NGOs. Selected by the Department Chair.

OLNEY FAMILY INTERNSHIP AT ROCKY MOUNTAIN ADAPTIVE (RMA)

(Established in 2021 by the Olney Family, proud Bishop's alumni.)

This internship provides a unique opportunity to work at RMA in Canmore, AB for 3 months (280 hours) during the summer, followed by six credits of Experiential Learning courses at Bishop's over the Fall and Winter semesters. RMA is a non-profit, adaptive sport organization which allows individuals with physical or neurodivergent disABILITIES to participate in sporting and adventure activities the Bow Valley/Canadian Rockies. Funding can be applied against tuition, fees, books and a stipend for the internship/ independent study project, as well as the summer work experience. Selection by application and interview. Possibility of renewal. Check ubishops.ca for details.

TOMLINSON INTERNSHIP PROGRAM

(Endowed in 1999 by the late Richard Tomlinson '43, DCL '89.)

The Tomlinson Internship program provides students with experiential learning opportunities related to their academic program, while earning money to offset their educational costs through various internship positions on campus. Directors, Managers, Coordinators and Department Chairpersons can apply. The call for applications is sent each spring from the Student Affairs Office. Students can then apply to the internship positions.

Student Relief Funds

Funds are available to full-time students of Bishop's University who demonstrate urgent financial need due to exceptional circumstances. The amount to be distributed will be dependent on each circumstance. Applications/inquiries should be made to the Registrar's Office (studentaccounts@ubishops.ca) .

HARDY FAMILY EMERGENCY BURSARY

(Endowed in 2007 by Roger V. Hardy '93.)

GALLOP INDIGENOUS STUDENT EMERGENCY FUND

(Endowed in 2023 by John Gallop '57.)

This fund aims to alleviate immediate financial burdens, such as emergency travel home, housing instability, or unforeseen educational costs, enabling students to focus on their studies without the distraction of financial stress. Administered by the Director of Indigenous Initiatives & Intercultural Relations.

Student Enrichment Funds

Additional Student Enrichment Funds may also be available on a sporadic basis for the current year. To find out more about them, please visit:
http://www.ubishops.ca/future-current-students/money-matters/scholarships-awards-bursaries/.

ACADEMIC ENRICHMENT FUND

(Endowed through the Learning for Life campaign, 1987-1992.)

The purpose of the fund is to provide funding for various academic projects and research proposed by faculty and students and to enable students in the Fine Arts, Music, Drama and English Departments to receive inspiration and guidance in their creative efforts from some of Canada's finest artists through the Artist-in-Residence program.

B.E.S.T. (Bishop's Exceptional Student Talent) PROJECTS FUND

(Endowed in 2009 by an anonymous donor with a strong belief in Bishop's and a desire to help the most promising students achieve their full potential.)

The fund will provide valuable assistance to students, while also providing important support to University-wide objectives and will be the premiere experiential learning support at Bishop's.

DOUGLAS F. BROWN OPPORTUNITY FUND FOR STUDENT PROJECTS (EXPERIENTIAL LEARNING)

(Endowed in 2019 by Dr. Douglas F. Brown, Bishop's Biology Professor Emeritus.)

This fund will encourage and enhance the scholarly and professional development of Science students, with a preference to Biology students, by supporting study and supervised research at the undergraduate and graduate levels. Funds may be used to purchase or rent materials, equipment, or services not available at Bishop's, and to finance travel for purposes of study or investigation, or to meetings or conferences for the purpose of presenting research results. Administered by the Dean of Natural Sciences & Mathematics.

STADELMAN PURPLE PATHWAYS PEER MENTORSHIP FUND

(Endowed in 2019 by Joan E. Stadelman '66.)

This fund aims to enhance early engagement, belonging, and retention for minority and non-traditional students. The funding will enable pre-arrival support, integrated orientation programming, and sustained mentorship throughout students' first year to promote a successful transition to university life.

LUXTON FAMILY OPPORTUNITY FUND

(Endowed in 2018 by John ’67 and Sylvia Luxton in memory of their son, Simon E. Luxton; their daughter, Amy Luxton; and Sylvia’s late brother, Deryck J. Scarrott who died in WW2.)

This fund will enhance the educational experience for students of English, Biology and the Sciences – making possible opportunities that might not otherwise occur or would be unlikely because of lack of funding. The aim is to challenge, excite and motivate students to pursue their studies with enthusiasm and build devotion to their subjects, or alternately take a course outside their major field of study. Funds are awarded on the recommendation of Faculty and at the discretion of the Deans of Arts & Science. Students should consult their Faculty in these disciplines about the criteria for receiving funding. Preference will be given to those who enrol in ENG 225-Shakesperience.

MCCONNELL STUDENT OPPORTUNITY FUND

(Endowed by the McConnell Foundation through the Partners in Learning campaign, 1998-2003.)

The purpose of the fund is to encourage projects that foster student innovation, initiative, and self-reliance, by providing students with financial support to pursue practical research and most particularly, job-related skills complementary to those taught in the academic programs.

MCPHAIL OPPORTUNITY FUND

(Endowed in 2007 in recognition of Pam McPhail’s lasting impact over a 20-year career at Bishop’s, 1987-2007.)

The fund will provide funding for special projects of educational benefit to students and/or faculty. Candidates should submit a brief description of their project and its expected outcomes to the University Advancement Office.

RIESE EXPERIENTIAL LEARNING FUND

(Endowed in 2009 through a bequest in the Will of Monique Riese ’47.)

The fund will provide support to experiential learning projects within academic programs.

ROBERTA AND ALEX CAMERON FUND

(Endowed in 2017 through the generous legacy of the late Dr. Roberta Cameron, BA ’78, MA ’88.)

This fund will be used, at the discretion of the Dean of Arts, to enrich the education of students in Humanities (preferably Religious Studies, Philosophy, Liberal Arts or Classics), through field trips, participation in academic conferences and competitions, invitations to guest speakers and artists, and other opportunities that will enhance classroom education.

THE GUILD OF THE VENERABLE BEDE FUND

(Endowed in 2011 by The Rev. Dr. Ronald ’62 and Andrea Hunt to establish a fund in thanksgiving for Faculty of Divinity staff, students, professors and graduate members of The Guild of the Venerable Bede serving the church.)

The fund recognizes former Chaplain Rev. Bradley Hicks. It celebrates the 20 years of ministry of The Ven. Heather Thomson, and exists to provide support for Campus Ministry activities.

WANDA ROZYNSKA FINE ARTS EXPERIENTIAL LEARNING FUND

(Endowed in 2007 by Wanda and Stanley Rozynski.)

Awarded to a female student in Fine Arts who wishes to complement her training at Bishop’s by attending the Haystack Mountain School of Crafts in Deer Isle, Maine, or by pursuing a similar opportunity.

Travel Funds

Additional Travel Funds may also be available on a sporadic basis for the current year. To find out more about them, please visit:
https://www.ubishops.ca/bishops-international/student-exchange-and-study-abroad-programs/scholarships-travel-bursaries/.

CAHILL STUDY ABROAD AWARD

(Endowed in 2017 by Michael ’72 and Tania Cahill in memory of Mr. Cahill’s mother, Laurice Mallouk Salhany, who inspired him to attend Bishop’s University, for which he is forever grateful.)

Awarded to students who seek to broaden their horizons by studying abroad for one or two semesters. Recipients must fulfill the requirements of the program, maintain full-time status and keep a minimum average of 80% throughout the course of their exchange. Preference to those with demonstrated financial need. Information available through the Manager of Bishop’s International.

CAMSO BURSARY

(Endowed in 1994 by Camoplast Inc. of Sherbrooke, QC.)

Awarded to a Canadian student in the Williams School of Business participating in the International Exchange Program who demonstrates high academic standing and financial need. Recipient selected by the Manager of Bishop’s International in consultation with the Williams School of Business.

DAPHNE ATCHISON MCMULLAN INTERNATIONAL STUDY FUND

(Endowed in 2017 by Daphne Atchison McMullan ’53 to support students participating in the University’s international study program.)

Awarded to encourage more students to broaden their horizons by studying abroad and enhance the value of their Bishop’s degree and subsequent career path. Information is available through the Manager of Bishop’s International.

GAVIN ROSS MEMORIAL TRAVEL BURSARY

(Endowed in 2010 through a bequest in the Will of Gavin Ross ’56, a proud Bishop’s graduate who strongly believed that travel forms an important part of one’s educational experience.)

A travel bursary to encourage full-time students to participate in a university approved exchange program. Information available through the Manager of Bishop’s International.

HASLETT TRAVEL BURSARY

(Endowed in 2002 through a bequest in the Will of Robert Haslett ’57.)

Travel bursary to encourage full-time students to participate in a University approved exchange program. Information available through the Manager of Bishop’s International.

REV. RAY JENSEN TRAVEL BURSARY

(Endowed in 2009 by Ray Jensen '50.)

Travel bursaries to help support full-time students participating in a university-approved exchange program. Information available through the Manager of Bishop's International.

WILLIAM L. SHURTLEFF BURSARY

(Endowed in 1955 through a bequest in the Will of William L. Shurtleff.)

Awarded to students in the B.Ed. program to assist in covering costs associated with travel to their practicum. Information available from the Dean of the School of Education.

YOUNG TRAVEL BURSARY

(Endowed in 2015 by former Bishop's employees Dave and Mary Ellen Young.)

Available for any upper-level history student wanting to travel outside of Sherbrooke to conduct archival research or present a research paper at a conference. Awarded by application to the History department.

Administration and Librarians

Administrative Organization

Bishop's University operates under the terms of an act of incorporation passed in 1843, and amended in 1852, 1927, and 1947, by the legislature of Quebec, and under the terms specified in the Statutes of Bishop's University.

The management of the affairs of the University is vested in a Board of Governors which is responsible for general oversight and policymaking. The Principal and Vice-Chancellor and the University's Officers are responsible for the day-to-day administration of the University as specified in the University Statues.

The Board of Governors respects the responsibility of the University Senate to adopt policies on academic matters, subject to the approval of the Board of Governors.

The Bishop's Council serves as an advisory body to the Board of Governors through the Principal and Vice-Chancellor. It may consider and advise on any questions affecting the well-being and prosperity of the University.

Upon the recommendation of Bishop's Council, the Chancellor is appointed by the Board of Governors. The Chancellor is installed at a meeting of Convocation convened for the purpose. The Chancellor presides at all meetings of Convocation and confers all degrees in the name of and on behalf of the University. The Chancellor acts as Chair of the Degree Committee of Convocation. The Chancellor counsels and advises the Board of Governors, the University's Officers and the University community as a whole, as appropriate.

The Convocation confers degrees in course upon the recommendation of the Senate, and honorary degrees upon the recommendation of a Degree Committee.

The Principal, the Vice-Principals, the Academic Deans, the University Librarian, the Vice-Principal of Student Affairs and the Secretary-General are appointed by the Board of Governors. The Principal is the Vice-Chancellor and the Chief Executive Officer of the University.

Former Chancellors of the University

1853–56	The Hon. W. Walker, M.L.C.
1856–58	The Hon. Edward Bowen, D.C.L.
1858–65	The Hon. J.S. Mc Cord, D.C.L.
1865–75	The Hon. Edward Hale, D.C.L.
1875–78	The Hon. George Irvine, D.C.L.
1878–1900	R.W. Heneker D.C.L., LL.D.
1900–26	John Hamilton, M.A., D.C.L.
1926–32	F.E. Meredith, K.C., LL.D., D.C.L.
1932–42	The Hon. R.A.E. Greenshields, D.C.L., LL.D.
1942–50	G.H. Montgomery, K.C., M.A., D.C.L., LL.D.
1950–58	John Bassett, D.C.L., LL.D.
1958–68	The Hon. Mr Justice D.C. Abbott, P.C., B.C.L., D.C.L., LL.D.
1968–74	John H. Price, O.C., O.B.E., M.C., D.C.L.
1974–81	The Hon. Mr. Justice W. Mitchell, B.A., B.C.L., D.C.L.
1981–87	Robert A. Bandeen, O.C., B.A., Ph.D., LL.D., D.C.L.
1987–95	William I.M. Turner, Jr., C.M., B.A.Sc., M.B.A., LL.D., D.C.L.
1995–2005	Alex Paterson, O.C., O.Q. Q.C., B.A., B.C.L., D.C.L., LL.D.
2005–2013	Scott Griffin, B.A., D.C.L.
2013–2020	Brian M. Levitt, O.C., B.A. Sc, LL.B

Former Principals of the University

1845–77	Rev. J.H. Nicolls, M.A., D.D., Queen's College, Oxford
1878–85	Rev. J.A. Lobley, M.A., D.C.L., Trinity College, Cambridge
1885–99	Rev. Thomas Adams, M.A., D.C.L., St. John's College, Cambridge
1900–05	Rev. J.P. Whitney, M.A., D.C.L., King's College, Cambridge
1905–06	Rev. T.B. Waitt, M.A., Lincoln College, Oxford
1906–07	Rev. H. de B. Gibbins, M.A., Litt. D., Wadham College, Oxford
1907–19	Rev. R.A. Parrock, M.A., LL.D., D.C.L., Pembroke College, Cambridge
1920–22	Rev. Canon H.H. Bedford-Jones, M.A., D.D., Trinity College, Toronto
1922–47	Rev. A.H. McGreer, O.B.E., M.C., M.A., Toronto; M.A., Queen's College, Oxford: D.C.L., LL.D., D.D.
1948–60	A.R. Jewitt, B.A., Dalhousie; M.A., Corpus Christi College, Oxford; Ph.D. Cornell; LL.D. Dalhousie; D.C.L., Bishop's
1960–69	C.L.O. Glass, B.A., Bishop's; M.A., St. John's College, Oxford; D.C.L. Bishop's; D.d'U., Sherbrooke
1969–70	A.W. Preston, M.A., Edinburgh, M.A., Oxon, D.C.L., Bishop's

1970–76	D.M. Healy, B.A., Alberta; L. ès L. Docteur de l'Université de Paris; D.C.L., Bishop's; D.d'U., Sherbrooke
1976–86	C.I.H. Nicholl, B.Sc., Queen's, M.A.,Sc., Ph.D. Toronto, Ph.D., Cantab., D.C.L., Bishop's
1986–95	H.M. Scott, M.A., M.D., Queen's; F.R.C.P.(C); D.C.L.
1995–2004	Janyne M. Hodder, B.A., M.A., McGill, D.C.L.
2004–2007	Robert Poupart, B.A., B.Ph., M.Ps., D.Ps.
2007–2008	Jonathan Rittenhouse (Interim Principal) B.A. Loyola, M.A., *Ph.D. Toronto*
2008-2023	Michael Goldbloom, C.M., A.B. (Harvard), B.C.L., LL.B. (McGill)

Officers of the University

Chancellor
Daniel Fournier, *B.A. (Princeton), B.A. Jurisprudence (Oxford)*

Principal
Sébastien Lebel-Grenier, *LL.L., LL.B. (Ottawa), DEA (Aix-Marseilles III), Ph.D. Civil Law (McGill)*

Vice-Principal Academic & Research
Kerry Hull, *B.Sc., Ph.D. (Alberta)*

Vice-Principal Finance and Administration
Kylie Côté, *B.B.A (Bishop's), CFA - Level 1*

Vice-Principal Student Affairs and Equity, Diversity and Inclusion
Danai Bélanger, *B.A. (Memorial), RCIC, M.Ed. (UBC)*

Secretary General
Geneviève Gagné, LL.B. *(Université de Montréal), M.B.A. (UQAM)*

Dean, Humanities
Jean Manore, *Ph.D. (Ottawa)*

Dean, Natural Sciences and Mathematics
Valerio Faraoni, *B.Sc. (Pavia University), M.Sc., Ph.D. (Trieste)*

Dean, Social Sciences
Matthew Peros, *B.Sc. (Toronto), M.Sc. (York), Ph.D. (Toronto)*

Dean, School of Education
Julie Desjardins, *B.Sc., M.A., Ph.D. (Montréal), M.B.A. (Laval)*

Dean, Williams School of Business
Margaret BK Shepherd, *B.A. (Université Laval), M.A. (Royal Military College of Canada), D.B.A. (Walden University)*

University Librarian
Catherine Lavallée-Welch, *B.A. (UQAM) and M.L.I.S. (Montréal)*

The Board of Governors

2025-2026 Membership

Darren Bardati*, B.A. (Bishop's), Ph.D. & MSc. (McGill University)*
Kent Carson, *B.B.M. (Ryerson), M.B.A. (Dalhousie), C.P.A.*
Nanci Chagnon, *B.A. (Royal Military College of Canada), LL.B. (Sherbrooke)*
Alexandre Demers, *B.B.A. (Bishop's), M.B.A. (Capella)*
Anthony Dumas-Stephenson, *Students' Representative Council President*
Michelle Dunn, *B.B.A. (Bishop's), GrDip (Concordia)*
Chris Gokiert, *B.A. (Bishop's), M.A. (UBC)*
Alexandra Lebel, *B.A. (Université Laval), M.Sc. (HEC)*
Sébastien Lebel-Grenier, *LL.L., LL.B. (Ottawa), DEA (Aix-Marseilles III), Ph.D. Civil Law (McGill)*
Murielle Lortie, *B.B.A. (Bishop's)*
Pascale O'Bomsawin, *LL.B. (UQAM), M.A.P (ENAP)*
Jean-Pierre Perreault*, Ph.D. (Université de Montréal), Postdoctoral Fellow (Yale University)*
Alena Perout, *B.A.(Concordia), M.A.(Concordia)*
Jessica Riddell, *B.A. (St. Mary's), M.A., Ph.D. (Queen's)*
Nicole Riley*, B.A. (Rollins College), M.Sc. (Dalhousie), Ph.D. (Toronto)*
Junior Sirivar, *B.A. (Bishop's), LL.B. (Dalhousie)*
Arshad Taseen*, B.Eng. (Bangalore University, India), M.B.A. (University of Ottawa), Ph.D. (University of Western Ontario)*

The Senate

2025–2026 Membership

The Principal and Vice-Chancellor (Chair)
The Vice-Principal Academic and Research
The Dean of Humanities
The Dean of Natural Sciences and Mathematics
The Dean of Social Sciences
The Dean of the School of Education
The Dean of the Williams School of Business
The University Librarian
The Secretary General (Secretary)
The Registrar (non-voting)
Representatives of the Faculty of Business (2)
Representatives of the Faculty of Education (2)
Representatives of the Faculty of Humanities (2)
Representatives of the Faculty of Natural Sciences and Mathematics (2)
Representatives of the Faculty of Social Sciences (2)
Faculty Council Representatives (5)
The Vice-President Students' Representative Council
Students' Representative Council – Faculty of Business Representative
Students' Representative Council – Faculty of Education Representative
Students' Representative Council – Faculty of Humanities Representative
Students' Representative Council – Faculty of Natural Sciences and Mathematics Representative

Students' Representative Council
– Faculty of Social Sciences Representative
Students' Representative Council
– Graduate Students' Representative
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Eva Bures
Julien Collin
Bruno Courtemanche
Julie Desjardins
Anthony Di Mascio
Valerio Faraoni
Grace Cordeiro Ferrigno
Rosalyn French
Jonas Goliasch
Kerry Hull
Mirana Iliza
Catherine Lavallée-Welch
Heather Lawford
Sébastien Lebel-Grenier
Jean Manore
Adrianna Mendrek
Emily Miller
Linda Morra
Matthew Peros
Hans Rouleau
John Ruan
Cranmer Rutihinda
Jade Savage
Margaret BK Shepherd
Liam Stewart
Maxime Trempe
Calin Valsan
Vivienne Webster
Dawn Wiseman
Steven Woodward

Emeritus Chancellors

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C.M., B.A.Sc., M.B.A., LL.D., D.C.L.

Alex Paterson,
O.C., O.Q.Q.C., B.A., B.C.L., D.C.L., LL.D.

Distinguished Professor Emeritus

Brian A. Jenkins,
B.A. (Manchester), M.A. (Univ. California),
Ph.D. (Manchester)

Bill Robson,
B. Comm (Guelph), MBA (McMaster)

Michael J. Childs,
B.A. (Carleton), M.A., Ph.D. (McGill)

Emeritus Professors

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B.A.(Waterloo), M.A.(Queen's)
Professor Emeritus of Economics

Stephen L. Black,
B.Sc. (McGill), M.A., Ph.D. (McMaster)
Professor Emeritus of Psychology

J. Derek Booth,
B.A., M.A., Ph.D. (McGill)
Professor Emeritus of Geography

Bertrand Boutin
B.A., M.A., B.B.A.
Professor Emeritus of French

James L. Bowey,
Dip. Ind. Admin. (London), M.A., Ph.D. (Lancaster)
Professor Emeritus of Business Administration

Robert Brown,
B.A. (Loyola), M.A. (Bishop's)
Professor Emeritus of Modern Languages

Michel Carle,
L. ès L., M. ès L. (Aix-en-Provence), Ph.D. (Ottawa)
Professor Emeritus of Études françaises et québécoises

Charlie R. Carman,
B.A.Sc, M.A.Sc. (Waterloo),
B.A.(Bishop's)
Professor Emeritus of Computer Science

John H.P. Castle,
B.Comm (McGill), CA
Professor Emeritus of Accounting

Michael J. Childs,
B.A. (Carleton), M.A., Ph.D. (McGill)
Professor Emeritus of History

Melissa Clark-Jones,
B.A. (Mt. Holyoke), M.A. (American University Cairo),
M.A., Ph.D. (McMaster)
Professor Emeritus of Sociology

Patricia Coyne,
B.A. (Waterloo), M.A., Ph.D. (Toronto)
Professor Emeritus of Classical Studies

Joanne Craig,
A.B. (Bryn Mawr), B.A., M.A., (Oxon), Ph.D. (Harvard)
Professor Emeritus of English

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M.B.A. (McGill)
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Loretta Czernis,
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Réjean L. Drolet,
B.Com., M.Com. (Laval), M.B.A. (Wharton School)
Professor Emeritus of Marketing

Andrea Drumheller
BA (Rutgers), Ph.D. (Syracuse)
Professor Emeritus of Psychology

Celine Dudemaine,
B.A., B.E.S. (Laval), M.A., Ph.D. (Sherbrooke)
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Jack Eby,
B.Mus. (Brit. Col.), M.A. (Western),
Ph.D. (King's College, London)
Professor Emeritus of Music

George Englebretsen,
B.A., M.A., Ph.D. (Nebraska)
Professor Emeritus of Philosophy

Adele M. Ernstrom,
B.A., Ph.D. (California)
Professor Emeritus of Fine Arts

Robert W.E. Forrest,
B.A., M.A. (Dublin), M.A., Ph.D. (McMaster)
Professor Emeritus of Religion

Tom Gordon,
B.A., B.Mus., M.A. (Central Missouri State), Ph.D. (Toronto)
Professor Emeritus of Music

Louis-Georges Harvey,
B.A. (New Brunswick), M. ès A., Ph.D. (Ottawa)
Professor Emeritus of History

Donald F.J. Hilton,
B.Sc.(Alberta), M.A.(Kansas),
M.Aq.(Simon Fraser), Ph.D.(Alberta), D.I.C.(London)
Professor Emeritus of Biology

Brian A. Jenkins,
B.A.(Manchester), M.A.(UCLA), Ph.D.(Manchester),
FRHistS.
Professor Emeritus of History

Andrew Johnson,
B.A. (Loyola), M.A. (McMaster), Ph.D. (McGill)
Professor Emeritus of Political Studies

Norman Jones
B.A. (McMaster), M.Sc. (Alberta), PhD. (Waterloo)
Professor Emeritus of Environmental Studies

Marc Kaltenbach,
Diploma HÉC (Paris), M.A. (Yale), Ph.D. (Toronto)
Professor Emeritus of Business Administration

Nelly Khouzam,
B.Eng. (Ains Shams, Egypt), M.Sc. (McGill), Ph.D. (UMIST)
Professor Emeritus of Computer Science

Jean Levasseur,
B.A. (Montréal), M. ès L. (Navarra), D.E.A. (Bordeaux),
Doctorat (Bordeaux)
Professeur émérite en Études françaises et québécoises

Paul Leventhal,
B.A. (U.W.O), M.B.A., Ph.D. (Concordia), CFA
Professor Emeritus of Business Administration

Margaret Lawther,
B.A. (British Columbia), M.F.A. (York), B.Ed. (Toronto)
Professor Emeritus of Fine Arts

Michael Lustigman,
B.A. (Toronto), M.A., Ph.D. (York)
Professor Emeritus of Sociology

Andrew MacDonald
B. Mus. (Western), M. Mus and D.M.A. (Michigan)
Professor Emeritus of Music

Stuart McKelvie
M.A. (Glasgow), M.Sc. (Stirling), Ph.D. (McGill)
Professor Emeritus of Psychology

Ken McLean,
B.A. (Waterloo Lutheran), M.A. (McMaster), Ph.D. (York)
Professor Emeritus of English

S.E. (Lissa) McRae,
B.Sc. (Alberta), M.B.A. (St. Mary's)
Professor Emeritus of Business Administration

Ivan M. Myhul,
L.ès SPS(Louvain), Ph.D.(Columbia)
Professor Emeritus of Political Studies

Tarlock S. Nagpal,
B.A., P.T.(Punjab), M.Sc. (Aligarh), Ph.D. (UBC)
Professor Emeritus of Physics

John R. Oldland,
B.A.(Oxon), M.B.A.(Indiana), Ph.D. (London)
Professor Emeritus of Business Administration

Michel Parmentier,
B.A., M.A.(Western), Ph.D. (Toronto)
Professor Emeritus of Études françaises et québécoises

Garry V. Retzleff,
B.A., M.A.(UBC), Ph.D. (Toronto)
Professor Emeritus of English

Mary Rhodes,
B.A., M.A. (Cantab)
Professor Emeritus of Mathematics

Jojo Rideout
Diploma V.P.A.S.
Professor Emeritus of Drama

Dieter K.H. Riegel,
Staatsexamen (Freiburg)
Professor Emeritus of German

Jonathan Rittenhouse,
B.A., (Loyola), M.A., Ph.D. (Clark)
Professor Emeritus of Drama

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