St. Francis Xavier University

Academic Calendar

2023-2024

Toll free 1-877-867-StFX(7839)

PO Box 5000, Antigonish, Nova Scotia, Canada B2G 2W5

LAND ACKNOWLEDGEMENT

St. Francis Xavier University stands on the lands of Mi'kma'ki, the ancestral and unceded home of the Mi'kmaw. We express our deep gratitude and appreciation to the generations of Mi'kmaw who, since time immemorial, have loved and stewarded these lands and the beings who call them home.

Colonization is not just history; it exists in the present tense. While we strive to decolonize ourselves and our University, we know there is still much for us to learn. We are committed to doing the hard work of self-refection and to repairing relationships with the Mi'kmaw on whose lands we reside, including embracing the Truth and Reconciliation Commission of Canada Calls to Action and embodying their spirit in our day-to-day lives.

Ms~t wiaqpulti'kl ankukamkewe'l l We are all treaty people

Table of Contents

Calendar of Events 2023 - 2024 v

University Personnel.....viii

Board of Governors.....viii

University Senate viii

1. Admission Procedures and Requirements.....1
1.1 Admission Procedures 1
1.2 Admission to University Programs 1
Faculty of Arts 2
Faculties of Arts and Science 2
Faculty of Business 2
Faculty of Education 3
Faculty of Science 3
1.3 International Admission 3

Coady International Institute 4
1.4 Admission to the Bachelor of Science in Nursing 4
1.5 Admission to the Bachelor of Education Program 4
1.6 Admission to Graduate Programs 4

2. General Information.....5
2.1 Undergraduate Registration Fees 5
2.2 Housing and Meal Plans 6
2.3 Student Services 7
2.4 Human Rights & Equity 8
2.5 Safety and Security 8
2.6 University Scholarships, Awards and Bursaries 8
2.7 University Prizes 12

3. Academic Regulations.....13
3.1 Registration 13
3.2 Courses taken at Another Institution 14
3.3 StFX Degree or Diploma Requirements 15
3.4 Re-Admission to University 15
3.5 Directed Study & Selected Topics Courses 15
3.6 Student Classification 15
3.7 Class Attendance and Withdrawal 15
3.8 Academic Integrity 15
3.9 Mid-terms and Examinations 17
3.10 Grading System for Undergraduate Programs 17
3.11 Academic Standing and Program Progression for Undergraduate Programs 17
3.12 Appeal of an Academic Dismissal 18
3.13 Grade Appeal Procedure 18
3.14 Convocation 18
3.15 Academic Records 19
3.16 Regulations for a Second StFX Degree 20
3.17 Online Learning and Professional Studies 20
3.18 Exchange and Study Abroad 20
3.19 Dean's List 20
3.20 Distinction, First Class Honours and University Medals 20
3.21 Leave of Absence 21
3.22 Correspondence from the Registrar's Office to the Student 22
3.23 Responsibilities of Students 22

4. Faculty of Arts Regulations.....22
4.1 General Regulations 22
4.2 Bachelor of Arts and Science 23
4.3 Colloquia 24
4.4 Inter-Departmental Concentrations 25

5. Faculty of Business Regulations.....25
5.1 General Regulations 25

6. Faculty of Education Regulations 26
6.1 Admission Requirements 26
6.2 Physical Education Specialization 27
6.3 Mi'kmaq Focus 27
6.4 Progression Requirements and Academic Penalties 27
6.5 Professional Conduct 27
6.6 Bachelor of Education Certification 27
6.7 Diploma in Adult Education 28
6.8 Certificate in Elementary Mathematics Education 28
6.9 Certificate in Outdoor Education 28

7. Faculty of Science Regulations 28
7.1 General Regulations 28
7.2 Engineering 31
7.3 Bachelor of Arts and Science 31
7.4 Possible Pathways in the Sciences 32

8. Graduate Studies 32
8.1 Master of Arts and Master of Science 32
8.2 Master of Applied Computer Science 33
8.3 Master of Adult Education 33
8.4 Master of Education 33
8.5 Ph.D. in Educational Studies 33
8.6 Regulations 34

9. Departments and Programs 36
9.1 Adult Education (ADED) 36
9.2 Anthropology (ANTH) 38
» Applied Forensic Psychology see 9.23 Psychology 40
9.3 Aquatic Resources, Interdisciplinary studies in (ISAR/AQUA) 40
9.4 Art (ART) 43
9.5 Biology (BIOL) 45
9.6 Business Administration (BSAD) 49
9.7 Catholic Studies (CATH) 56
9.8 Celtic Studies (CELT) 58
9.9 Chemistry (CHEM) 59
9.10 Classical Studies (CLAS) 62
9.11 Climate and Environment (CLEN) 62
9.12 Computer Science (CSCI) 65
9.13 Co-operative Education (COOP) 69
9.14 Development Studies (DEVS) 71
9.15 Earth and Environmental Sciences (EESC) 74
9.16 Economics (ECON) 76
9.17 Education (EDUC) 79
9.18 Engineering (ENGR) 86
9.19 English (ENGL) 88
» French see 9.26 Modern Languages 93
» German see 9.26 Modern Languages 93
9.20 Health (HLTH) 93
9.21 History (HIST) 96
9.22 Human Kinetics (HKIN) 101
9.23 Human Nutrition (HNU) 106
9.24 Interdisciplinary Studies (IDS) 109
9.25 Mathematics and Statistics (MATH, STAT) 110
» Mi'kmaq see 9.26 Modern Languages 113
9.26 Modern Languages (FREN, GERM, MIKM, MLAN, SPAN) 113
9.27 Music (MUSI) 117
9.28 Nursing (NURS) 120
9.29 Philosophy (PHIL) 125
9.30 Physics (PHYS) 127
9.31 Political Science (PSCI) 129
9.32 Psychology (PSYC) 134
9.33 Public Policy and Governance (PGOV) 138
9.34 Religious Studies (RELS) 140
» Service Learning see 9.24 Interdisciplinary Studies 144
9.35 Sociology (SOCI) 144
» Spanish see 9.26 Modern Languages 147
9.36 Sport Management (SMGT) 147
» Statistics see 9.25 Mathematics and Statistics 148
9.37 Women's and Gender Studies (WMGS) 148

University Personnel.....152

Glossary 156

Index 159

2023

S	M	T	W	T	F	S
MAY						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
JUNE						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
JULY						
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
AUGUST						
		1	2	3	4	5
6	7	8	9	10	11	12
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S	M	T	W	T	F	S
SEPTEMBER						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
OCTOBER						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
NOVEMBER						
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

2024

S	M	T	W	T	F	S
JANUARY						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
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28	29	30	31			
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				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		
MARCH						
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						
APRIL						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

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5	6	7	8	9	10	11
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19	20	21	22	23	24	25
26	27	28	29	30	31	
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
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23	24	25	26	27	28	29
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	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Students and other readers will appreciate that matters dealt with in this Academic Calendar are subject to continuing review. The university reserves the right to alter anything described herein without notice other than through the regular process of the university. The university cannot accept responsibility or liability to any person or persons who may suffer loss or who may be otherwise adversely affected by such changes. The Academic Calendar takes precedence over all other publications.

In the interpretation of academic regulations, the University Senate is the final authority. The registrar will assist students in interpreting academic regulations; however, it is the responsibility of students to see that their academic programs meet university regulations.

The Board of Governors has final authority on all financial matters. The financial policies will be enforced through the Financial Services, under the direction of the Director of Finance. Notwithstanding any other provision of this calendar, St. Francis Xavier University accepts no responsibility to provide any course of instruction, program or class, residential or other services including the normal range of academic, residential and other services in circumstances of utility interruptions, fire, flood, strikes, work stoppages, labour disputes, war, insurrection, the operation of law or acts of God or any other cause (whether similar or dissimilar to those enumerated) that reasonably prevent their provision. Published March 2023.

St. Francis Xavier University is a member of
Association of Universities and Colleges of Canada
Association of Atlantic Universities
Association of Commonwealth Universities
International Association of Universities

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Registrar's Office
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Phone: 902-867-2160
Fax: 902-867-5458
Email: registrar@stfx.ca

ST. FRANCIS XAVIER UNIVERSITY

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CALENDAR OF EVENTS 2023 - 2024

JUNE 2023

Thu. 15 2023-2024 Course timetable posted
Registration start times available on Banner Self-service for continuing students
Mon. 19 Course registration for the 2023-2024 academic year begins for continuing students

JULY

Mon. 3 Canada Day observance, offices closed
Tue. 4 Final date to apply for degree or diploma to be conferred at Fall Convocation
Fri. 7 Registration start times for new first-year students available on Banner Self-service
Tue. 11 Registration begins for new first-year students
Thu. 15 Student Account - Summer course fees due

AUGUST

Mon. 7 Nova Scotia Civic Holiday, offices closed

SEPTEMBER

Fri. 1 Welcome Day. Move in day for new students
Sat. 2 Academic Day
Mon. 4 Move-in day for returning students
Tue. 5 Classes begin
Sun. 10 Opening Mass at 5PM, University Chapel
Tue. 12 Last day to change first-term or full-year courses
Fri. 15 Student Account - First term payment due
Tue. 19 University Senate, 2:30 p.m.
Thu. 21 Last date for approval of senior honours and advanced major thesis topics and supervisors
For Fall Convocation, final date for:
• seniors to submit senior theses
• graduate students to submit theses
Thu. 28 December exam schedule available
Fri. 29 National Day for Truth and Reconciliation observance, no classes, offices closed.

OCTOBER

Mon. 9 Thanksgiving Day, no classes, offices closed
Thu. 19 University Senate, 8:30 a.m.
Wed. 25 Deadline for professors to submit Fall mid-term grades
Thu. 26 Final date to apply for degree or diploma to be conferred at Spring Convocation

NOVEMBER

Wed. 1 Last day to drop first-term three-credit courses
Mon. 6 Fall Study Break begins
Fri. 10 Remembrance Day observance, offices closed
Mon. 13 Classes resume after study break
Tue. 14 University Senate, 2:30 p.m.

DECEMBER

Fri. 1 Final date for submission of application to the B.Ed. program
Sat. 2 Fall Convocation
Sun. 3 Feast Day of St. Francis Xavier
Tue. 5 Second last day of classes for first term - **Monday classes will be held**
Wed. 6 Last day of classes for first term - **Friday classes will be held**
Sat. 9 Term examinations begin
Thu. 14 University Senate, 8:30 a.m.
Tue. 19 Christmas break begins after last examination
Fri. 22 University closed for holiday break

JANUARY 2024

Wed. 3 University reopens
Professors to submit term grades by 9:00 a.m.
Mon. 8 Second term classes begin
Mon. 15 Last day to add second-term courses or to drop full year courses
Last day to request to audit courses
Student Account - Balance due in full
Fri. 19 University Senate, 2:30 p.m.
Wed. 31 April exam schedule available

FEBRUARY

Fri. 9 University Senate, 2:30 p.m.
Mon. 19 Winter Study Break begins
Nova Scotia Heritage Day, offices closed
Mon. 26 Classes resume after study break

MARCH

Fri. 1 Deadline for professors to submit Winter mid-term grades
Fri. 8 Last day to drop second-term three-credit courses
University Senate, 2:30 p.m.
Mon. 11 Formal academic advising period begins
Mon. 18 For Spring Convocation, final date for:
• seniors to submit senior theses
• graduate students to submit theses
Thu. 21 Student Research Day, 6:00 - 8:30 p.m.
Fri. 22 Final date for:
• BA and B.Sc. first-year students to declare majors
• BBA second-year students to declare majors and apply for honours and advanced major programs
• All other second-year students to apply for honours and advanced major programs
Fri. 29 Good Friday, no classes, offices closed

APRIL

Fri. 5 University Senate, 2:30 p.m.
Mon. 8 Last day of classes for second term - **Friday classes will be held**
Wed. 10 Examinations begin
Tue. 23 Last day of examinations
Fri. 26 University Senate, 2:30 p.m. (if necessary)
Mon. 29 Professors to submit final grades for graduation candidates by 9:00 a.m.

MAY

Fri. 3 Spring Convocation list published
Sun. 5 Spring Convocation
Mon. 6 Professors to submit final grades for continuing students by 9:00 a.m.
Wed. 15 Student Account - Spring course fees due
Mon. 20 Victoria Day, offices closed

ST. FRANCIS XAVIER UNIVERSITY

STFX UNIVERSITY

St. Francis Xavier University (StFX) is known for excellence in the arts and sciences and for our commitment to empowering engaged citizens. Guided by the University Strategic Plan: Building Our University the Way it is Meant to Be (2023-2028) we seek to create opportunities for all those who study at StFX – including undergraduates, graduates, and distance learners - to apply their passion, curiosity, and problem-solving abilities to society's most significant and urgent challenges.

We advance and support innovation in teaching, learning and research, within and beyond the classroom, and across disciplines and faculties, to equip our students with the knowledge and skills needed to support effective and positive change in the world. By immersing our students in a learner-centered environment rich in curiosity, we develop active and engaged citizens who think critically and contribute value to their communities.

Our motto, Quaecumque Sunt Vera ("Whatsoever things are true") (Phil. 4: 4-9), and our founding principle of liberal education, continue to guide us. We are committed to being the comprehensive academic and research university that prepares students to flourish in a changing world, developing enduring skills including critical thinking, adaptable problem-solving, and innovative leadership that they will need to create, to innovate, and to make a difference to society. These skills are built in our classrooms, libraries, studios and labs, but also in our student clubs, on our sports teams, during intramurals, through the arts, within student government, and across the whole student experience.

Our wholistic approach to education requires a commitment to the quality of the cultural, spiritual, social, and recreational life of our students. The very nature of a StFX education inherently encourages students and faculty to be engaged with the world around them. Through internships, service learning experiences, international research and learning partnerships and community outreach initiatives, our students, faculty, and staff make meaningful contributions to communities at home and abroad. It's all part of an educational experience built on StFX's commitment to social justice, social responsibility, and engaged citizenship. We give people more than an education: we give them a life trajectory and the tools to make a difference.

BUILDING OUR UNIVERSITY THE WAY IT IS MEANT TO BE

The history of StFX University is a 170-year story of people with bold dreams and ambitions committed to social justice, social responsibility, and engaged citizenship. Over that time, this institution has grown into a vibrant community with a distinct character. While we build on what has always defined us, the StFX community is advancing a new mission, vision and values that empower us to tackle some of our most urgent challenges and realize a more equitable, accessible, and sustainable future.

Vision

Building on a solid foundation of the work of its founders and history of community and social engagement, StFX University will continue to evolve, setting ever-higher standards to establish itself as Canada's preeminent primarily undergraduate university. Through a carefully designed integrated planning framework StFX will deliver on its vision: To build our University the way it is meant to be.

Mission

StFX University empowers engaged citizens driven by purpose and connection.
We will fulfill this mission by supporting and enhancing high-quality educational experiences. Our commitment is the creation of a sustainable and supportive learning environment, so we will empower ourselves and each other to embrace new approaches to solving complex challenges and leverage opportunities to make changes that positively impact our community. StFX University prides itself on its strong sense of community and connection and will continue to use this as a source of strength for our future.

Values

StFX's values are at the core of who we are and will guide our path forward. Our goal is to action and ingrain these values into all facets of University life.

- Academically Driven
- Equity, Diversity, Inclusion and Accessibility (EDIA)
- Community
- Responsive
- Sustainability

FACULTIES

StFX University offers Canada's premier learning experience. It is grounded in liberal education and committed to providing its students with small classes, a personal experience, and an engaging learning environment. The University offers undergraduate programming in the following faculties:

Arts

The Arts Faculty includes programs in the social sciences and the humanities. Through their teaching and research, faculty members lead our students on a journey that is intellectually broadening, socially awakening and culturally rich. StFX Arts graduates have an understanding of the world, an appetite for learning and an ability to solve problems. They are prepared to assume leadership roles in our rapidly changing society.

Business

The Faculty of Business is the home of the Gerald Schwartz School of Business. StFX keeps pace with the changing way the world does

business by connecting theory with practice as a vital component of the learning process. This is why the Schwartz School offers a variety of hands-on learning experiences, international exchanges and a co-op option. The business program is uniquely integrated in the liberal arts tradition. Graduates of the BBA program are consistently sought out by major firms and corporations.

Education

StFX's Faculty of Education believes that learning is a lifelong endeavour. Faculty work hard in building collegial, professional relationships with their students, practicing teachers and those in a variety of educational organizations. A distinguishing feature of the school is that it educates teachers in priority needs areas through specialized cohort programs such as French language, math, and Aboriginal studies. It is consistently understood to be one of the very best education faculties in Canada.

Science

The Science Faculty includes both the theoretical and applied sciences and professional programs in Engineering, Human Kinetics, Human Nutrition, and in the School of Nursing. The Faculty includes accomplished scientists who conduct teaching and research of the highest standard. In doing so, they provide a solid academic foundation for bright minds that go on to award-winning research, further study and exciting scientific careers. They also make important contributions to scientific discovery in Canada.

StFX offers graduate studies leading to the following degrees: Master of Adult Education; Master of Arts (Celtic Studies); Master of Education; Master of Science (Biology, Chemistry, Computer Science, Earth Sciences); PhD in Educational Studies.

CONTEXT AND COMMITMENT TO EQUITY, DIVERSITY, INCLUSION & ACCESSIBILITY

StFX University stands on the lands of Mi'kma'ki, the ancestral and unceded territory of home of the Mi'kmaw. We express our deep gratitude and appreciation to the generations of Mi'kmaw who, since time immemorial, have loved and stewarded these lands and the beings who call them home.

We also acknowledge that during the 18th and 19th centuries people of African ancestry, whose forebears had been brought to the Americas and the Caribbean in captivity as slaves, entered Atlantic Canada either voluntarily or involuntarily. This set the stage for colonialism in the Northern colonies of Atlantic Canada.

StFX University acknowledges the impact of colonization in Canada. As an educational institution, we work proactively to embed practices related to equity, anti-racism, and accessibility in all aspects of our University culture, curriculum, and experience. As a community, we will honour and actively join in the journey of reconciliation and decolonization, including advancing the Truth and Reconciliation Commission Calls to Action. We are committed to uplifting Indigenous voices and presence across all aspects of our University and to creating a welcoming space of belonging for everyone, especially the Mi'kmaq on whose lands we are privileged to be located.

We understand that diverse backgrounds, cultures, and perspectives enrich our learning environment, and we are committed to identifying, preventing, and removing barriers to accessibility for persons with disabilities and individuals who experience barriers to equal access within our living, learning, and working environment. Through individual and collective action, we will promote anti-racism in all its forms, including advancing our commitment to the Scarborough Charter. We will cultivate a sense of belonging that supports the dignity, safety, and well-being of all faculty, staff, and students from historically and currently excluded groups.

HISTORY OF STFX

Founded in 1853 by the Diocese of Antigonish, St. Francis Xavier has a long and proud tradition as one of Canada's oldest universities. For 170 years, we have cultivated our strong and resilient spirit, dedication to intellectual rigor, and commitment to engaging students who aspire to be community-minded citizens of the world.

StFX has been responding to and leading change for decades: when we became the first co-ed-ucational, Catholic university in North America to grant degrees to women, in 1897; when our students forced social change in the turbulent 1970s; and when we implemented Canada's first Service Learning program, in 1996. The result is a rich academic and research environment and a University that has long provided an unmatched, immersive student experience.

Over the course of its history, StFX has been expanding its curriculum and bringing the mission of service across Canada and abroad. The Sisters of the Congregation of Notre Dame of Montreal opened Mount Saint Bernard College in 1894 and by 1897, StFX became the first Catholic coeducational university in North America to grant degrees to women.

The Congregation of the Sisters of St. Martha was founded on the campus in 1900 to provide household management of the university. Within a few years, the sisters' mandate broadened to include nursing care, and formal nursing programs at St. Martha's Hospital were affiliated with the university. The StFX School of Nursing was established in 1926 by the Sisters of Saint Martha.

In the 1930s, StFX's mission of service was solidified with the Antigonish Movement—a program whose mandate aligned perfectly with StFX's original principles of community outreach and service to society. In 1959, the Coady International Institute was formed, allowing those principles to be taken to all corners of the globe.

StFX is also about leadership. The unique campus environment and the StFX values social responsibility have created an atmosphere where students learn to hone their leadership skills and make a difference later in life. StFX is proud of its tradition of producing leaders in health, education, politics, academics, business, and so much more.

StFX UNIVERSITY ACT

In 2022 the Nova Scotia Legislature passed the new St. Francis Xavier University Act. The Act clearly defines the four objectives of the University. They are:

1. Provide students with a post-secondary education that is intellectually stimulating and personally enriching within an atmosphere of inclusiveness for all students, faculty and staff;
2. Promote academic excellence, service to society and innovation in teaching and research;
3. Provide opportunities to enrich the cultural, spiritual, social and recreational life of students; and
4. Respect the Catholic heritage and character that have formed a vital part of the University's history.

UNIVERSITY PERSONNEL

University Officers

Andy Hakin, Ph.D.	President
Amanda Cockshutt, Ph.D.	Academic Vice-President & Provost
Monica Foster, FCPA	Vice-President, Finance & Administration,
David Graham, BBA	Vice-President, Advancement
Elizabeth Yeo, M.Ed.	Vice-President, Student Services
Richard Isnor, D.Phil.	Associate Vice-President Research & Graduate Studies
Karen Brebner Ph.D.	Dean of Arts
Timothy W. Hynes, Ph.D.	Dean of Business
Lace Marie Brodgen, Ph.D.	Dean of Education
Joe Apaloo, Ph.D.	Dean of Science
Tara Buksaitis, BA, MLIS	Registrar & Director Enrolment Planning
Carolyn DeLorey, MLIS	Acting University Librarian

BOARD OF GOVERNORS

Officers of the Board

Chair: Dennis Flood	Saint John, NB
Vice Chair: Lisa Raitt	Moffat, ON
President and Vice Chancellor: Andy Hakin, Ph.D.	Antigonish, NS
Secretary: Kerri Arthurs, Ph.D.	Antigonish, NS

Members Ex-Officio

John Peacock, BBA, CPA, CA	Montreal, Qc
Most Reverend Wayne Kirkpatrick	Antigonish, NS
Amanda Cockshutt, Ph.D.	Antigonish, NS
Eileen Alma, MA	Antigonish, NS
Monica Foster, BBA Hon, FCMA, FCPA	Antigonish, NS

Appointed Members

Simone Abbass, DDS	Antigonish, NS
Denton Anthony, Ph.D.	Antigonish, NS
Paul Ash	Halifax, NS
Fr. Bill Burke	Sydney, NS
Ron Chisholm, LL.B.	Truro, NS
Archbishop Martin Currie	Dartmouth, NS
Cynthia Dorrington	Halifax, NS
Fr. Duaine Devereaux	Sydney, NS
Marc Furlotte	Halifax, NS
Karen Gardiner, LL.B.	Halifax, NS
Chris Gilham, Ph.D.	Antigonish, NS
Deborah Gillis, MA	Toronto, ON
Lynda Harling Stalker, Ph.D.	Antigonish, NS
Joshua Kroker	Lethbridge, AB
Peter Ludlow, Ph.D.	Kentville, NS
Karl-Peter Marzlin, Ph.D.	Antigonish, NS
Paul McFarland, BA	Springfield, VA
James O'Reilly	Toronto, ON
Sylvia Parris-Dummond	Halifax, NS
Chief Andrea Paul, BA, B.Ed.	Pictou Landing First Nation, NS
Brendan Roberts,	Calgary, AB
Marc Rodrigue, BAH, JD	Toronto, ON
Kathleen Sheridan, BBA	Nepean, ON
Violet Silva	Woodstock, NB
William Sweet, Ph.D., D.Th., D.Ph., FRSC	Antigonish, NS
Marie Walsh	Sydney, NS

UNIVERSITY SENATE

Members Ex-Officio

Andy Hakin, Ph.D.	President
Amanda Cockshutt, Ph.D.	Academic Vice-President & Provost
Monica Foster, FCPA	Vice-President, Finance & Administration,
Elizabeth Yeo, M.Ed.	Vice-President, Student Services
Eileen Alma, MA	Interim Executive Director, Coady International Institute
Richard Isnor, D.Phil.	Associate Vice-President Research & Graduate Studies
Karen Brebner, Ph.D.	Dean of Arts
Timothy W. Hynes, Ph.D.	Dean of Business
Lace Marie Brodgen, Ph.D.	Dean of Education
Joe Apaloo, Ph.D.	Dean of Science
Tara Buksaitis, BA, MLIS	Registrar & Director Enrolment Planning
Carolyn DeLorey, MLIS	Acting University Librarian
Naomi Stobart	Vice-President Academic, Students' Union
Susan Cameron	Library Representative

Officers of Senate

Marcia English, Ph.D.	Chair
Lisa Lunney Borden, Ph.D.	Past Chair
Kailin Wright, Ph.D.	Secretary

Elected Faculty Members

Term Expires June 2023
Alan Anderson, Ph.D.
Manuel Aquino, Ph.D.
Stefan Litz, Ph.D.
Brad Long, Ph.D.
Peter Marzlin, Ph.D.
Lori McKee, Ph.D.
Emeka Oguejiofor, Ph.D.
Jason Potts, Ph.D.

Term Expires June 2024
Katie Aubrecht, Ph.D.
Todd Boyle, Ph.D.
Youngwon Cho, Ph.D.
Christina Holmes, Ph.D.
James Hughes, Ph.D.
Opal Leung, Ph.D.
Katharin MacLeod, Ph.D.
Jennifer Mitton, Ph.D.
Kenji Omae, M.Mus.
Holly Richardson, Ph.D.
Ingrid Robinson, Ph.D.
William Walters, Ph.D.
Kailin Wright, Ph.D.

Term Expires June 2025
Hossain Ahmed, Ph.D.
Diana Alessandrini, Ph.D.
Nathan Allen, Ph.D.
Britney Benoit, Ph.D.
Ann Fox, Ph.D.
Jake Hanlon, M.Mus.
Wendy MacKey, Ph.D.
Brittany MacDonald-MacAulay, B.Sc., P. Eng.
L. Jane McMillan, Ph.D.
Bhasker Mukerji, Ph.D.
Robin Neustaeter, Ph.D.
Rhonda Semple, Ph.D.
Evan Throop-Robinson

Elected Student Members

Term Expires September 2023
Meredith Cudmore-Keating
Jack Harding
Rae MacLean
Julia Schmidt

1. ADMISSION PROCEDURES AND REQUIREMENTS

1.1 Admission Procedures
1.2 Admission to University Programs
1.3 International Admission
1.4 Admission to the Bachelor of Science in Nursing
1.5 Admission to the Bachelor of Education Program
1.6 Admission to Graduate Programs

1.1 ADMISSION PROCEDURES

Applications for admission should be made at https://www.stfx.ca/admissions/apply. A non-refundable application fee is required at the time of application. All applicant types are welcome to apply. Applicants must submit all previous academic transcript(s) from the secondary and/or post-secondary level. All information supplied by an applicant may be used by the university in its normal course of business. Students who have been accepted to the university can confirm their seat in their program by submitting the confirmation fee. St. Francis Xavier University (StFX) is required to abide by Freedom of Information and Protection of Privacy legislation (FOIPOP) and the Personal Information Protection and Electronic Documents Act (PIPEDA) as they apply to universities. Documents submitted in support of an application become the property of StFX and may not be returned to the applicant or student. Any student found to have submitted forged or fraudulent credentials during the admissions process may be subject to one or more of the following penalties:

- Application cancellation
- Inadmissibility for up to 12 months

Admission Requirements from High School

For high school students, the minimum requirements include an overall average of 70% in Grade 12, with no mark below 65% in each of the required subjects. Admission to limited enrolment programs is competitive, meeting the minimum average does not guarantee admission. The requirements for admission from high school and the courses required for university programs are specified in the chart on next page. A General Education Diploma (GED) can be submitted for application consideration for those out of high school less than three years.

Transfer Students

Applicants who have studied at an accredited college or university must submit an official transcript for evaluation. If course work has been completed at more than one institution, official transcripts for all academic work must be submitted. Admission will be assessed based on most recent relevant secondary or post-secondary courses completed that fulfill admission requirements for the program selected.

Transfer Credits

StFX may grant transfer credit equivalency for academic work previously completed at other accredited universities or colleges. Transfer students must submit official university or college transcripts to be evaluated for transfer credit. Transfer credit may be granted for courses if the course can be used towards the applicant's intended undergraduate program of study. Applicants may not knowingly, or carelessly provide untrue or incomplete information. Failure to supply such documents is considered grounds for subsequent academic dismissal.

Mature Students

Applicants who have been out of high school for at least three years, and who have not completed any university or college level studies, may be considered for admission. Mature applicants are required to submit transcripts of all previous academic work, letters of reference from employers, and an outline of future plans. Each applicant is considered on an individual basis. Please note programs require specific prerequisites for admission. A General Education Diploma (GED) can be submitted for application consideration.

Re-entry Students

Students who wish to re-enrol at StFX after completing a degree or who are returning to previous studies in the same or different program must re-apply for admission. See section 3.4 for additional information.

University Scholarships

All applicants with superior grades will be considered for scholarships. See section 2.6 for information on university scholarships.

Program for Students with Disabilities

StFX welcomes students with disabilities and the Tramble Centre for Accessible Learning offers a student-centred program of support. Students with disabilities are responsible for identifying and providing documentation of their disability to the co-ordinator of the program. Students are encouraged to make contact as soon as possible. For further information, visit their website at https://www.mystfx.ca/accessible-learning/ or call the Tramble Centre for Accessible Learning at 902-867-5349.

1.2 ADMISSION TO UNIVERSITY PROGRAMS

The university reserves the right to reject any application for admission on the basis of the applicant's overall academic record even if the entrance requirements are satisfied. In special circumstances, a student lacking the specified requirements may be admitted. The university takes into consideration the overall demographics of its constituency. Senate regulations limit enrolment in some programs. Admission to these programs is competitive and possession of the minimum requirements does not ensure acceptance into the program. From the time of admission to beginning studies at StFX, students will be permitted to complete a maximum of 6-credit hours at StFX, or another post-secondary institution. The completion of these credits will not impact their student type at the time of admission or their eligibility for major scholarship consideration. Students must submit official transcripts to have credits transferred and applied to their record at StFX. Failure to submit the required documentation will forfeit the transfer of these credits.

StFX requires university preparatory subjects to be used to meet admission eligibility. All programs require English and four additional Grade 12 (or equivalent) required subjects as specified in the chart on the next page. The following university preparatory subjects are acceptable: English, entrepreneurship, geography, global history, global geography, history, mathematics (algebra, trigonometry, geometry, functions/relations), modern languages, classical languages, economics, biology, chemistry, Earth and environmental sciences, and physics. Some university preparatory courses may not be listed above. Please contact the Admissions office if you have any questions or refer to the website www.stfx.ca/ admissions/ requirements for the complete list of acceptable courses.

a) Bachelor of Music: Admission to the music program is a two-part process. Students must apply to and be accepted by both the university and the music department. Candidates must contact the music department (music@stfx.ca) for an audition or to receive information regarding an audition. Successful candidates receive letters of acceptance from both the university and the music department.

b) Bachelor of Arts or Bachelor of Science in Applied Forensic Psychology: Admission to the Applied Forensic Psychology program is a two-part process. Students must apply to be accepted to the university and submit a supplemental application form to admissions@stfx.ca for review by the department. The supplemental form is available at https://www.stfx.ca/admissions/requirements under general admissions requirements.

c) Collège d'enseignement général et professionnel (CEGEP): Students, who have completed more than one year of CEGEP, may be eligible to receive transfer credits for courses in which they have received a passing grade. Only courses that apply to the intended program of study will be transferred.

d) Advanced Placement (AP): The AP program is accepted for admission on the same basis as Nova Scotia grade 12. Students who have completed courses in the AP program may be eligible for up to 30 transfer credits for selected AP courses with national exam results of 3, 4 or 5. Results must be received within the first year at StFX.

e) International Baccalaureate (IB): Students admitted to StFX with a score of 30 or higher on the IB Diploma and who have received a minimum score of 5 on all higher level and standard level courses, will be granted up to 30 transfer credits. Students, who have any one minimum score falling below 5 will have their courses individually assessed for possible transfer credits. Students who have completed IB courses but who do not possess the diploma or who scored less than 30 on the IB Diploma may be eligible to receive individual university course credit if they have achieved a grade of 5, 6 or 7 in higher-level courses. Results must be received within the first year at StFX.

f) As it relates to the awarding of transfer credits in sections c), d), and e) stated above, if a student, at the time of transfer credit assessment, declines to accept transfer credits awarded and chooses to have them removed from their StFX academic summary, these credits cannot be added at a later date.

g) Early admission: Students may submit their final Grade 11 transcript in the fall of their Grade 12 year to be considered for early admission before their first set of grade 12 marks are available. Students applying for early admission must include their final grade 11 marks and a school-approved list of courses they are taking in grade 12 (both semesters) with their application. Grade 12 courses must be consistent with the guidelines listed below. For further information, contact the admissions office.

FACULTY OF ARTS

Program (four-years)	**Description**	**High School Requirements**
Bachelor of Arts with Major	Offered in anthropology, aquatic resources, Catholic studies, Celtic studies, computer science, development studies, economics, English, French, history, mathematics, music, philosophy, political science, psychology, religious studies, sociology, Spanish, women's and gender studies. Students may choose the advanced major or honours degree during their second year of study.	English and four university preparatory courses in grade 12.
Bachelor of Arts in Applied Forensic Psychology	As a student of Applied Forensic Psychology (AFP), you'll learn how psychology research and practice applies to a criminal and social justice context. AFP captures the integration of clinical psychology as an applied professional discipline (mental health assessment, diagnosis, treatment, consultation) and forensic psychology as an experimental discipline examining topics at the interface of psychology and law. The program is well suited for students with an interest in careers in social and legal fields, such as clinical or counselling psychologist, social worker, lawyer, victim advocate, crime analyst, journalist, police or correctional officer, and many more..	English and four university preparatory courses in grade 12. Limited enrolment.
Bachelor of Arts in Aquatic Resources	Water, arguably the most vital compound on Earth, is the interdisciplinary focus of the AQUA Program. We combine natural and social science perspectives to foster student understanding of water science and resource management issues, how water permeates our lives, shapes our world and sustains living organisms. Students earn a BA or a BSc while developing a broad understanding of water-related subjects ranging from freshwater and ocean ecosystems, the complexity of human ecosystem interactions, aquatic species and biodiversity, food, integrated resource management, policy and governance, plastics and pollution, the relationship between climate change and water, development, socioeconomics of water access and distribution, plus opportunities to delve into topics of specific individual interest.	English and four university preparatory courses in grade 12.
Bachelor of Arts in Human Kinetics	The study of human movement from an arts (humanities and social sciences) perspective prepares students for a variety of options: employment and careers in health and fitness, or further studies in education, occupational therapy, sport sociology, sport history, sport philosophy or sport psychology. Students must choose a major, advanced major or honours in kinesiology, or a major, advanced major or honours in pre-education during their second year of study.	English; one of math, biology, chemistry or physics; and three other university preparatory courses in grade 12. Limited enrolment.
Bachelor of Music	Students in the Bachelor of Music program are given the opportunity to focus on creativity and performance. They will develop more fundamental skills in improvisation and theory as the number of Music credits taken in this program is higher than those taken in the BA with Major in Music.	English and four university preparatory courses in grade 12. Admission depends on the student's performance during an audition, please contact music@stfx.ca to schedule an audition and review requirements.
Bachelor of Arts in Public Policy & Governance	Students will study the world of public affairs and leadership. This program will introduce students to a broad field that integrates many different disciplines to answer the key questions: how do we solve the common problems we have as a society, and how do we organize ourselves to provide those solutions? This involves analysis of government and other public institutions, their processes for tacking policy problems, and how to analytically approach the design, implementation and assessment of public policy.	English and four university preparatory courses in grade 12
Bachelor of Arts: First Year Experience Colloquia: Humanities	First-year option in which enrolled students all take the same sections of philosophy, English, and history. The courses are taught in a historically co-ordinated way with a focus on the great books of Western Civilization. These courses present an intensive introduction to four historical periods: The Ancient World; The Middle Ages; The Renaissance to the Enlightenment; and The Modern Age. In each period, students learn the history while simultaneously reading the philosophy and literature of the same era. Assignments, essays, and examinations are co-ordinated to reflect common themes across the courses.	English and four university preparatory courses in grade 12.
Social Justice	First-year option in which participants are enrolled in dedicated sections of anthropology, global history and women's and gender studies. The instructors work together to coordinate their teaching so that students learn about social justice from various perspectives. In addition, students will complete a service learning experience that will be interwoven with academic learning. Through theory and practice, participants will become better students and more engaged community members.	English and four university preparatory courses in grade 12.

FACULTIES OF ARTS AND SCIENCE

Program (four-years)	**Description**	**High School Requirements**
Bachelor of Arts and Science in Climate & Environment	This program serves students who seek an interdisciplinary education with a unique strength in both environment and climate. The field of environment focuses on the physical and chemical composition, nature, and the societal relationship we maintain with our physical setting, while the field of climate focuses on how the Earth's energy balance affects our environment. Students in the BASc in Climate and Environment program will have the option of completing a Co-op Education program.	English; two of math, chemistry, biology or physics; and two other university preparatory courses in grade 12.
Bachelor of Arts and Science in Health	A program for students interested in the ever-broadening field of health, including scientific, social and humanistic dimensions. Students in the BASc in Health will take courses in a wide range of disciplines including biomedical sciences, social determinants of health, health equity and health ethics, and customize their degree with a selection of courses from the Faculties of Arts and Science. Students in the BASc in Health program will have the option of completing a Co-op Education program.	English; two of math, chemistry, biology or physics; and two other university preparatory courses in grade 12.

FACULTY OF BUSINESS

Program (four-years)	**Description**	**High School Requirements**
Bachelor of Business Administration	Majors, advanced majors and honours programs are offered in accounting, entrepreneurship, enterprise systems, finance, international business, management and leadership, and marketing. A joint honours in business administration and economics option is available. Students in this program will have the option of completing a Co-op Education program.	English, math and three other university preparatory courses in grade 12.
Bachelor of Business Administration with Advanced Major in Business Intelligence & Analytics	Data and business analysts use a mix of best practices, specialized technology, and creative problem solving to derive actionable insights from diverse sources of data. These insights help businesses become more agile, strategic, and competitive. This collaborative program with NSCC provides a seamless, experiential education in the growing and high demand area of business intelligence and analytics. In dynamic and hands-on learning environments, you will learn how to use, deploy, and manage the latest business intelligence and enterprise systems, such as PowerBI, Tableau, and SAP S/4HANA that help to the enhance the performance and competitiveness of businesses. Students will graduate with both a BBA and Graduate Certificate in Business Intelligence and Analytics.	English, math and three other university preparatory courses in grade 12.
Post-baccalaureate Diploma in Enterprise IT Management	A 48-credit diploma program that prepares graduates for employment in the field of enterprise systems. Students in this program will have the option of completing a Co-op Education program.	Completion of an undergraduate degree from a recognized university. Normally a minimum average of 70 in senior year of the undergraduate program.

FACULTY OF EDUCATION

Program (two-years)	**Description**	**Entrance Requirements**
Bachelor of Education	A professional degree program that prepares graduates to enter the school system as teachers, at either the elementary or the secondary level.	Completion of an undergraduate degree (BA, B.Sc. or equivalent). Normally a minimum average of 70 in senior year of the undergraduate program.

FACULTY OF SCIENCE

Program (four-years)	**Description**	**High School Requirements**
Bachelor of Science with Major	Major degree program offered in actuarial science, biology, chemistry, computer science, Earth and environmental sciences, economics, mathematics and statistics, physics, psychology. During their second year of study, students may choose the advanced major, joint advanced major, honours or joint honours program. See section 7 for additional information.	English; pre-calculus math; two of biology, chemistry or physics; and one other university preparatory course in grade 12.
Bachelor of Science in Applied Forensic Psychology	As a student of Applied Forensic Psychology (AFP), you'll learn how psychology research and practice applies to a criminal and social justice context. AFP captures the integration of clinical psychology as an applied professional discipline (mental health assessment, diagnosis, treatment, consultation) and forensic psychology as an experimental discipline examining topics at the interface of psychology and law. The program is well suited for students with an interest in careers in social and legal fields, such as clinical or counselling psychologist, social worker, lawyer, victim advocate, crime analyst, journalist, police or correctional officer, and many more..	English, pre-calculus math, two of biology, chemistry or physics; and one other university preparatory course in grade 12. Limited enrolment.
Bachelor of Science in Aquatic Resources	Water, arguably the most vital compound on Earth, is the interdisciplinary focus of the AQUA Program. We combine natural and social science perspectives to foster student understanding of water science and resource management issues, how water permeates our lives, shapes our world and sustains living organisms. Students earn a BA or a BSc while developing a broad understanding of water-related subjects ranging from freshwater and ocean ecosystems, the complexity of human ecosystem interactions, aquatic species and biodiversity, food, integrated resource management, policy and governance, plastics and pollution, the relationship between climate change and water, development, socioeconomics of water access and distribution, plus opportunities to delve into topics of specific individual interest.	English; pre-calculus math; two of biology, chemistry or physics; and one other university preparatory course in grade 12.
Bachelor of Science in Human Kinetics	The scientific study of human movement prepares students for a variety of options: employment and careers in the health and fitness sector; studies at the graduate level in biomechanics, motor control, or exercise physiology; and admission to programs such as education, physiotherapy, athletic therapy, or medicine. Students must choose a major, advanced major or honours in kinesiology, with a minor in human nutrition or health sciences, or a major, advanced major or honours in pre-education during their second year of study.	English; two of math, chemistry, biology or physics; and two other university preparatory courses in grade 12. Limited enrolment.
Bachelor of Science in Human Nutrition	The program prepares students for a range of career possibilities in the field of nutrition and foods as well as advanced studies. Students may choose the advanced major or honours program during their second year of study. Students may meet the requirements for the Integrated Dietetic Internship program and for the Graduate Dietetic Internship programs. Students in the HNU program will have the option of completing a Co-op Education program.	English; math; two of biology, chemistry or physics; and one other university preparatory course in grade 12. Limited enrolment.
Bachelor of Science in Nursing	The program combines academic and professional theory with nursing practice to prepare nurses to think critically and creatively by providing a sound education in nursing science, related sciences, and the humanities. Graduates practice nursing across the health illness continuum, the life course, and health care settings. See 1.6 for other program options.	English, academic math, chemistry, biology, and one other university preparatory course in grade 12. Successful completion of CASPER prior to deadline. Limited enrolment. Admission is competitive.
Bachelor of Science with Diploma in Engineering	This option allows students to obtain both a Bachelor of Science and a Diploma in Engineering in four years. The combined option will provide students with the opportunity to add an Applied Sciences focus to their studies while completing their BSc. This combination will be beneficial to students who want to supplement their BSc in any of the above disciplines with skills offered through the engineering diploma. Graduates will be in the unique position to choose whether they would like to continue to graduate school in the sciences or engineering, look for employment across a widened field of opportunities, or enrol in the engineering program at Dalhousie to obtain their Bachelor of Engineering. Should graduates of this combined program choose to go on to complete the Engineering degree, they will then be unusually well prepared as professional engineers.	English; pre-calculus math; chemistry; one of physics or biology; and one other university preparatory course in grade 12.
Engineering Diploma (two years)	Upon completion of the diploma, students continue their studies at Dalhousie University, or transfer the credits earned to any other university of their choice, to complete the remaining requirements for the Bachelor of Engineering degree.	English; pre-calculus math; chemistry; one of physics or biology; and one other university preparatory course in grade 12.
Post-baccalaureate Diploma in Artificial Intelligence	A 48-credit diploma program that prepares graduates to begin or advance their career in computing-related fields and provide the depth of knowledge in the highly sought-after field of artificial intelligence.	Completion of an undergraduate degree, that is not computer science or equivalent, from a recognized university; one computer programming language course.

1.3 INTERNATIONAL ADMISSION

In addition to meeting the general requirements above, students seeking admission from outside of Canada may require additional documentation to support the admission process.

a) English Language Proficiency. StFX reserves the right to require proof of language proficiency as a condition of acceptance, regardless of country of origin, citizenship status, or language of instruction. Applicants from countries where English is not an official language are normally required to submit a test of English Language Proficiency. Test results must be two years old or less, at the time of application to be valid. Acceptable tests include:

   i) IELTS - minimum score of 6.5 with no band below 6
   ii) MET – minimum score of 55
   iii) TOEFL iBT or TOEFL iBT Home Edition – minimum score of 90 with no band score below 20
   iv) CAEL and CAEL online – minimum overall score of 70 with no band score below 60
   v) C1 Advanced or C2 Proficiency – minimum overall score of 180 with no band score below 170

b) Submission of official transcripts and documentation
   i) Official transcripts are those that are submitted to the University directly from the issuing institution by mail or an official school email. Any transcript submitted directly by the student must be received in a sealed envelope from the issuing institution.
   ii) Any student found to have submitted forged or fraudulent credentials during the admissions process may be subject to one or more of the following penalties:
      • Application cancellation
      • Inadmissibility for up to 12 months

c) StFX uses credential evaluation and verification tools to examine, authenticate, and evaluate documents and grade point averages in assessing applications. Grading scales and conversions are continuously reviewed and updated during the academic cycle.

d) Translation of Academic Documents: English translations are required for any transcript not provided in English. The translator must be certified, and this should be indicated with a stamp or seal and signature on the documentation. Please note, the original transcript from the issuing institution is still required along with the official translation.

e) Admission from the United States: High school graduates who have completed 16 academic subjects will be considered for admission to a four-year degree. The 16 courses must include four English courses and the program-specific subjects.

f) Admission from other systems of education: International applications will be considered on an individual basis. For applicants from a British system of education, students must complete English and four other academic courses at the Ordinary level as well as four GCE AS level examinations or two GCE A level examinations with a minimum grade of C for admission to any program. Higher averages may be required for programs with limited enrolment. A student who has received exceptional results at the ordinary level may be considered for admission. Students who achieve a final grade of A, B, or C in approved Advanced 'A' level courses may be eligible to receive transfer credit.

1.4 ADMISSION TO THE BACHELOR OF SCIENCE IN NURSING

StFX offers three pathways to a Bachelor of Science in Nursing degree, the prerequisite degree for eligibility to sit the licensing exam to become a Registered Nurse (RN). All three professional nursing programs offer a blend of classroom-based courses, simulation lab experiences, and nursing practica. Bachelor of Science in Nursing graduates are generalists with entry-level professional competencies to provide.

a) Bachelor of Science in Nursing 4-year program, involving a September entry point, eight semesters over four calendar years, summers off; May graduation.
b) An accelerated option Bachelor of Science in Nursing program for students who have successfully completed at least one year of university, including prerequisite non-nursing courses in anatomy and physiology with lab (6 credits), microbiology (3 credits), English (3 credits), statistics (3 credits) and 15 open university electives. This program has a January entry point, and runs for six semesters over two calendar years including during summer semesters; December graduation.
c) A part-time distance programs for Licensed Practical Nurses (LPNs).

Seats in all three BScN programs are limited and admission is competitive. Possession of minimum requirements does not guarantee admission.

Program	Description	Admission Requirements
Bachelor of Science in Nursing (regular program)	Combination of theory, lab, and practica to prepare nurses to provide evidence-informed, safe, ethical care to patients and families across the lifespan and with different populations. This program has a September start.	High school grade 12 English, academic math, biology, chemistry, and one other university preparatory course.
Bachelor of Science in Nursing (accelerated option)	Combination of theory, lab, and practica to prepare nurses to provide evidence-informed, safe, ethical care to patients and families across the lifespan and with different populations. This program has a January start..	University courses in anatomy and physiology with lab (6 credits), microbiology (3 credits), English (3 credits), statistics (3 credits), and 15 open university electives
Bachelor or Science in Nursing distance program for Licensed Practical Nurses (LPNs); part-time study	Combination of theory, lab, and practica to prepare nurses to provide evidence-informed, safe, ethical care to patients and families across the lifespan and with different populations. This program has a May start.	Current licensure as a LPN in Nova Scotia; minimum 75% overall average for all practical nursing courses; total of 1800 hours of LPN work experience in the most recent 2 years with a verified in letter from employer.

Students who have partially completed requirements for the Bachelor of Science in Nursing and who have taken a leave of absence, and who wish to be considered for re-entry must contact the Office of the Associate Director of the School of Nursing at least three months before their planned possible re-admission.

Students applying to the nursing programs must complete the CASPer test prior to the application deadline to be considered for admission to the nursing programs. Both CASPer scores and academic grades are considered when reviewing each application. To review deadlines, visit www.stfx.ca/admissions/key-dates-and-deadlines

The following will be required of any applicant who is successful in securing a nursing seat prior to starting a nursing program.

a) Official screen of criminal records; child abuse and vulnerable sector check.
b) Some criminal backgrounds may result in non-progression in nursing programs, and/or refusal of Registered Nurse licensure.
c) Evidence of required vaccinations (such as: Hepatitis B, covid, measles)
d) Birth certificate
e) Current certification in Health Care Provider CPR and Standard First Aid

1.5 ADMISSION TO THE BACHELOR OF EDUCATION PROGRAM

Admission to the B.Ed. program is limited. Consideration is given to those who have successfully completed an undergraduate degree, provided references, and have experience related to a career in teaching. Admission is competitive and the possession of minimum requirements does not ensure acceptance into the program. See chapter 6 for admission and program requirements.

1.6 ADMISSION TO GRADUATE PROGRAMS

The requirements for admission to graduate programs are given in chapter 8.

COADY INTERNATIONAL INSTITUTE

St. Francis Xavier University is committed to social responsibility and community development leadership. This investment began in 1928 through the Extension Department to promote and advance the economic self-reliance and social well-being of the people of Atlantic Canada through economic cooperation and education and later with the establishment of Coady International Institute in 1959.

Today, Coady Institute brings together local, national, and global social change leaders as they seek opportunities and rise to challenges such as enhancing diversity, equity, inclusion, and decolonization. Through classroom-based knowledge-sharing and community-based experiential learning, Coady focuses on building resilient communities, strengthening local economies, and promoting accountable democracies while offering education programming for underrepresented communities such as women, youth, and Indigenous peoples. Programs are hosted both on-campus at StFX University, online, and off-campus in communities around the globe both directly and alongside a global network of partners. These opportunities are grounded in our asset based, citizen-led approach to creating a full and abundant life for all.

Coady emphasizes local ownership and collaborative relationships that strengthen the capacity of people to drive their own development while creating virtual networks of peer support, mentorship, and accompaniment. More than 10,000 graduates from 146 countries have benefitted from programs grounded in asset-based, citizen-led community development. These graduates share their learnings and knowledge in their communities contributing to positive outcomes and sustainable results.

Coady offers StFX students learning opportunities that develop capacity for citizen action towards a more just world. This includes classroom instruction within the StFX Development Studies program Coady and a variety of internships each year. The StFX DiscoverBox Sandbox and the Centre for Employment Innovation (CEI) work to strengthen entrepreneurial and employment equity for individuals to achieve their full livelihood and leadership potential. The Pathy Foundation Fellowship program offers students from Bishop University, McGill University, University of Ottawa, Queen's University, and StFX the opportunity for the development of initiatives in communities around the world.

There is also a community development stream offered jointly with StFX's Department of Adult Education in the Master of Adult Education program. This includes a Master of Adult Education (M.Ad.Ed.) in Women's Leadership and Community Development online program. StFX students benefit from Marie Michael Library, which houses one of the finest collections on international development and adult education.

Learn more about StFX's and Coady's commitment to social justice, social responsibility, innovation, equity, and inclusion at coady.stfx.ca

2. GENERAL INFORMATION

2.1 Registration Fees
2.1.1 Tuition Fees
2.1.2 Other Registration Fees
2.1.3 Refunds
2.1.4 Students' Union Fees
2.1.5 Payment Regulations
2.1.6 Non-Payment of Tuition, Registration, Residence or Meal Plan Fees
2.1.7 Other Undergraduate Fees
2.1.8 Tuition and Fees for Graduate, Distance,

2.2 Housing and Meal Plans

2.3 Student Services
2.3.1 Athletic and Recreational Programs
2.3.2 Student Career Services
2.3.3 Chaplaincy Services
2.3.4 Health and Counselling Services
2.3.5 Student Life Office
2.3.6 Financial Aid Office
2.3.7 Diversity Engagement Centre
2.3.8 Tramble Rooms Centre for Accessible Learning
2.3.9 Office of Internationalization
2.3.10 Wellspring Centre
2.3.11 Student Success Centre

2.4 Human Rights and Equity

2.5 Safety & Security

2.6 University Scholarships and Bursaries

2.7 University Prizes

2.1 UNDERGRADUATE REGISTRATION FEES

2.1.1 Tuition Fees

The tuition fees shown here are for 2022-2023 in Canadian dollars and are subject to change. An addendum to this Academic Calendar will show the fees for 2022-2023. For the most current and up to date information on tuition fees and refunds please refer to the accounting services online resources at https://www.mystfx.ca/financial-services/student-accounts

Tuition fees including tuition, laboratories, library, and university health service are:

Fewer than 24 credits	$ 340.00 per credit
24 to 30 Credits	$9650.00
Above 30 Credits	$9650.00 plus $309.00 per credit

For nursing students, the tuition fees including tuition, laboratories, library, and university health service are:

Fewer than 24 credits	$ 353.04 per credit
24 to 30 Credits	$10,020.00

Students with disabilities enrolled in fewer than 30 credits qualify for the per credit rate upon recommendation of the Program for Students with Disabilities.

2.1.2 Other Registration Fees

Up to 18 credits, a pro-rated students' union fee is assessed at $6.19 per credit hour. For 18 or more credits, the fee is a flat rate of $185.75.

Students registered in 18 or more credits are automatically enrolled in the St. Francis Xavier Students' Union Health and Dental Plans. This plan supplements provincial health care plans, it does not replace them. The fees for 12 months are:

Canadian students	$270.00 (single)*
Dental Plan	$205.00*
International Health Plan	$1025.00 (single)*

*Fees are subject to change from year-to-year dependent on changes to insurance premiums.

If a Canadian student is already covered under an extended health plan (this does not mean a provincial health plan), they may opt out of the students' union health and dental plan(s). To opt out of the students' union health and dental plan(s), students can go online to www.mystudentplan.ca. Select the StFX Students' Union in the drop down and follow the steps to complete the opt out process. Opt out's must be completed online between August 1 - September 9. Late opt out requests are not permitted.

International students attending StFX are automatically enrolled in the StFX Students' union health and dental plans. International students are provided through this plan, the coverage that Canadian students receive provincially, as well as additional health and dental coverage. International students cannot opt out of the health and dental plans unless proof of provincial medical coverage can be shown. Students with permanent residence outside of Canada are considered international students for the purpose of the health and dental plans, regardless of Canadian Citizenship. For additional information on the health and dental plan visit www.mystudentplan.ca.

Up to 24 credits, a pro-rated technology fee is assessed at $14.77 per credit. For 24 or more credits, the fee is a flat rate of $443.00.

Students who are not Canadian citizens or permanent residents are required to pay an international student fee which is equal to the applicable tuition fee in addition to the tuition fee.

Students who audit courses (not for credit) are charged one-half of tuition and registration fees. Senior citizens (age 65 and over) are not charged tuition or registration fees for undergraduate on campus courses only.

All fees are subject to change. A summary of tuition and registration fees from 2022-2023 in Canadian currency is as follows:

Description	Residency	From Credit Hrs	To Credit Hrs	Per Credit Charge	Flat Charge
Part-time Tuition		0.01	23.99	$340.00	
Full-time Tuition		24.00	30.00		$9,650.00
Overload Tuition		30.01	99.00	$309.00	
Part-time NURS		0.01	23.99	$353.04	
Full-time NURS		24.00	30.00		$10,020.00
Coop Education					$3,300.00
M.Ed. Tuition		3.00	3.00	$1,031.67	
M.Ad.Ed. Tuition		3.00	3.00	$1,032.00	
MACS		3.00	18.00	$425.00	$7,650.00
M.Sc., MA Tuition			18.00		$6,190.00
Ph.D. Tuition			42.00		$11,775.00
Travel - B.Ed.		3.00	30.00		$280.00
Photocopy - NURS		3.00	30.00		$30.00
NS Tuition Bursary	In-province/ Canadian Citizen	0.01 24.00	23.99 99.00	($42.76)	 ($1,283.00)
Student Assistance Program Fee					$6.00
Students Union Fee		0.01 18.00	17.99 30.00	$6.19	 $185.75
Health & Wellness Expansion fee		18.00	30.00	$4.17	$125.00
Facilities Renewal Fee		0.01 24.00	23.99 30.00	$7.17	 $215.00
International Student Fee	International on VISA	0.01 24.00	23.99 30.00	$340.00	 $9,650.00
Recreational Facilities Fee		18.00	30.00		$127.00
Information & Technology Fee		0.01 24.00	23.99 30.00	$14.77	 $443.00
Health Care Plan	Canadian Citizenship	18.00	99.00		$270.00
	International on VISA	18.00	99.00		$1,025.00
Dental Plan		18.00	99.00		$205.00

2.1.3 Refunds

For students who drop one or more course(s) or withdraw from the university, refunds are applied according to the date, within the applicable term, on which the drop(s) occur(s) or the student withdraws. The percentage of the refund reduces on a weekly basis until the end of the applicable refund period. The final dates on which students will receive refunds are indicated in the calendar of events at the front of the Academic Calendar, for first term, second term and full year courses.

The refunding process applies the appropriate refund percentages to the credit-hour value of courses that are dropped and then sums all of the student's credit hours to determine the correct tuition and fee assessment. For examples of refunding, select the links at student accounts, then refunds on the accounts receivable web page at https://www.mystfx.ca/financial-services/refunds

2.1.4 Students' Union Fees

The Students' Union is the autonomous, democratic student organization at StFX. The union represents students' interests and provides a wide variety of academic, social, issue-oriented, and cultural services for students. Fees are collected at the request of the union and are administered by students.

The general budget covers: student societies; Drive U, Food Resource Centre; orientation; activities and events; student newspaper; radio station; lobbying and publicity; issue awareness campaigns; elections; and general operations.

2.1.5 Payment Regulations

Students can access their student fee account online through myData. Periodic notification of the balance owing on the student account will be sent to the students StFX e-mail account however it is the student's responsibility to monitor their account on a regular basis. All fees are subject to change at any time. Students can pay through online banking by setting up St. Francis Xavier University as a payee and the account number is the student ID number. Payments can also be made by debit card in person or by cheque. Cheques should be made payable to St. Francis Xavier University. 65% of all fees are due and payable by September 15, 2023 and the balance on January 15, 2024. Student are expected to continue to monitor their student account after January 15 each year. Upon request, refunds on student accounts will be issued as a cheque and mailed to the student address on file.

Recipients of university scholarships may deduct one-half the value of their scholarship from fees required on September 15, 2023. The balance of the scholarship is applied to fees due on January 15, 2024. Students should note that no reduction in fees is allowed for late entrance.

Monthly late payment charge: Interest of one percent per month or 12 percent per annum, will be charged on overdue accounts as of the last banking day of each month. The charge will begin in the first semester at the end of September, and in the second semester at the end of January.

Students are expected to be familiar with and to understand all regulations in the StFX Academic Calendar, in particular to understand that adding and dropping courses or withdrawing from the university affects a tuition fee account. Students must ensure that tuition fees are paid in full without any notice from the university and pay the fees regardless of receipt of a bill.

Students whose fees will be paid by an external sponsor must provide proof of funding to the business office prior to the payment deadline dates.

2.1.6 Non-Payment of Tuition, Registration, Residence or Meal Plan Fees

Students with a balance of fees owing from a previous term will not be permitted to register for a subsequent term or receive an official transcript.

The university reserves the right to cancel the registration of students who fail to pay any fees owing to the university. The university reserves the right to refuse to let students sit for examinations if their fees to the university are overdue.

A late payment fee of $50 is charged in the first term if payment is delayed beyond September 15, 2023 and in the second term if payment is delayed beyond January 15, 2024. The university is not responsible for deadlines missed by students who do not pay their fees on time.

The university reserves the right to cancel residence and meal contracts for non-payment of fees. The university also reserves the right to cancel or restrict IT services.

2.1.7 Other Undergraduate Fees

All fees are subject to revision.

Application fee for admission to undergraduate and B.Ed. programs	$40.00
Late payment fee (each term) (see 2.1.6)	50.00
Confirmation payment (non-refundable)	
B.Ed. students	300.00
New students	100.00
MACS students	500.00
Transcript of record (each copy)	10.00
Letter of permission (per 3 credit course)	20.00
NSF cheque fee	20.00
Unwarranted breakage of or damage to StFX University property will be charged to the student responsible.	

2.1.8 Tuition and Fees for Graduate, Distance, Diploma in Adult Education Program

For information about tuition, fees and refunding policy for graduate studies, distance education, the Diploma in Adult Education program, refer to the information available from the applicable program office.

2.2 HOUSING AND MEAL PLANS

Students in residence agree to be governed by the StFX University Community Code of Conduct and the University Housing Contract and to assume responsibility for their own actions or those of their guests, for their room and, along with other residents, for the common areas and assets of their house.

No refunds of fees for housing or food service will be made if students are temporarily absent from residence. This includes absences for academic reasons. All inquiries about housing contracts or meal plan contracts should be made to University Housing, Morrison Hall, email: residence@stfx.ca, phone: 902-867-5106.

2.2.1 Application for Housing

New, Re-Entry, Mature, Exchange and Transfer Students

When a student applies to attend StFX, they are given the opportunity to apply for housing. New students direct from high school are guaranteed a space in residence if they confirm their acceptance to the university by paying a $100 confirmation fee and submit a housing application by May 15. Once offered a space in residence, students have until June 1 to pay their $400 housing fee to confirm their space. This $400 fee is applied towards the student's cost for housing and meal plan. Students may continue to apply for housing after May 15.

Returning Students

Returning students may apply for housing using the online application. Information about the room assignment process can be found on the University Housing website. Once a room assignment is offered to a student and a student accepts their room and selects their meal plan, a $400 forfeiture fee will be applied to the student's account if a student cancels their residence contract before August 10. Refer to the Housing Contract for details about cancelling after August 10. Students wishing to return to residence must be in good standing with the Community Code of Conduct. Students can continue to apply to live on campus during the academic year.

2.2.2 Housing and Meal Plan Fee Regulations

All students living in residence are required to participate in a combined room and meal plan. There are minimum meal plans and declining cash balance (DCB) associated with each residence. Students can always increase their meal plan option at any time; however, no meal plans can be downgraded after October 6. Off-campus students may purchase a meal plan and/or DCB or purchase meals. Visit the University Housing website.

2.2.3 Duration of Housing Occupancy

New, Re-Entry, Mature, Exchange and Transfer Students

The university shall permit new students to occupy their assigned room from Friday, September 1 or Saturday, September 2, 2023 until 24 hours after their final exam in December or by noon the day after the final exam period, whichever date and time is earlier. Students may return to residence second term on January 7, 2024 until 24 hours after their final exam in April or by noon on the day after the final exam, whichever date and time is earlier.

Returning Students

The university shall permit returning students to occupy their room from Monday, September 4, 2023 until 24 hours after their final exam in December or by noon the day after the final exam, whichever date and time is earlier. Students may return to residence second term on January 7, 2024 until 24 hours after their final exam in April or by noon on the day after the final exam, whichever date and time is earlier.

Note: Students, in extenuating circumstances, may apply to occupy their room on dates outside of those identified above; however, they will be required to sign additional contract(s) and will be subject to additional charges. Pre-approval by University Housing is required.

2.2.4 Cancellation of Housing Application and Contract

New Entry Students

Where the resident notifies University Housing prior to June 1, that they do not intend to take a room in residence, the housing fee will be returned. If the resident notifies the university that they do not intend to take a room in residence after June 1, they will forfeit their $400 housing fee. If the resident notifies the University after August 10 that they do not intend to take their assigned room in residence, then the resident is responsible for 15% of the room fee for the full academic year.

Returning Students

Once the returning resident accepts their room assignment, they are bound to the Housing Contract. Breaking a contract after accepting a room assignment will result in a $400 room forfeiture fee. If the resident does not notify University Housing prior to August 10 that they do not intend to return to residence, then the resident is responsible for 15% of the room fee for the full academic year.

Where the resident notifies University Housing in writing that they wish to decline their room assignment either after the resident takes up their room (this includes an off-campus move) or after the day when the resident was expected to take occupancy (this includes an off-campus move), then the resident assumes full responsibility for room and meal plan fees for the 2023-2024 academic year except in the following cases:

a) if the resident formally withdraws from the University (academic withdrawal) up to and including November 1, they will receive an 85% credit for the remaining

room and meal plan fees from the date they vacate the premises; if the resident formally withdraws in the first term after November 1 they will be charged room and meal plan fees for the first term; if the resident formally withdraws in the second term up to and including February 1, the resident will receive an 85% credit for the remaining room and meal plan fees from the date the resident vacates the premises; if the resident formally withdraws in the second term after February 1, the resident will be charged with room and meal plan fees to the end of the academic year according to the current calendar of events. Residents are required to vacate their residence within 24 hours of academic withdrawal; or

b) if the resident is released from this contract due to compassionate circumstances, it is at the sole discretion of the University.

The university reserves the right to cancel any University Housing Contract on the basis of violation of policies outlined in the University Community Code and/or University Housing Contract for residence and dining hall.

2.3 STUDENT SERVICES

The StFX student services department strives to maintain an inclusive and welcoming environment. Along with residence and food service, programs are provided to help students develop their capabilities and interests as fully as possible within the university community. In addition to the services identified below, the student services department works with the students' union to co-ordinate the first-year orientation program.

2.3.1 Athletic and Recreational Programs

The university has a wide variety of athletic and recreational programs.

The campus recreation program provides all students with opportunities to participate in different forms of recreational and physical activity. Intramural sports offer competitive leagues and tournaments; non-credit instruction in a variety of physical activities; self-directed activities; and sport clubs. StFX Club sports include badminton, baseball, cheerleading, curling, dance, equestrian, women's field hockey, men's and women's lacrosse, rowing, men's rugby, swimming and ultimate Frisbee.

StFX has a long and distinguished history in intercollegiate varsity athletics, offering students with superior athletic ability an opportunity to develop and utilize their talents in competition with students from other universities within the Atlantic University Sport conference and U SPORTS national organization. There are women's teams in basketball, cross-country & track, hockey, rugby and soccer; and men's teams in basketball, cross country & track, hockey, football and soccer.

2.3.2 Student Career Services

The Student Career Services (SCS) offers career coaching, career information, and employment services. The SCS can incorporate formal career assessments in students' career decision-making process and further educational opportunities. Throughout the academic year, the SCS offers a variety of events and programs to help students make informed career decisions and develop effective job search strategies. Some examples include workshops on career planning, resumé writing, job search, interview skills and job fairs. Employment related services include advertising new graduate, summer and on-campus jobs as well as employer and school information sessions which help students gain an understanding of the skills required in today's workplace.

2.3.3 Chaplaincy Services

Through the campus ministry, we support and encourage students, faculty, staff, and alumni to practice and live their faith. We welcome all faith traditions and offer connections and opportunities for all students who wish to practice their beliefs. Chaplaincy is ultimately here to travel with students in their time on campus. For more information please visit the website: https://www.mystfx.ca/chaplaincy/events/home

2.3.4 Health and Counselling Centre

The Health and Counselling Centre provides a student-centered approach to primary health care, with a focus on supporting student wellness and resilience across all areas of their health. Our interdisciplinary team is comprised of family physicians, registered nurses, clinical therapists, and counsellors, sexual violence prevention and response advocate, and the student wellness program coordinator. We also provide consultation opportunities with specialist physicians, student life staff equity and diversity advisors and other care providers from the StFX and wider Antigonish communities. The Health and Counselling Centre provides a range of health services, addressing the physical, sexual and mental health needs of our students. We offer individual and group counselling, along with campus-wide wellness initiatives including the Bloomfield Hub. Students may book an appointment with our intake nurse for medical and/or mental health concerns by calling 902-867-2263, or by dropping by the Health and Counselling Centre, located on the 3rd floor of Bloomfield Centre (Room 305). For more information about our services, along with directions for online appointment booking with the intake nurse, please visit our website: https://www.mystfx.ca/health-and-counselling/home

2.3.5 Student Life Office

The Student Life Office works closely with other areas on and off campus to enhance student success. The office strives to provide a positive space for all students to feel welcome and included in the wider StFX and Antigonish community. Academic success is always the number one priority while attending university however, a close second is engaging with and being involved in all the things the campus community has to offer. The office is responsible for non-academic student advising, Residence Life, and Student Career Centre. The office acts as the primary liaison with the Students' Union and works collaboratively to offer programming on student leadership, off campus resources and university transition. The Student Life Office facilitates restorative practices and is responsible for the administration of the Community Code of Conduct which deals with all matters of non-academic student conduct. The office is located on 4th floor Bloomfield Centre. To contact us, please visit our website at https://www.mystfx.ca/student-services/ or phone (902) 867-3934.

2.3.6 Financial Aid Office

The university maintains a financial aid office to advise students regarding Canadian, American, and Ecuadorian government student loans, help students with financial planning, and administer the university bursary programs. For further information, visit the website at https://www.mystfx.ca/financial-aid/

2.3.7 Diversity Engagement Centre

StFX offers advising which aids students transitioning into and through university and recognizes that students have a variety of needs in the many distinct communities within the broader StFX community. The university aims to foster an environment of cultural competency and diversity through a variety of programs and one-on-one assistance which encourages student academic and personal success. These include gender and sexual diversity advising, Indigenous student affairs, and African descent student affairs. More information is available at https://www.mystfx.ca/equity/diversity-engagement-centre

2.3.8 Tramble Rooms Centre for Accessible Learning

The Tramble Centre welcomes students with diagnosed, permanent disabilities and offers a student-centered program of support for students who meet our documentation requirements. Supports can include: course selection and registration assistance; support in applying for the Canada Study Grant; assistive technology support and training; physical accessibility arrangements; testing accommodation, tutoring, note taking assistance, academic strategists and advocacy training. Please contact the Centre as soon as possible so they can assist you with your academic needs.

The Tramble Centre is located at the Angus L. Macdonald Library, room 108. Contact us at (902) 867-5349 or visit the website at https://www.mystfx.ca/accessible-learning/

2.3.9 Office of Internationalization

The Office of Internationalization supports the specific needs of international students as they adapt to living and learning in Canada. This ranges from specialized admissions processes, support in arriving in Canada and on campus, the international student orientation, and information on immigration issues, working in Canada, staying in Canada, income tax, accessing health care, and finding success at StFX. The Office of Internationalization works with the international student society to organize social activities throughout the academic year.

2.3.10 Wellspring Centre

The Sisters of St. Martha staff Wellspring Centre, a comfortable, relaxing environment for reflection, interaction, prayer, support, personal and spiritual growth.

2.3.11 Student Success Centre

Student Success Centre services complement course work by assisting students in developing their academic communication skills and assisting them in accessing the other academic supports they require, including locating subject tutors. StFX students can arrange free one-to-one appointments through the centre's web page (https://www.mystfx.ca/student-success/), by calling the centre at (902)867-5221, or by walking in to the centre in the Angus L. Macdonald library. Student Success Centre instructors discuss with students ways to improve writing and general academic skills and habits. Writing consultations are valuable at any stage of the writing process. Appointments may also focus on improving academic writing and communication skills such as note-taking, oral presentations, and exam preparation. In addition, the instructors at the centre assist students through the following programs:

APEX: Academic Program of Excellence

This is a free, mandatory university program for students accepted and placed on probation by StFX or another institution and for students re-admitted after

suspension or dismissal as a result of a previous year's academic performance. See section 3.12. Students are required to participate in workshops and 1-on-1 meetings with a learning skills instructor at least twice per term in fall and winter, including once in September. The one-to-one appointments provide opportunities for students to focus on their specific academic needs. Details are available on the Student Success Centre's website. Upon application by a student, the Committee on Studies of the appropriate faculty may excuse the student from taking APEX.

EAP: English for Academic Purposes

A bridging program for English language, for students planning to take a bachelor's degree at StFX, who have been conditionally accepted into an academic program but do not meet the English language requirements. The courses consist of 25 hours per week of classroom instruction and some outings to local sites and cultural events. Students must pass a test equivalent to our standard for admission before moving into a diploma or degree program at StFX.

EAP is not an English-as-a-second-language (ESL) course; rather, the EAP curriculum concentrates on reading critically, writing analytically, and applying these skills to academic material. Classes provide students with the opportunity to listen, learn, and put their academic skills into practice. Course fees and other details are available on the Student Success Centre's website.

2.4 HUMAN RIGHTS & EQUITY

All members of the university including students, staff and faculty have the right to study, learn and work in an environment that promotes equity and is free from harassment and discrimination. In support of creating a safe environment where all individuals are treated with dignity and respect, the office of Human Rights and Equity provides resolution of discrimination and harassment issues, including formal and informal procedures for resolving concerns and complaints. The Human Rights Education and Response Advocate also offers education and training on a wide variety of human rights and diversity issues, and advocates for educational and employment equity. The Discrimination and Harassment Policy can be found on the human rights' office website at https://www.mystfx.ca/equity/ or on the Human Resources website at http://sites.stfx.ca/hr/policies

2.5 SAFETY AND SECURITY

Safety & Security Services fosters and safeguards a healthy, safe and welcoming campus community that supports the well-being of students, faculty, staff and guests. Partnerships within the university and active collaboration with local law enforcement and community emergency response teams ensures essential services are in place and ready to respond.

Safety & Security Services provides 24-hour coverage 365 days per year via the Safety & Security Operations Centre (SOC). In addition, our team of dedicated Safety & Security Officers conduct regular vehicle and foot patrols of campus instilling confidence that everyone is able to LIVE, LEARN, WORK and PLAY in a supportive and safe environment.

The Student Safety & Security Services Leadership Team, known as "X-PATROL", work side by side with Safety & Security Services Officers to provide campus event supervision, evening foot patrols and a walk home service.

2.6 UNIVERSITY SCHOLARSHIPS, AWARDS AND BURSARIES

The purpose of the university scholarship program is to recognize superior scholastic achievement on the part of high school graduates and in-course students. Awards are offered to students selected by the university scholarship awards committee and are tenable only at StFX University. If a student is eligible for more than one university-nominated scholarship, students will receive the largest to which they are entitled.

The university gratefully acknowledges the generosity of the persons and organizations whose contributions made possible the following scholarships, awards, and bursaries:

Dr. Louis J. Allain Scholarship
Daniel W. & Marjorie E. Almon Scholarship
Alumni Accessibility Scholarship
Alumni Association Scholarship
Alumni Scholarship Endowment
Ambrose Allen Bursary
Christopher Amirault Award
Anderson Environmental Award
George Anderson Business Award
George Anderson Leadership X-Ring Award
Antigonish X Student Bursary
Justin Avery Memorial Award
Bank of Montreal Scholarship
Rev. R.V. Bannon Scholarship Fund
Barrick Gold Scholarship
Barry-Dewaele Family Bursary
Holly Bartlett Memorial Bursary
Bauer Bursary Fund
A.P. Beaton Scholastic Award
John Beaton Fellowship Bursary
Kristen Beaton – VON Memorial Nursing Award
Rev. Donald Belland Bursary
Dr. Dan Belliveau Bursary
Robert and Tracy Bennett Bursary
David Bernatchez Memorial Bursary
Lou Bilek Soccer Award
Rod & Betty Bilodeau Bursary
Michelle Birks Memorial Bursary
Black Leaders Bursary
Black Student Bursary in Education
Bogdanka Pivnicki Scholarship
Roger Boudreault Scholarship
Michael and Lisa Boyd Family Award
Harry and Martha Bradley Scholarship
Cecilia Brennan Bursary
Jo M. Brown Scholarship in Nursing
Claude Brunelle Memorial Scholarship
Florence Kate Burroughs Nursing Scholarship
Sister Peggy Butts Scholarship
CJFX Scholarship
Dominic Joseph Campbell O'Halloran Bursary
J.L. Campbell Bursary in Celtic Studies
Rev. J.V. Campbell Bursary
Michael A. Campbell Scholarship
Madeline Cantin-Parslow Bursary
Madeleine Cantin-Parslow Nursing Scholarship
Cape Breton Scholarship and Bursary Fund
John Lloyd Carnegie Scholarship
Dr. J.J. Carroll Scholarship
Celtic Travel Bursary
Clarence & Helen Chadwick Bursary
Chadwick-Hayes Scholastic Award
Dr. Leo P. Chiasson Scholarship
A.W. (Bill) Chisholm Bursary
Donald A. Chisholm Memorial Scholarship
Rev. J.C. Chisholm Scholarship in Biology
Rev. John Archie Chisholm Bursary
Rev. John Archie Chisholm Memorial Scholarship in Celtic Studies
J. Fraser Chisholm Scholarship
Rev. John W. Chisholm Fund
Joseph D. Chisholm Scholarship
Mary Ann Chisholm Nursing Bursary Award
CIBC Scholastic Award
Rosemary Landry Clark Memorial Award
Rev. Dr. E.M. Clarke Scholarship in Pure and Applied Sciences
Class of 1954 Bursary
Class of 1955 Bursary
Class of 1956 Bursary
Class of 1959 Myles Mills Leadership Award
Class of 1960 Dougher-Levesque Bursary
Class of 1961 Rev. Rod J. MacSween Scholarship
Class of 1962 Bursary
Class of 1963 Bursary
Class of 1965 Fund
Class of 1966 Judge D. Tramble Bursary
Class of 1967 Scholarship
Class of 1968 Bursary
Class of 1970 Bursary
Class of 1971 Bursary
Class of 1973 Service to Others Award
Class of 1994 Food for Thought Fund
Class of 2007 Bursary
Class of 2017 Project Fund
Class of 2018 Refugee Student Bursary
Class of 2019 Emergency Mental Health Bursary
Class of 2020 Family Helping Family
Class of 2021 Food Security Fund
Class of 2022 Textbook Bursary Fund

Class of 2023 UnXpected Crisis Fund
Paul Cogger Memorial Scholarship
Gerald P. Coleman Q.C. Award
Louis Connolly Fund
Jean E. Cooke Bursary
Daniel & Frances Anzelc Cordeau Music Scholarship
Arleen Power Corey Memorial Fund
Rev. Cornelius B. Collins Scholarship
Rev. Cornelius J. Connolly Bursary
Rev. Cornelius J. Connolly Scholarship
Ellen Costello Women in Business Bursary
Dahdaleh Scholarship
General Romeo Dallaire African Leadership in Education Award
John & Selena Daly Scholarship
Dr. Annette Davidson-Bell Award of Mathematics
Stuart R. Davie Bursary
James E. & Mary D. Deagle Endowment
Calvin Debaie Award
Edward P. Delaney Bursary
Edward P. Delaney Scholarship
Alphonse Desjardins Commemorative Scholarship
Development Studies Internship Bursary
Jeannine Deveau Educational Equity Bursary
Jeannine Deveau Educational Equity Scholarship
DeWolfe Memorial Scholarship in Education
Ashton Dickson Memorial Football Award
Dr. John Dobson Memorial Award in Adult Education
Paul Dole Memorial Bursary
Alexander and Theresa Doyle Memorial Scholarship
Rev. D.A. Doyle Scholarship
Dorothy Doyle Bursary
Richard and Rosemary Dumais Scholarship
The Sir James Dunn Foundation Internship Scholarship
Trudy Eagan Women in Business Award
Richard S. Elliott and Olive Mulroney Elliott Scholarship
Faculty Staff Scholastic Award
Farrell Entrance for Nursing
J. Wallace Farrell Memorial Scholarship
Margaret Martell Farrell Scholarship
Margaret Martell Farrell B.Ed. Award
The Audrey Fenwick Memorial Award for Studies in Adult Education
Rev. Peter Fiset Fund
Florida Alumni Bursary
Michael Fowlie Memorial Bursary
Irene & Joseph Francis Memorial Scholarship
Roger Franklin Memorial Scholarship
Hugh Allen Fraser Scholarship
Kevin Fraser Memorial Bursary
Fund for French Scholarships
Douglas P. Furlott Award
Gaelic Scholarship Fund
L.T. Gallant Memorial Bursary
Danny Gallivan Memorial Scholarship
Wilfred J. Garvin Scholarship
General Motors of Canada Company Women in Science Bursary
General Motors of Canada Company Women in Science Scholarship
Dr. A. Marie Gillen Award in Adult Education
Andrew and Isabelle Gillis Award
Anne Gillis (of Glen Alpine) Award
Belle Gillis of Glen Alpine Award
Colin and Christine Gillis-Chisholm Award
Daniel Gillis (of Alpine) Award
Donald and Margaret Gillis (of Glen Alpine) Award
Sister Henrietta Gillis Award for Education
Monsignor Hugh Gillis
Hugh and Celia Gillis Bursary
John and Sarah Gillis-Campbell Award
Joseph and Tessie Gillis Fund
Katie Gillis (of Glen Alpine)
Margaret Gillis (of Glen Alpine) Award
Mary Gillis (of Glen Alpine) Award
Mary Gillis MacPherson of Pinevale Award
John and Sarah Gillis-Campbell Award
Mary Margaret Gillis-Campbell Award
Joan Gillis-Lang Award
Mary Ann Gillis-MacIsaac (of Glen Alpine) Award
Glen Bursary Fund
James and Maureen Gogan Family Scholarship
Colin Russell Goodall Literature Bursary
Fred Gormley Scholarship
Jeff Graham Memorial Scholarship
Mary Jane Graham Bursary
Catherine (MacLeod) Grant Scholarship
John K. Gravett Memorial Bursary
Daniel and Emeline Grant Scholarship
Rev. J. Edward Grant Bursary
Ray Greening Memorial Scholarship
Evie Grew Maternal-Child Nursing Award
Shirley (Martinello) Grinnel Scholarship
The Gulf Canada Scholarship
Andy Gunn and Jean Gunn Bursary
Dr. H.B. Hachey Scholarship
Bonnie (MacIsaac) Hale Memorial Bursary
A.G. Hamilton Scholarship
Hatchette Nicholas Bursary
Thomas J. Hayes and Family Scholarship
Dr. H. Stanley and Doreen Alley Heaps Scholarship
Heaslip/Macdonald Bursary
Bernard M. Henry Scholarship
Dr. Mary G. Hickman Scholarship
Rosemary & Stephen A. Holton Scholarship
Mitch & Donna Hudson Memorial Scholarship
Phil Hughes Leadership Award
Philip H. Hynes Memorial Scholarship
Inverness Scholarship Fund
Arthur and Sandra Irving Scholarship
Alanna Jenkins Legacy Fund Research Award in Forensic Psychology
Dr. A.A. Johnson History Award
Joyce Family Foundation Bursaries
Julie Anne Award
B.J. Keating Memorial Award
Gisela Keck Outstanding Achievement Award
Rev. George Kehoe Memorial Bursary
Alexander and Mary Kell Memorial Scholarship
Angus Kell Memorial Bursary
Thelma May Kempffer Award
M. Colleen Kennedy Memorial Bursary
Margaret Kennedy Scholarship
Killam American Bursary
Elmer & Pauline King Atlantic Canada Bursary
Leo D. Kirwan Memorial Bursary
Rev. Martin Luther King, Jr. Award
Mike and Murdena Kolanko Bursary
Rev. John B. Kyte Scholarship
Melissa Jane Landry Memorial Bursary
LIFT Bursary – Living Intentionally, Fighting Tenaciously
Livingstone-Topshee Award
Don Loney Scholarship
Mac, Mac & Mac Scholarship
MacBain-Riley International Fund
Rev. Dr. Dan MacCormack
Senator John MacCormick Scholarship
MacDonald-MacIntyre Scholarship
Angus R. MacDonald Memorial Bursary
Rev. B.A. MacDonald Scholarship Fund
Rev. Hugh John MacDonald Memorial Fund
James M. and Evelyn MacDonald Bursary
Kathryn M. MacDonald Scholarship
Linda MacDonald Humanitarian Bursary
M. & N. MacDonald Bursary
Dr. Vernon and Mrs. Ann MacDonald Bursary
Wally MacDonald Memorial Nursing Bursary
The Honourable Hugh J MacDonnell Memorial Bursary
John H. MacDougall Engineering Bursary
Allan J. MacEachen Fellowship in Celtic Studies
Angus MacGillivray Bursary
Cotter MacGillivray Bursary
Katherine MacGillivray Maloney Nursing Award and Bursaries

Roddie MacInnis Memorial Bursary
Rev. R.K. MacIntyre Scholarship
Hon. Angus MacIsaac Democracy 250 Veteran's Memorial Leadership Bursary
Rev. Charles MacIsaac Memorial Bursary
Donald F. MacIsaac Memorial Scholarship
John C. MacIsaac Foundation Scholarship
Minnie MacIsaac Award
J. Elizabeth Mackasey Memorial Award for Education
Dennis MacKay Memorial Bursary
Michael and Jean MacKenzie Award
Alexander J MacKinnon Bursary
Gerard MacKinnon Memorial Bursary
Hugh MacKinnon Bursary
Dr. Ron MacKinnon Enterprise Systems Scholarship
Atlantic Central Credit Union Dave MacLean Bursary
Donald and Ethel Lyle MacLean Scholarship
Monsignor Donald A. MacLean Scholarship
Kennedy and Wendy MacLean Bursary
Rev. Leonard (Butch) MacLean Bursary
Neil MacLean Memorial Gaelic Teacher Award
Roderick D. MacLean Award
The Duncan Hugh and Millie MacLellan Bursary
Joseph & Mary (MacNeil) MacLellan Bursary
Rev. J.D. MacLeod Bursary Fund
Catherine MacMaster Bruneau Memorial Bursary
Joan M. and Douglas MacMaster StFX University Award
Ada MacNeill Wallace Bursary
Daniel and Mary MacNeil Fund
John V. MacNeil Fund
Stephen MacNeil Memorial Bursary
Archie and Catherine MacPhee Memorial Bursary in Catholic Studies
Dr. Ellen MacPhee Memorial Award
Angus and Mary (MacDougall) MacPherson Bursary
Joseph B. MacSween Award
John C (Jack) Madden Memorial Bursary
The Noreen Manthorne Memorial Bursary
Married Students Bursary
James A. Martin Award
Emerson Mascoll Bursary
Dr. James McArthur Memorial Fund
Ann McCaig Business Administration Bursary
Ann McCaig Bursary
Harrison McCain Foundation Scholarship
McCarthy Estate Scholarships
Dr. Daniel McCormick Scholarship
Irene McFarland Memorial Bursary
Paul and Sara McFarland Bursary
The McGilly Bursary
Dr. J. William McGowan Family Scholarship
Frederick J. McInerney Scholarship
Rev. Roderick McInnis Bursary
McKenna-Smith Bursary for Women Hockey Players
Rev. Leo G. McKenna Scholarship Fund
Jack McLachlan Fellowship in Biology
Margaret McLean Bursary
Mary McNair MacIsaac Bursary
William Ian Meech and Lloyd Remington Meech Memorial Scholarships
Memorial Scholarship for a Woman in Engineering
Dr. Edward J. Meyer Memorial Scholarship
Yancy Meyer Memorial Bursary
Dr. Marguerite Michaud Scholarship
Moncton Student Fund
Alexander Moore Chisholm Bursary
Evelyn and Denis Morris Scholarship
Morrisey Sisters Endowment Fund
Adrian and Patricia Morrison Merit Scholarships
Joan (MacDonald) and Fraser Muir Bursary
Benedict M. Mulroney Scholarship
The Right Honourable Brian Mulroney Scholarship
Michael Mulroney Scholarship
Dr. Mila Mulroney Scholarship
Donald and Barbara Munroe Student Wellness Fund
Robert J. and Gertrude Gillis Munroe Scholarship
Dr. Frederick Murdock Scholarship
Daniel Joseph Murphy Fund
Nasha Murphy Memorial Bursary
William and Jenny Murphy Award
Vincent Nasso Memorial Fund
Rev. J.B. Nearing Scholarship
Rev. Dr. P.J. Nicholson Scholarship
Paul and Miki Norris Bursary
NSSSA Entrance Bursaries
Dr. Brian and Mrs. Florence O'Brien Bursary
Daniel and Margaret O'Brien Bursary
Heather O'Brien – VON Memorial Nursing Award
Dr. Ed O'Connor Scholarship
Professor Emeritus Jack O'Donnell Scholarship in Music
Stephen T. O'Farrell Memorial Bursary
Commodore Bruce S. Oland Scholarship
Philip Oland Scholarships
Barry O'Leary Leadership Award
Mercedes O'Reilly Memorial Bursary
Thomas O'Shea Scholarship
Rudy Pace Memorial Jazz Bursary
Dolores Parent Memorial Bursary
Daniel & Dorothea Petrie
The James and Marguerite (Murphy) Pistone Bursary
Pluta Family Bursary
Rev. William E. Power Estate Scholarship
Prodigy Consulting Scholarship
Allan Quigley Adult Education Access Award
Archie and Mary Catherine Rankin Scholarship
Rev. Donald M. Rankin Scholarship
RBC Leadership Award
Dr. Abraham Risk Award
Joady Anne Robertson Memorial Bursary
Joy (MacIsaac) and Diego Romero Scholarship
Helen & Cyril Ross Bursary
Bruce and Dorothy Rossetti Scholarship
Father Gerald Rousell Bursaries
Dr. Ria Rovers Memorial Scholarship
Royal Bank Scholarship
Noah Russell "Return-to-University" Bursary
B.A. Ryan Scholarship
Claire Sampson Nursing Scholarship
Guy R. Savard Bursary
James P. Sawler Scholarship
Scotiabank Scholarship
T.J. Sears Family Scholarship
Service Learning Bursary
Dr. William Shaw Bursary in Earth Sciences
Dr. Ann Sherman Scholarship
Sisters of St. Martha Scholarships and Bursaries
Sisters of St. Martha Bursary (Parkland Antigonish)
Sisters of St. Martha Single Mother Bursary
Sisters of St. Martha Indigenous (Mi'kmaw) Education Scholarship
Sisters of St. Martha Indigenous (Mi'kmaw) Nursing Scholarship
C. Gordon Smith Scholarship
The Sobey Scholarships
Sodexo Canada Award in Nutrition
Sodexo Human Nutrition Scholarship
Ruth Steinmetz Memorial Bursary
James Jarvis Stewart Bursary
St. Francis Xavier University Alumni Scholarships
St. Francis Xavier Association of University Teachers Bursary
St. Martha's Hospital School of Nursing Alumni and Sisters of St. Martha's Bursary
StFX Halifax Alumni Kehoe Bursary
St. John's Chapter Alumni Bursary
John L. Stoik Scholarship
Laurence Streete Memorial Bursary
Students for Life Bursary
Students' Union Bursary
Henry and Josephine Sullivan Bursary
Marjorie (MacLeod) Sullivan & Thomas L. Sullivan Scholarship
Justin Svazas Memorial Bursary
Tannenbaum Canada Israel Exchange Student Scholarship.

Fred L. Taylor Memorial Scholarship
TD Bank Scholarship in Jazz Studies
Thompson Family Bursary
Allard Tobin Travel Award
Dr. J.J. Tompkins Memorial Scholarship
Rev. John F. Toomey Bursary Fund
Rev. John F. Toomey Scholarship Fund
Toronto Alumni Bursary
Toyota Scholarship
Arthur P.H. Tully Fund
Katherine Tully Scholarship
Ted and Ann (MacDonald) Turcotte Bursary
Upton-Girard Family Leadership Award
Harvey Veniot Scholarship
Paul Wacko Bursary
Sam Wakim Scholarship
Walker Wood Foundation Bursary
Walker Wood Foundation Bursary for Bachelor of Arts
Walker Wood Foundation Bursary for Bachelor of Science in Nursing
Wallace Family Internship
Martin J. Walsh Bursary
Dr. Margo C. Watt Forensic Psychology Award
Katherine Wdowiak Memorial Award
Kathie Wdowiak Bursary
Westbury Family Scholarship
The Weston Family Scholarship for International Exchange
James and Mary Whelan Scholastic Award
Rev. Robert Wicks Fund
August Wilkins Atlantic Engineering Competition Fund
August Wilkins Scholarship in Engineering
Women for Women Bursary
XEDC Entrepreneurship Bursary
X-Women Rugby Leadership Awards
X-Women Rugby Bursaries
Angus F. and Jean A. Young Award
John H. Young Award
Young Family Award

2.6.1 Major and Entrance Scholarships

StFX is founded on the values of academic excellence, leadership, and service to others. The StFX National Entrance Scholarship program reflects these qualities. Students' efforts in achieving a high school average of 85 or greater in their grade 12 year are recognized with a National Entrance Scholarship.

Depending on the timing of a student's offer of admission, an entrance scholarship could be conditionally awarded on final grade 11 average or first term grade 12 average of the five courses used in admission to the program for which the student is applying. A final grade 12 high school transcript with an average of 85% or higher is required by September 1 to support national entrance scholarship. No application is necessary.

Major scholarship eligibility is based on a student's first semester grade 12 final marks. Final scholarship averages are based on the five required courses for the program to which the student is applying. The deadline to apply for all major scholarships listed below is March 1. To be eligible for all major scholarships, students are required to submit all of the following by March 1:

a) An application for admission to the University;
b) A final first semester grade 12 high school transcript with an average of 85% or higher, by March 1, to support major scholarship applications,
c) Major renewable scholarships require completion of the online scholarship application site at: https://www.stfx.ca/scholarshipapplication. As part of the application, applicants will be asked to provide and submit information relating to extra-curricular activities and awards, references, an essay response and, in some cases, budgetary information.

If a student is eligible for more than one university nominated scholarship, the student will receive the largest to which they are entitled. Students must be enrolled in at least 24 credits in the fall/winter terms combined, with a minimum overall average of 80% at StFX to maintain scholarship offer. For a September start, scholarships are normally tenable at StFX over four consecutive academic years. Effective September 2019, any new, incoming undergraduate students who do not meet the renewal terms stated above will have the opportunity to regain their entrance or major scholarship, in their second year of study only. Second year students who improve their overall average to 80% or higher will regain their scholarship for subsequent years of study (years three and four) provided they maintain a 80% or higher average in each subsequent year.

National Entrance Scholarships

Admission Average	Value
96 to 100%	$12,000 ($3,000/year over 4 years)
90 to 95.9%	$7,000 ($1,750/year over 4 years)
85 to 89.9%	$5,000 ($1,250/year over 4 years)

Major Scholarships

President's Scholarships

Recognizing those students who have achieved outstanding academic success. Renewable for four years at $8,000 per year. All students enrolling directly from high school who demonstrate the qualities and values honoured by StFX, notably leadership and dedication in service to others as well as academic achievement, are eligible. Open to all Canadian residents.

International Baccalaureate (IB) Scholarships

Recognizing those students who have achieved outstanding academic success within the IB program. Renewable for four years at $7,000 per year.

Philip W. Oland and J.P. McCarthy Scholarships

Awarded based on a nomination from the applicant's high school. Renewable for four years at $6,000 per year. Applicants must have the highest scholastic standing and demonstrated history of leadership ability. Philip W. Oland Scholarships are available to students from the Atlantic Provinces only while J.P. McCarthy Scholarships are open to entering students from across Canada.

Canadian Scholarships

Canadian Scholarships are awarded annually to students from Canada who are entering StFX. The winners have achieved superior academic standing while demonstrating leadership in their schools or communities. Scholarship valued at $24,000 is awarded in equal amounts of $6,000 annually throughout four years of study.

International Scholarships

Recognizing international students enrolling directly from high school who demonstrate the qualities and values honoured by StFX, notably leadership and dedication in service to others as well as academic achievement are eligible. Scholarship valued at $24,000 is awarded in equal amounts of $6,000 annually throughout four years of study.

Gerald Schwartz School of Business Scholarships

Schwartz National Scholars

StFX will offer annually four Schwartz National Scholars awards of $20,000 per year, renewable, for a total of $80,000 over four years. These awards are open to all first-year full-time BBA students who have a minimum 90 per cent average and demonstrated StFX qualities of leadership and service to community. The awards are open to all nationalities.

Schwartz Order of Merit Entrance Awards

StFX will offer six Order of Merit Entrance Awards, of $7,500 per year, renewable for a total of $30,000 over four years. These awards will be open to first-year full-time BBA students enrolling from high school who are Canadian residents and have a minimum 90 per cent average and demonstrated StFX qualities of leadership and service to society.

Schwartz Heather Reisman Women in Business Scholars

StFX will offer two Heather Reisman Women in Business Scholars awards, each renewal at $7,500 per year for a total of $30,000 over four years. These awards are open to first year full-time female BBA students enrolling from high school. The awards are open to Canadian residents, with a minimum 90 per cent average and demonstrated StFX qualities of leadership and service to community.

Schwartz Scholars of Distinction

StFX will offer 14 Schwartz Business Scholars of Distinction awards of $4,000 per year, renewable for a total of $16,000 over four years. The awards are open to first-year, full-time BBA students enrolling from high school with a minimum average of 85 per cent and demonstrated StFX qualities of leadership and service to community. The awards are open to Canadian residents.

Schwartz International Scholars

StFX will offer 14 Schwartz School of Business International Scholars awards, each valued at $8,000 annually and renewable for a total of $32,000 over four years. These awards are open to all first-year, full-time BBA students enrolling from high school with a minimum average of 85 per cent and demonstrated StFX qualities of leadership and service to community. The awards are open to all non-Canadian residents.

Schwartz Transfer Entrance Scholarships

StFX will offer four Transfer Entrance Scholarships of $3,000, each renewable for a total of $9,000 over three years. These awards will be open to students transferring full-time into the BBA program from the Nova Scotia Community College system or equivalent college in Canada with a minimum of 80 per cent average and no fewer than 24 credits in the past year of study. The scholarship is open to all Canadian residents.

Mulroney Institute of Government Scholarships

The Right Honourable Brian Mulroney Scholarship

StFX will offer two Right Honourable Brian Mulroney awards, of $15,000 per year renewable for a total of $60,000 over four years. These awards will be open to first year full-time PGOV students enrolling from high school who are Canadian residents and have a minimum of 90 per cent average and demonstrate StFX qualities of leadership and community involvement.

The Sobeys Scholarship Associated with the Mulroney Institute of Government

StFX will offer three Sobeys awards, of $10,000 per year renewable for a total of $40,000 over four years. These awards will be open to first-year full-time PGOV students enrolling from high school who are Canadian residents and have a minimum of 85 per cent average and demonstrate StFX qualities of leadership and community involvement.

Irving Entrance Scholarship Associated with the Mulroney Institute of Government

StFX will offer three Sobeys awards, of $5,000 per year renewable for a total of $20,000 over four years. These awards will be open to first-year full-time PGOV students enrolling from high school who are Canadian residents and have a minimum of 85 per cent average and demonstrate StFX qualities of leadership and community involvement.

Mila Mulroney Scholarship for African Nova Scotian Students

StFX will offer an award of $4,000 per year renewable for a total of $16,000 over four years. This award will be open to first-year full-time Aboriginal Canadian and African Nova Scotia PGOV students enrolling from high school who are Canadian residents and have a minimum of 70 percent average and demonstrate StFX qualities of leadership and community involvement.

Scotiabank Entrance Scholarship

StFX will offer an award of $4,000 per year renewable for a total of $16,000 over four years. Open to all students enrolling in the PGOV program directly from high school. A minimum 85% average is required for entrance scholarship. Awards are renewable for 4 years with continuation in Bachelor of Arts with major or minor in PGOV.

Michael Mulroney Scholarship

StFX will offer an award of $1,750 per year renewable for a total of $7,000 over four years. Open to all students enrolling in the PGOV program directly from high school. A minimum 90% average is required for entrance scholarship. Awards are renewable for 4 years with continuation in Bachelor of Arts with major or minor in PGOV.

Thomas O'Shea Scholarship

StFX will offer an award of $1,750 per year renewable for a total of $7,000 over four years. Open to all students enrolling in the PGOV program directly from high school. A minimum 90% average is required for entrance scholarship. Awards are renewable for 4 years with continuation in Bachelor of Arts with major or minor in PGOV.

Bogdanka Pivnicki Scholarship

StFX will offer an award of $1,750 per year renewable for a total of $7,000 over four years. Open to all students enrolling in the PGOV program directly from high school. A minimum 90% average is required for entrance scholarship. Awards are renewable for 4 years with continuation in Bachelor of Arts with major or minor in PGOV.

Sam Wakem Scholarship

StFX will offer an award of $1,750 per year renewable for a total of $7,000 over four years. Open to all students enrolling in the PGOV program directly from high school. A minimum 90% average is required for entrance scholarship. Awards are renewable for 4 years with continuation in Bachelor of Arts with major or minor in PGOV.

2.6.2 English for Academic Purposes

Students admitted into the English for Academic Purposes (EAP) program with conditional acceptance into an undergraduate degree program by March 1, 2020 are eligible for entrance scholarships. Scholarship eligibility is based on a student's final grade 12 final marks, and final scholarship averages are based on the five required courses for the program to which the student is applying. The deadline to apply for all entrance scholarships listed below is March 1. To be eligible for any guaranteed entrance scholarships students are required to submit the following:

a) An application for admission to the University;
b) A final first semester grade 12 high school transcript prior to March 1;
c) An English language proficiency test

Upon successful completion of the EAP program, students who meet the requirements of the entrance scholarship program will be assessed for entrance scholarships. Eligible students must be enrolled in a minimum of 24 credits in the Fall/Winter terms combined, and have taken no more than 3 credits at StFX before entering into full-time studies in an undergraduate program. Additionally, students must also achieve a minimum overall average of 80% at StFX to maintain scholarship offer. Scholarships are tenable at StFX over four consecutive years of study unless stated otherwise in the scholarship offer letter. Renewal terms listed above.

2.6.3 University In-Course Scholarships

In-course scholarships are awarded to students who have completed at least one academic year of 24 credits in the fall and winter terms combined towards a first degree. They are awarded on the basis of academic performance at StFX University. A minimum average of 80 in each scholarship group is required. No application is necessary. Grades obtained for courses taken on a letter of permission or exchange are not used for scholarship eligibility. The scholarships, ranging in value from $1,000 to $5,000, are awarded for one year.

For the purpose of scholarships, students are grouped by year of study and by degree programs as follows:

Group A BA and Music
Group B BBA
Group C B.Sc. and Engineering
Group D Nursing, Human Nutrition, and Human Kinetics

The following guidelines are used in making these awards:

a) A student ranked first in each scholarship group will qualify for the amount of $5000.
b) A student ranked in top 5% in each scholarship group will qualify for the amount of $2000.
c) A student with average of 80% or higher will qualify for the amount of $1000.
d) If a student is eligible for more than one university nominated scholarship, they will receive the largest to which they are entitled

2.6.4 Bursaries

University bursaries are available under three programs: entrance, limited and general. Awards range in value from $250 to $4000 and are based on demonstrated need of the student and availability of bursary funds. The holder of a bursary is expected to maintain a satisfactory academic record. Bursaries are not automatically renewed; a new application must be made each year. The online application form for university bursaries is available through the financial aid website. The entrance bursary program runs from mid-April to early June and the limited and general bursary programs run during the fall and winter semesters. Each program has unique deadlines; late submissions cannot be accepted. Bursaries are based primarily on financial need, satisfactory academic standing, and may include other criteria as specified by the donor(s).

2.7 UNIVERSITY PRIZES

The university gratefully acknowledges the generosity of the persons and organizations whose contributions make possible the many prizes awarded at the end of each academic year. Recipients of prizes are normally full-time students in regular attendance in a degree program at StFX and must have given satisfactory evidence of merit. The university reserves the right not to make an award should there be no suitable candidate. Awards, unless otherwise specified, are tenable only at StFX.

At convocation the following prizes, listed by associated department, are awarded to graduating students:

Clare Fawcett Graduating Anthropology Student Award
Art History Prize
Onex Corporation Gold Medal
CPA Nova Scotia Award of Excellence
East Coast Credit Union Prize in Entrepreneurship
CIBC Wood Gundy Prize in Finance
Killam REIT Prize in Marketing
IBM Prize in Enterprise Systems
Schwartz School Prize for International Business
Schwartz School Prize for Management and Leadership
Dr. Leo P. Chiasson Award for Biology to the Outstanding Advanced Major or Honours Student
Centre for Marine Biology Prize
Dr. Marguerite Michaud Prize for Canadian Studies

Angus L. Macdonald Memorial Scholarship for Celtic Studies
Flora MacDonald Prize
Rev. Malcolm MacDonell Award in Celtic Studies
A.A. MacKenzie Prize in Celtic Studies
Chemistry Industry Merit Award
Andree and Claude Coussement Prize in Chemistry
Dr. John P. Cunningham Internship Prize in Chemistry
Richard Cunningham Internship in Engineering
Employer's Choice Award for X-cellence in Co-operative Education
Dr. D.J. MacDonald and Dr. A.B. MacDonald Memorial Prize for Economics
Engineering Department Medal
Association of Professional Engineers of Nova Scotia Scholarship
Association of Professional Engineers of Nova Scotia Award
J. Wallace Farrell Memorial Award for Engineering
Nova Scotia Power Centennial Scholarship for Engineering
English Department Cape Breton Creative Writing Prize
Margaret MacGillivray-MacDougall Prize for English
Rev. R.J. MacSween Prize for English
Ambassador of France Book Prize for French
Ambassador of Switzerland Book Prize for French
Jean Babin Prize for Excellence in French
Consulate of Argentina Prize for Spanish
Angus Dan Gillis Prize in Gaelic
Professor Donald J. MacNeil Memorial Award for Earth Sciences
Mining Society of Nova Scotia Centennial Scholarship Medal
Dr. Randall F. Cormier Award for Best Thesis in Earth Sciences
Mary Tramble Memorial Award for Field Earth Sciences
Ambassador of Germany Book Prize for German
Ambassador of Austria Book Prize for German
Ambassador of Switzerland Book Prize for German
German Consulate General Montreal Prize
Hogan/Phillips Prize in History
Rev. A.A. Johnston History Award for Diocesan History
Ita MacDonald Prize for Canadian History
Dairy Farmers of Canada Award for Further Study in Dietetics/Nutrition
Nova Scotia Home Economics Book Award
Nova Scotia Health Research Foundation Award
Dr. H. Stanley and Doreen Alley Heaps Prize for Computing Science
Dr. A.A. MacDonald Prize for Mathematics
Canadian Academy of Recording Arts and Sciences Award for Music
Paul Groarke Philosophy Prize
Rev. Charles R. MacDonald Memorial Medal for Philosophy
Dr. M.S. Gautam Memorial Prize for Physics
Wallbank/Weingartshofer Prize for Experimental Physics
Yogi Joshi Prize for Excellence in Physics
Craig McDonald Mooney Prize for Psychology
Walter Kontak Prize in Political Science
Hon. John B. Stewart Scholarship for Political Science
Annette Ahern Memorial Essay Prize in Religious Studies
John and Mary Fraser Memorial Prize for Senior Religious Studies
Rev. F. J. Mifflen Sociology Prize
Dr. G.H. Murphy Prize for Proficiency in Pre-medical Studies
St. Francis Xavier Association of University Teachers Book Prizes
Nominations to the Kappa Gamma Pi Honour Society
Katherine Wdowiak Memorial Award in Nursing
Women's and Gender Studies Prize

At the end of each academic year the following prizes are awarded to undergraduate students:

Gaelic Scholarship for Summer Study in Scotland
Honourable Allan J. MacEachen Fellowship for Celtic Studies
Rev. Donald M. Rankin Scholarship for Celtic Studies
Rev. John Archie Chisholm Memorial Award for Celtic Studies
Cecil MacLean Prize for Achievement in First-Year French
B.J. Keating Memorial Award for Geology
Frank S. Shea Scholarship for Geology
Student-Industry Geology Field Trip Award
Canadian Society of Petroleum Geologists Stanley E. Slipper Award
Dr. F.J. Ginivan Prize for Mathematics
Elizabeth Tobin McGivern Prize for Music
Dr. Winston Jackson Honours Nursing Prize
David Davis Prize for First-Year Physics
David Davis Prize for Third-Year Physics
Charles Jordan Memorial Prize for Second-Year Physics
Bishop Campbell Prize for Second-Year Religious Studies
Camille LeBlanc Prize for First-Year Religious Studies
Flying Officer Wallace MacDonald Memorial Prize for Third-Year Religious Studies

3. ACADEMIC REGULATIONS

3.1 Registration
3.2 Courses Taken at Another Institution
3.3 StFX Degree or Diploma Requirements
3.4 Re-Admission to University
3.5 Directed Study & Selected Topics Courses
3.6 Student Classification
3.7 Class Attendance and Withdrawal
3.8 Academic Integrity Policy
3.9 Mid-term and Examinations
3.10 Grading System for Undergraduate Programs
3.11 Academic Standing and Program Progression
3.12 Appeal of an Academic Penalty
3.13 Grade Appeal Procedure
3.14 Convocation
3.15 Academic Records
3.16 Regulations for a Second StFX Degree
3.17 Online Learning and Professional Studies
3.18 Exchange and Study Abroad
3.19 Dean's List
3.20 Distinction, First Class Honours and University Medals
3.21 Leave of Absence
3.22 Correspondence from the Registrar's Office to the Student
3.23 Obligations of Students

3.1 REGISTRATION

Registering and Adding Courses

a) Registration start times or time tickets are determined based on a student's year of study, program, and then on total credits earned. Registration start times for first-year students are assigned based on program and student ID number in ascending order. Please refer to section 3.6 for additional information on how a students' year level is determined. Students will be notified by their StFX email if they are preregistered in courses as part of their program.

b) Effective as of the 2022-2023 academic year, all new first year students will be required to complete the non-credit Xaverian Community Foundations Certificate prior to registering for courses in their second year.

c) Students are responsible for the accuracy of their course registrations and for ensuring that the courses they select are appropriate to their degree programs.

d) Students will be dropped from any second term courses if they have failed or dropped any required prerequisite course(s) in the first term.

e) Students who are uncertain about their course selection are encouraged to seek assistance from academic advising, the department chair, or program co-ordinators.

f) The regular academic year runs from September to April and is divided into two terms. The fall term runs from early September to mid-December and the winter term from early January to late April.

g) A course taught three hours a week over the regular academic year has a value of six credits and is called a full course. A course taught for three hours a week for one term has a value of three credits.

h) In the fall and winter terms, students may add courses to their schedule within the first week of classes. Attending a course while not on the Banner class list does not constitute registration and is not grounds for approval of a request for late registration. No student will be permitted to register for courses after this date without permission of the Registrar and/or Dean.

i) Credit will not be granted for any course in which a student is not formally

enrolled.

Dropping Courses

a) Students may drop a course, online in Banner, on or before the relevant deadline. Please refer to the calendar of events for deadline dates for dropping full- year, first-term and second-term courses.

b) Courses dropped within the first week of classes will be removed from a student's transcript.

c) After the first week of classes, a student will be permitted to drop courses as per the drop deadlines outlined in the calendar of events. A grade of DC, dropped course, will appear on the students' official transcript but is not used in the calculation of the average.

d) Students who stop attending class, but who do not formally drop the course in Banner, will receive a final grade based on the work completed to date with a zero grade for any components not completed. This final grade will appear on students' transcripts and is used in the calculation of the average.

e) Students who cannot complete a course due to medical or other extenuating circumstances must contact the Dean's Office and provide appropriate documentation.

f) Students should be aware that dropping a course may change their registration status from full to part time, and may have an impact on tuition, refunds, student loans, Immigration, Refugees, and Citizenship Canada (IRCC) reporting, Dean's List eligibility, in-course scholarship eligibility, athletic eligibility, or other StFX bursaries or awards.

Normal Course Load

a) In most undergraduate programs, the normal full course load is 30 credits during the regular academic year. Students are encouraged to maintain a balanced course load of 15 credits per term, whenever possible.

b) Students enrolled in 60% of a normal full course load, or 18 credits, for the full academic year are considered full-time students.

Overloads

a) Students, who wish to enrol in more than a full course load per term must apply to the Registrar for approval. Courses taken on a letter of permission (LOP) are included and counted as part of a student's overall course load.

b) A minimum average of 65 is required, either for the previous academic year or for the first term if the application is submitted at the start of the second term.

c) Students will not be permitted to enrol in more than 36 credits in the regular academic year (September to April).

d) For spring and summer terms, students may enrol in up to 6 credits in either term. Students who wish to enrol in additional credits, up to 18 credits over the spring and summer terms, must apply to the Registrar and meet the 65 minimum grade average.

e) The maximum number of credits permitted in either the spring or summer term is 9, however students are reminded that spring and summer courses are offered in a compressed time frame and are advised to carefully consider enrolling in more than the recommended 6 credits each term.

f) First-year students will not be permitted to carry an overload.

g) Students are responsible for any fees associated with taking additional courses above the normal course load. Refer to Section 2.1, Undergraduate Registration Fees, for additional information.

Repeating Courses

a) Students are permitted to repeat a course or register in a course deemed equivalent, or cross-listed, with one that they have already completed. However, credit will only be granted once, e.g., Credit will be granted for only one of HIST 232 or HIST 230. Refer to course descriptions for additional information.

b) The final grade for the first instance the course was taken will remain on the transcript and the grade will be denoted with an (R) to indicate a repeat grade. The credit hours will be removed but no adjustment will be made to the end of year average.

c) The final grade for the second instance the course was taken will be reflected on the transcript under the year it was retaken and will be used in the calculation of the average for that year. If the grade earned in the second instance is lower than the grade in the first instance, no adjustment will be made to the grade in the first instance.

Course Restrictions

a) Courses in business administration, education, engineering, health, human kinetics, human nutrition, or nursing may normally only be applied to those programs respectively, unless the courses are taken to fulfil specific program requirements. Refer to the appropriate Faculty regulations for exceptions.

b) A "pair" is 12 credits in one subject with at least six credits at the 200-level or higher. As exceptions, language pairs in French, Celtic Studies and Classics may consist of 12 credits at the 100-level.

c) A student may complete only one pair from a department and may not complete a pair in the major or minor subject.

d) A pair may not be completed from any of the professional or applied program disciplines: AQUA, BSAD, CLEN, ENGR, HKIN, HLTH, HNU or NURS.

Auditing Courses

a) A student, after obtaining written approval from the course instructor, may register to audit any on campus undergraduate course. This written approval must be forwarded to the Registrar's Office within the first week of the term. A course instructor may deny permission to audit a course. Non-students are required to apply for admission, and be accepted, prior to being permitted to audit courses. Admission and registration deadlines for the university will be in effect.

b) A student given permission to audit a course may attend and participate in the course and may, in agreement with the instructor, choose to receive feedback for submitted course work and/or exams, but will not receive a grade and will not be given credit for the course.

c) Students wanting to take the course and receive credit will be given priority over audit students.

d) The fee for auditing a course is normally one-half of the normal course fee.

e) A decision to audit must be made within the first week of the term in which the course begins. Students who elect to audit a course may not later request to receive credit for the course.

f) Audited courses cannot be dropped after the first week of the term in which the course begins.

3.2 COURSES TAKEN AT ANOTHER INSTITUTION

Transfer Credit

a) Transfer credit may be granted for courses for which credit has been earned at an accredited university, if based on the subject and learning outcomes, the courses can be used towards the student's program requirements at StFX. Transfer credits are not used in the calculation of averages or to determine first class honours or distinction.

b) Students who receive a direct StFX course equivalency for courses taken at other institutions and choose to repeat the course at StFX will forfeit their transfer credit as students will not be permitted to receive credit for the same course twice. The transfer credit will be removed from the StFX record.

c) Minimum grade and average requirements, as specified in the faculty regulations, apply to all transfer courses.

d) Official transcripts from all post-secondary institutions are required at time of admission. Failure to disclose attendance at another institution could result in the forfeit of transfer credits or academic dismissal.

e) Restrictions may apply to the transfer of credit for business administration courses at the 300 and 400 level.

f) Normally, transfer credit will not be granted for courses taken 10 years or more before the date of application.

g) Transfer credits may be granted for distance courses in recognized academic disciplines taken at Canadian universities.

h) Transfer credit will not be granted for distance courses if the StFX equivalent has a laboratory component.

i) Students will not be permitted to take distance courses on a letter of permission if StFX offers the same course via distance.

j) Upon completion of the Coady Diploma in Development Leadership, students will be eligible to transfer up to 12 credits as open electives towards a StFX undergraduate degree.

Courses Taken on Letter of Permission

a) Students must have an active student status, or seek re-admission to the university, to enrol in any course at another university. Students must obtain a Letter of Permission (LOP) from the appropriate Dean **PRIOR** to registering and completing the courses. The LOP form is available through Services@

StFX.

b) Students who complete courses at another institution without having an approved letter of permission in place will not be eligible to receive credit for those courses.

c) Courses taken on letter of permission are counted towards a students' course load and overload regulations are applicable; refer to section 3.1e for additional information.

d) Students must have an official transcript sent to the Office of the Registrar at StFX when courses are complete to finalize their transfer credits.

e) Grades obtained for courses taken on a letter of permission are not used in the calculation of averages or to determine scholarship eligibility, first class honours or distinction.

f) Students in good academic standing or on academic probation are eligible to enrol in courses at another university during the regular, spring, and summer terms.

g) Students who have been suspended or dismissed are not eligible to receive credit for course work completed elsewhere while the suspension or dismissal was in effect.

3.3 StFX DEGREE OR DIPLOMA REQUIREMENTS

To obtain a first degree or diploma from StFX, students must normally complete:

a) At least 1/2 of the credit hours required for the degree or diploma at StFX

b) At least 2/3 of the subject credit hours required at the 300/400 level for major, advanced major, honours or joint honours programs at StFX

3.4 RE-ADMISSION TO UNIVERSITY

a) A student who has not been registered at StFX since the previous academic year or withdraws from university, must re-apply for admission.

b) A student who is returning to complete an honours conversion will be placed in a non-degree program until the honours declaration form is approved.

c) A student who is re-admitted is bound by any changes made in the curriculum and regulations after their first registration.

d) Students are normally required to complete their degree within 10 years of their first registration.

e) Courses taken for credit 10 years before acceptance into a degree program will be assessed by the appropriate Dean.

f) If a student is suspended or dismissed from the university and successfully appeals this decision and is permitted to return, the student will be placed on probation for one year and is required to enrol and complete the APEX program. Refer to section 2.3.11 for additional information.

g) Upon re-admission to the university, students will be eligible to register in courses at StFX and elsewhere.

3.5 DIRECTED STUDY & SELECTED TOPICS COURSES

Directed Study Courses

a) Directed study courses permit students of exceptional ability and motivation to pursue, on a tutorial basis, individual programs of study in areas not normally offered by a department.

b) Directed study courses are normally restricted to no more than two students.

c) Normally, a faculty member may offer no more than two three-credit directed study courses per year.

d) A directed study course may earn no more than six credits.

e) To be eligible for a directed study, students must have:
   i) completed 12 credits in the department;
   ii) attained a minimum average of 70 in the 12 credits;
   iii) obtained written consent from the department.

f) Students interested in a directed study course should, as early as possible, consult with the department chair and the appropriate faculty member. Formal application must be submitted by the Department Chair to the appropriate Dean four weeks before the start of the term and no later than the first day of classes in which the course is to be offered.

Selected Topics Courses

a) Subject to approval of the appropriate Dean, departments may offer selected topics courses in their discipline.

b) A selected topics course may only be offered twice before the department must seek approval through the appropriate Committee on Studies and the University Senate.

c) Selected topics courses may be offered in any department or interdisciplinary program at the 100-, 200-, 300- or 400-level and may be offered for three or six credits.

d) Course numbers for special topic courses will be assigned by the Registrar's Office.

3.6 STUDENT CLASSIFICATION

a) Students are classified as first year, sophomore, junior, or senior depending on the number of credits that have been earned. Students who are six credits short of the next level in a degree program will be placed in the next classification on a conditional basis.

Year of Study	Credits Earned
First Year	less than 24
Second Year	24
Third Year	54
Fourth Year	84

b) Advancement in classification is granted when a student earns 30 credits in the preceding classification.

c) Registration time tickets are assigned based on credits completed and year of study. See section 3.1(a) for additional information.

3.7 CLASS ATTENDANCE AND WITHDRAWAL

a) Students are expected to attend all classes and laboratory periods.

b) If a student is going to be absent for more than one class, the student is responsible for contacting each professor or instructor.

c) In the case of a sudden emergency requiring a student to be absent for more than five days, the student is required to contact the Dean's office.

d) Faculty are required to report to the Dean all unexplained absences in exceeding three hours over at least two classes in any term.

e) When a mandatory class, quiz, exam, or class project is scheduled outside normal class hours, provision will be made to enable students to attend scheduled classes and laboratories in their other courses.

f) Students wishing to withdraw from the university must give formal notice to the appropriate Dean in person or through Services@StFX.

g) Students who withdraw before the end of the term will not receive credit for courses with a later end date.

h) Formal notice of withdrawal is required for refunds of tuition and residence charges. Refer to section 2.1.3 for additional information.

i) The notice of withdrawal will be sent to: Campus Post Office, Financial Aid, Library, Registrar's Office, Residence Office, Safety & Security Office, Student Accounts, Student Life Office, and Students' Union (for health insurance).

3.8 ACADEMIC INTEGRITY

The Academic Code of Conduct sets out for the university community the expectations for an academic community of integrity. The code is the measure for addressing a charge of academic misconduct against a student within an academic community that seeks to support student learning at St. Francis Xavier University. The premise of this code is set in the various laws and codes that regulate the university's day-to-day activities. These include but are not limited to the Canadian Copyright Act, Canadian Privacy Act, and the Canadian Intellectual Property Rights.

An academic community flourishes when its members are committed to six fundamental values and ideals: honesty, trust, fairness, respect, responsibility, and courage (ICAI, 2021). Specifically, the following have been adopted from the International Centre for Academic Integrity Fundamental Values document (2021).

3.8.1 The Code of Academic Conduct

International Centre for Academic Integrity Fundamental Values document (2021). The Academic Code of Conduct espouses the following values:

a) Advances the quest for truth and knowledge by acknowledging intellectual and personal honesty in learning, teaching, research, and service.

b) Fosters a climate of mutual trust, encourages the free exchange of ideas, and enables all to reach their highest potential.

c) Establishes clear academic standards, practices, and procedures and expects

fairness in interactions amongst students, faculty, staff, and administrators.
d) Recognizes the participatory nature of the learning process and honours and respects a wide range of opinions and ideas.
e) Upholds personal responsibility and accountability and depends upon action in the face of wrongdoing; and,
f) Stands up for these fundamental values in the face of pressure and adversity with determination, commitment, and courage.

In the spirit of Reconciliation, using the concept of Two-eyed seeing (Bartlett, Marshall, & Marshall, 2012), we can connect the above, allowing us to see with an Indigenous perspective via the Seven Grandfather teachings given to us by the Anishinaabe and Mi'kmaq people (Bouchard, 2016; Seven Grandfathers in Academic Integrity, 2020), these are as follows:
a) Love with love in our hearts. We love to have the ability to soar to great heights,
b) Courage, always seek the courage to make changes within, do what is right,
c) Respect, all of creation is to be treated with respect. This includes respect for yourself and others.
d) Honesty in facing a situation is to be brave. Always be honest in your word and action.
e) Humility brings inner power and strength. You are equal to others, but you are not better.
f) Truth, slow down the pace of your life; faster is not always the best way to reach your goals. Speak the truth. Do not deceive yourself.
g) Wisdom reminds us to act on our dreams and make them a reality. Wisdom is given by the creator to be used for the good of the people.

3.8.2 Offenses against Academic Integrity

Offences against academic integrity include but are not limited to plagiarism, cheating, fabrication (includes falsification), and tampering. These offences constitute academic dishonesty and are therefore subject to consequences of both disciplinary and educational action. The following descriptions/ examples of offences is not an exhaustive list.

a) Plagiarism

Academic work often involves research on or reference to and critically examining and evaluating the ideas, data, and commentary of other scholars' work. Academic integrity requires that any use of another person's work or previous work by the student be properly acknowledged and cited using the reference system appropriate to that discipline (e.g., MLA, APA, Chicago).

Plagiarism is the intentional or unintentional misrepresentation of another's work—whether ideas or words, intellectual or creative works, images, or data—published or unpublished, as one's own.

The most common forms of plagiarism are usually associated with students' writings, such as papers and essays; however, plagiarism may occur in studio, seminar, laboratory, and classroom work and include audio and or video format. It is the course professor/instructor's duty to clarify plagiarism for students and provide students with acceptable format guidelines for references and citations within their course syllabus and make them available on their electronic course pages, e.g., Moodle.

Plagiarism includes but is not limited to when a student knowingly or unknowingly commits the following offences and therefore will be held to:

i) Represents as one's own idea or expression of an idea or work of another in connection with any source regardless of format by quoting verbatim, paraphrasing, re-arranging the text or summarizing text, even small portions of text, without proper acknowledgement. The most common forms of plagiarism are usually associated with students' writings, such as papers and essays; however, plagiarism may occur in studio, seminar, laboratory, and classroom work and include audio or video format. Proper acknowledgement is through using the citation style (e.g., APA, MLA) as per the academic discipline and or as described in the course syllabus;
ii) Plagiarism also includes coping from the Internet, from materials obtained from a library, or any other database, including online applications, all, or part of a print resource (e.g., a paper, a journal article, a book or e-resource, an audio recording, a video, a studio work, a data set, a program/code, excluding bibliography makers), and presents it as one's own work;
iii) Self-plagiarism is when work previously submitted by the student is used in another assignment. Self-plagiarism without proper acknowledgement of the previous submission and permission of the previous instructor is a violation of academic integrity.

b) Cheating

Cheating is when a student or students seek credit or other advantages for themselves or disadvantage others through fraud, misrepresentation of work, or dishonest or disruptive behaviour.

Students are required to follow the expectations and acceptable use guidelines set by the professor(s)/instructor(s) in the course syllabus and/or separate instructions communicated to students before the completion of graded assessment, such as course assignments, midterms, and/or examinations.

Cheating includes, but is not limited to when a student:

i) submits, in any part, another's work as one's own;
ii) shares graded work (e.g., assignments, essays, tests), when not permitted to do so, or when not explicitly told that collaboration is allowed;
iii) buys, borrows, or leases any graded assignments, including laboratory work, codes, and data, to submit the work as their own;
iv) submits, without the professor(s)/instructor(s) prior expressed written consent, any work for which credit has been, or is being sought in another course, including any work that has been submitted at another educational institution. Depending on the case this may also be self-plagiarism.
v) collaborates (i.e., works together) on graded work (e.g., an assignment, test, midterm, online assessment) for which the professor(s)/instructor(s) did not explicitly indicate that students could collaborate;
vi) possesses and/or uses unauthorized aids or obtains unauthorized assistance, including but not limited to copying, using a translation service, online aids, bot, any unauthorized computer hardware, software, including computer programs, Apps, widgets, or other electronic retrieval systems or face-to-face assistance for any graded assessments (e.g., quizzes, assignments, tests, and examinations);
vii) helps another student engage in academic dishonesty including but not limited to providing answers to graded or ungraded assessment, a test or examination; providing an essay, laboratory report, or assignment that is copied and submitted by another student as their work;
viii) obtains or views a copy of the graded or ungraded assessment (e.g., the midterm, test, or final examination) before it is administered and uses this knowledge to yield an unfair advantage.

c) Fabrication and Falsification

Fabrication is the act of deceitful intention of the creation of a falsehood to obtain credit or advanced standing or seek to disadvantage others through dishonest or disruptive behaviour.

Falsification includes but is not limited to the untruthful representation, reporting, and submission of any personal, academic, or other graded assignments and evaluations and or other academic documents to obtain credit or advanced standing or seek to disadvantage others through dishonest or disruptive behaviour.

The following are infractions of fabrication and/or falsification and will be treated as academic misconduct violations.

In writing/assignments/examinations when the student:

i) Fabricates the connection between the sources cited and the content within the student's work;
ii) Fabricates references or sources;
iii) Falsifies any research results, whether in laboratory experiments, field trip exercises, or other assignments whereby the data has been fabricated and/or falsified.

In an online/in person class when the student:

iv) impersonates another student in a test, examination, assignment, attendance record, or in connection with any other academic work;
v) knowingly permits another to impersonate oneself;
vi) forges, alters, or falsifies transcripts or other academic records in print or electronic form for any purpose;
vii) submits false credentials to the University or any other institution;
viii) makes false representation on an application for admission;
ix) makes false representation on an application for ethical approval for a research project involving human or animal subjects; or,
x) requests the extension of a deadline citing reasons known to be false, including submitting false documentation supporting that request.

d) Tampering

When a student knowingly makes or creates unauthorized alterations to obtain credit or advanced standing or seeks to disadvantage others through dishonest or disruptive behaviour.

Tampering includes but is not limited to, when a student knowingly:

i) gains unauthorized access to, use of, or alteration of computer data sets, including course, student, faculty, alumni, public, and/or corporate records;
ii) gains unfair advantage by using software and/or computer tools that inhibit the use of the resources by others;
iii) damages or destroys course materials, library materials, or laboratory resources;
iv) willfully or negligently damages the academic work of another member of the University;

v) alters a graded assessment (e.g., assignment, midterm, test, or examination) after it has been graded and returned by the professor/ instructor with the intent to improve a grade or grade appeal.

Tampering may be reported under the process for Student Code of Conduct violations where applicable.

Any other form of misrepresentation or fraudulent academic behaviour, or other improper academic conduct comparable to what is above but has not been mentioned herein could be deemed by an Academic Integrity Officer or the Senate Committee on Academic Integrity to be an act of academic misconduct and an offence against academic integrity and is subject to discipline under this policy.

Offences, and resulting consequences, will be recorded in the Registry of Academic Integrity until the student graduates or for 5 years since the last recorded attendance, at which time they will be removed. A consequence of probation, suspension, or dismissal shall be recorded as a transcript note on the student's academic summary and official academic transcript as per the Senate Committee on Academic Integrity.

The full academic integrity policies and procedures document is available at https://www.mystfx.ca/registrars-office/academic-integrity

3.9 MID-TERMS AND EXAMINATIONS

Mid-terms

a) October and February mid-term grades, accounting for at least 20% of a final grade, must be entered in Banner Self-service; October grades for full-year courses may be entered in Moodle or communicated to students in a confidential manner. See calendar of events for deadlines.

b) Dates for mid-terms quizzes in October and February are determined by the professor.

Examinations

a) Once the examination schedule is posted as per the calendar of events, it is considered final.

b) December and April examinations are written during the formal examination periods as indicated in the calendar of events. Designated times are 9:00am, 2:00pm and 7:00pm. Exams will not normally be scheduled on Sundays during the exam period unless it is required to generate a conflict free exam schedule or to accommodate rescheduling of exams due to unforeseen circumstances such as inclement weather resulting in University closure.

c) Normally, final examinations for a three-credit course are 2 ½ hours in length. December examinations in a six-credit course are 2 hours in length and April examinations are 3 hours in length.

d) Take-home examinations may not be distributed before 1:00pm on the last day of classes for the term and are to be due no sooner than 7 days, and no later than 10 days, after distribution. Take-home exams must not be due after the last day of the examination period.

e) Students should be aware that their examinations could be scheduled on any of the days in the examination period and they will be required to write their examinations at the scheduled time.

f) Students unable to write an examination at its scheduled time due to illness or due to a serious, unexpected circumstance must notify the Deans' office prior to the examination. Students must provide an original doctor's certification or other supporting documentation as required.

g) Normally, no student will be required to write more than two examinations in 25 hours.

h) No written tests or examinations (excluding lab exams) worth 10% or more of a student's final grade should take place during the last 7 teaching days prior to the last day of classes of the academic term (September - April). Final exams may not be scheduled during this period.

3.10 GRADING SYSTEM FOR UNDERGRADUATE PROGRAMS

a) The passing grade is 50. Some programs have specific passing grade requirements; see specific advancement and graduation requirements by degree charts in sections 4, 5, or 6. The highest grade awarded and calculated in an average is 99.

b) A student's average is a weighted calculation based on full-time enrolment. The average is included on the transcript at the end of each academic year. A six-credit course has a weight of one; a three-credit course has a weight of one-half. The average is based on final grades in all courses attempted.

c) Averages are not calculated for students studying part-time. Grades for courses completed in the spring or summer terms are not included in the average.

d) Courses graded as Pass or Fail are not included in a student's average calculation, regardless of credit value.

e) The grade and average requirements for major, advanced major and honours degrees are stated in chapter 4 for arts degrees, chapter 5 for business degrees and chapter 7 for science degrees. Failure to achieve grade and average requirements may result in academic penalties and may affect students' eligibility to progress in some degree programs.

Students must obtain an average of at least 55% and receive credit for 60% of attempted courses, in their final year, to be granted a degree or diploma.

f) At least 25% of the grade in six-credit or three-credit 100- and 200- level courses should be based on December, April, or mid-term summative assessments, such as exams, essays, projects, portfolios, or other appropriate forms of summative assessment.

g) Performance in nursing clinical courses will be evaluated based on a combination of assignments, the development of major plans of care and an evaluation of clinical practice performance. A grade of pass/fail will be awarded for the clinical practice portion of the course. Students must successfully complete the clinical practice to receive credit for the course.

h) When a student repeats a course, the final grade of the first instance it was completed will remain on the transcript and be denoted with an "R" to indicate a repeat grade and will be included in the student's average calculation. However, the credits will be removed from the first instance of the course so credit for the course is granted only once. The final grade from the second instance the course is taken will be used in the average calculation for the year in which the course was completed. If the grade earned in the second instance is lower than the grade in the first instance, no adjustment will be made to the grade in the first instance.

3.11 ACADEMIC STANDING AND PROGRAM PROGRESSION FOR UNDERGRADUATE PROGRAMS

Academic Standing

This applies to all undergraduate students, except Nursing and Education, and those who withdraw from the University. Academic standing is based on a minimum of two final grades during the regular (September-April) academic year.

Assessment

a) Academic standing for all undergraduate programs, except Education and Nursing, will be assessed at the end of the second term of each academic year. For information on academic standing in the Bachelor of Education Programs see section 6.4. For information on graduate level programs see section 8.6.6. For information on the Nursing program see Section 9.28.
b) Academic standing assessment is based on a minimum of two final grades during the regular academic year.
c) All students, with the exception of those who withdraw from the University, will be assessed.

Good Academic Standing

To be considered in good academic standing, students are required to earn an annual average of 55% or better. The annual average will be calculated at the end of the second term.

a) Students who do not meet the required minimum academic average of 55% will no longer be considered to be in good academic standing and will be placed on academic probation (see below).
b) Students who achieve an end of year average of 55% or greater in the year during which they are on academic probation will be returned to good academic standing the following year.
c) Students who do not regain good academic standing while on academic probation will receive an academic dismissal.
d) Students who have been on academic probation in a previous academic year will return to academic probation in any non-consecutive year during which they do not maintain good academic standing.

Academic Probation

a) Academic probation will begin in the spring term following the academic year during which the student did not maintain good academic standing. A copy of the notification will be mailed to the home address on file and will be sent electronically to the student's StFX email address. Academic probation will be recorded on a student's transcript.

b) Students on academic probation must enroll in and achieve a passing grade in APEX in order to return to good academic standing. Students may attempt to complete APEX more than once. Students who are returned to academic probation after successfully passing APEX are required to enrol in and achieve a passing grade in APEX II during their second (non-consecutive) year on academic probation.
c) Students on academic probation are having required to meet with their Dean, or the Associate Dean Academic, at least once prior to the start of classes (or in exceptional cases, prior to the add/drop date for courses) in the Fall term in order to develop a plan to improve their academic performance. The Dean or Associate Dean will determine the timing and the number of subsequent meetings that may take place during the academic year in which the student is on academic probation. Students who fail to meet with the Dean or Associate Dean Academic as a condition of their academic probation will forfeit their right to appeal any subsequent academic dismissal.

Academic Dismissal

a) Students who receive an academic dismissal and who are enrolled in courses when the dismissal is applied may complete their in-progress courses. Students will be dropped from any courses in which they are registered for future terms, including approved LOP courses. The academic dismissal will be recorded on the student's transcript, unless successfully appealed.
b) Students who have been academically dismissed will not be eligible for further study until two years have elapsed after the application of the academic dismissal unless they successfully appeal the academic dismissal.
c) No credit will be granted for work completed elsewhere while an academic dismissal is in effect.
d) Students who have been academically dismissed must reapply for admission to StFX. Students who have been academically dismissed may apply to be readmitted for the first Fall term after the completion of their second year academic dismissal, at the earliest. For information on academic standing and re-admission to the Bachelor of Education programs see section 6.4. For information for the Nursing program see 9.28
e) Students who return to studies after the academic dismissal period will be placed on academic probation. Students returning from an academic dismissal who do not regain good academic standing will be academically dismissed again for a period of two years, with no option to appeal the decision.

Program Progression

Students must fulfill the requirements of their program to progress in their program. For program progression information for the Bachelor of Arts programs, see section 4.1.5, for the Bachelor of Business programs see section 5.1.5, for the education program, see section 6.4, and for the Bachelor of Science programs see section 7.1.5.

The Bachelor of Science in Nursing and the Bachelor of Education programs will be assessed at the end of each term, in December and April.

Non-Academic Misconduct

Students suspended for non-academic misconduct through the Community Code of Conduct, or other University policies, will have a notation added to their academic transcript to record the offence. Students may appeal a non-academic suspension following the process outlined in the StFX Community Code of Conduct. See section 3.22.

3.12 APPEAL OF AN ACADEMIC DISMISSAL

a) Academic dismissals for students, with the exception of Education students, may be appealed to the Academic Dismissal Appeals Committee.
b) Appeals of dismissal must be received by June 15 of the calendar year in which the student wishes to return to their studies. The appeal of academic dismissal form can be found on the StFX Services Portal here.
c) The decisions of the Academic Dismissal Appeals Committee are final. The Committee, in assessing appeals, may consult and obtain information from Student Services departments, with the exception of Health and Counselling, as part of the review and decision-making process on appeals.
d) Students who successfully appeal an academic dismissal and return to their studies will be placed on academic probation. Students will be required to enrol in and achieve a passing grade in APEX in order to return to good academic standing. Students must meet with their Dean or Associate Dean Academic to develop a plan to return to good academic standing prior to enrolling in any additional courses.
e) Students will not be required to reapply to StFX if they successfully appeal an academic dismissal and return to their studies within 12 months of the appeal decision.

3.13 GRADE APPEAL PROCEDURE

a) Only final grades, including grades of course work used to calculate a final grade, may be appealed.
b) All appeals must be made in writing to the appropriate Dean and must clearly state the reason for the appeal.
c) A $10 fee is applicable for each grade appealed. This fee will be refunded if the appeal results in a change of grade.
d) Appeals must be made before January 15 for first-term courses; before May 30 for full-year and second-term courses; before July 15 for spring courses; and before September 15 for summer courses.
e) Upon receiving a grade appeal, the Dean will request a review from the faculty and report the results to the student, or the student may request the Dean to arrange an interview between the student and the faculty.
f) If the student is dissatisfied with the results, the student can request that the Dean set up an appeal committee. To initiate this proceeding, the student must appeal in writing within 10 days of receiving notification of the results of the review.
g) A $25 fee will be applicable if an appeal committee is established. This fee is refunded if the committee decides in the student's favour.
h) The appeal committee will be comprised of three Faculty from the department, one chosen by the student, one chosen by the course instructor, and a third chosen by the first two members. Both the student and the professor may present their respective cases in writing to the appeal committee.
i) The decision of the appeal committee is final.

3.14 CONVOCATION

a) Effective for the 2020 Fall Convocation and onwards, students who have an outstanding account with the University **over $100** will not be eligible to participate in convocation ceremonies, events, or receive their parchment until their account is paid in full. Students will become eligible to participate fully in the next scheduled convocation ceremony following the full payment of fees owed. Students wishing to do this should contact the Registrar's Office as soon as their debt is cleared.

b) StFX confers degrees and/or diplomas at two convocations per year; spring (May) and fall (December). Refer to the calendar of events for specific dates.

c) All students who expect to receive their degree or diploma must apply to graduate through Banner Self-service. Refer to the calendar of events for application deadlines.

d) Students who are completing their degree requirements in the fall term are not eligible to graduate at fall convocation except for students in those programs whose requirements are all completed well in advance of the end of the term. Students who complete their degree requirements in advance of the next convocation ceremony may request a degree completion letter when the requirements are met from the Registrar's Office.

e) The name printed on the parchment must be the student's legal name as recorded on his/her academic record and the name provided on the admission application. Any change to this name must be supported by official documentation submitted to the Registrar's Office.

f) StFX degrees are printed in Latin and Mi'kmaq and reflect the student's academic designation (i.e., Bachelor of Arts with Major) but not the specific major, concentration, or minor. This information is included in the students' official academic record and appears on any transcript issued. StFX degrees are not printed in English.

g) StFX diplomas are printed in English.

h) Graduates who are unable to attend convocation will have their degrees sent to their home address on file by courier or Expresspost. Students are responsible for ensuring their address on file is accurate and up-to-date.

i) Students graduating with an undergraduate degree may be awarded the designation distinction or first class honours. Refer to Section 3.20 for additional information.

j) Candidates who receive degrees, diplomas and certificates from St. Francis Xavier University become members of the StFX Alumni Association. As members, alumni are eligible to receive the *Alumni News*, benefits and promotions exclusive to alumni, and information regarding development programs.

k) Additional graduation information is available at https://www.stfx.ca/student-life/convocation

3.15 ACADEMIC RECORDS

3.15.1 Release of Student Academic Records

Disclosure to students of their own records

a) Students have the right to inspect their academic records housed within the Registrar's Office and to challenge contents they believe to be inaccurate. This right does not extend to letters of reference given in confidence by the author. A member of the Registrar's Office staff will be present during the inspection.

b) Students have the right to receive copies of their official StFX transcript.

c) No partial transcripts will be issued.

d) The Registrar will not normally provide students or third parties with copies of other documents on file, e.g., transcripts from other institutions.

Disclosure to University Officials

a) Information on students may be disclosed without their consent to faculty, university officers, or committees at the discretion of the Registrar.

b) To support university operations, student registration status is disclosed in confidence to the following:

i) Student Union to assist with the delivery of student elections
ii) health plan office to administer in the health plan
iii) human kinetics department in support of the whistle banquet

c) Students' personal and academic information is stored securely and is to be used solely for the university's normal course of business.

Disclosure to Third Parties

a) The following information is considered public and may be released at the discretion of the Registrar without restriction:
i) Name; hometown if in convocation program;
ii) Certificates, diplomas, and degrees awarded;
iii) Date of conferral.

b) Information will be released without student consent in compliance with a judicial order, search warrant or subpoena, or as required by federal or provincial legislation.

c) Necessary information may be released without student consent in an emergency if knowledge of that information is required to protect the health or safety of a student or other persons. Such requests should be directed to the Registrar.

d) **Notification of Disclosure of Personal Information to Statistics Canada and the Maritime Provinces Higher Education Commission (MPHEC)**
Statistics Canada
Statistics Canada is the national statistical agency. As such, Statistics Canada carries out hundreds of surveys each year on a wide range of matters, including education. It is essential to be able to follow students across time and institutions to understand, for example, the factors affecting enrolment demand at postsecondary institutions. The increased emphasis on accountability for public investment means that it is also important to understand 'outcomes'. In order to conduct such studies, Statistics Canada asks all colleges and universities to provide data on students and graduates. Institutions collect and provide to Statistics Canada, student identification information (student's name and student ID number), student contact information (address and telephone number), student demographic characteristics, and enrolment information. The federal Statistics Act provides the legal authority for Statistics Canada to obtain access to personal information held by educational institutions. The information may be used for statistical purposes only, and the confidentiality provisions of the Statistics Act prevent the information from being released in any way that would identify a student. Students may contact Statistics Canada via e-mail if they have any questions: statcan.PSIS-SIEP.statcan@canada.ca.

Maritime Provinces Higher Education Commission (MPHEC)
The MPHEC collects the data described above on behalf of Statistics Canada. In addition, it archives these data and uses them to generate basic statistics, research products, as well as the sampling frame for its university graduate survey. These activities support its mandate, which is to assist institutions and governments in enhancing the post-secondary learning environment. The legal authority for these activities is provided by the Maritime Provinces Higher Education Commission Act. The MPHEC publishes information in aggregate form so that personal information concerning any person is never revealed. The MPHEC may disclose personal information for the purpose of research, in alignment with its mandate, and as authorized the MPHEC Act. For more information, consult the MPHEC's Privacy Statement at: www.mphec.ca

e) Notification of Disclosure to Immigration, Refugees, and Citizenship Canada (IRCC) All designated learning institutions (DLI's), at the post-secondary level, with the exception of institutions in Quebec, must use complete regular reports on the academic enrolment status of their international students and submit these reports to IRCC. Reporting is completed each academic year in November and March. Information collected will be used to assess whether study permit holders in Canada continue to meet their study permit conditions, including whether they are actively pursuing their course of study at a DLI. Students who do not comply with study permit conditions can be subject to a removal order.

f) Notification of Disclosure of Engineering Transcripts to Dalhousie University Accreditation and System of Continuous Improvement:
The engineering program at StFX, like all accredited engineering programs in Canada, has a system of continuous improvement that requires the collection of student assessment data. In accordance with the Memorandum of Understanding (MOU) with Dalhousie University, each associated university must report certain information to Dalhousie, including attribute results for each individual student.
The accreditation board has identified twelve graduate attributes and Dalhousie has separated each into three principal indicators (PI). The PIs are measurable and are what StFX collects and sends to Dalhousie. As an example, this could be an entire test or lab, a question on a test, a project, or part of a project - anything that has been evaluated. It could change from year to year. Please contact the Engineering Department at StFX for further information.
This information is provided by student number and not student name. The required release of this data represents an important part of the accreditation process.
Any release of information is done in compliance with the Nova Scotia Freedom of Information and Protection of Privacy Act (FOIPOP). In particular, the following sections apply:
27 A public body may disclose personal information only (c) for the purpose for which it was obtained or compiled, or a use compatible with that purpose;
28 A use of personal information is a use compatible with the purpose for which the information was obtained within the meaning of section 26 or 27 if the use:
i) has a reasonable and direct connection to that purpose; and
ii) is necessary for performing the statutory duties of, or for operating a legally authorized program of, the public body that uses the information or to which the information is disclosed.
Release of transcripts and grades to Dalhousie University
As part of the MOU with Dalhousie University, graduates from the Diploma in Engineering program at StFX are guaranteed admission into the Faculty of Engineering at Dalhousie University.
i) Transcripts: In support of our students, and Dalhousie's admissions process, the Registrar's Office, at the request of our engineering department, will prepare, and release, official transcripts directly to the Faculty of Engineering at Dalhousie. Students who do not wish to have their transcripts released, should advise the StFX Engineering Department. Transcripts will not be released for students with a financial hold.
ii) Grades: Student grades are released to Dalhousie for students who have applied for a placeholder and for students who have a placeholder at Dalhousie. Students are advised in the application process for a placeholder that they are consenting to the transfer of their academic data from StFX to Dalhousie.

g) Other than in the above situations, personal information about a student will only be released to third parties with the written consent of the student, or in accordance with the purposes for which it was collected or as required by law. A student's academic record will only be released to third parties at the written request of the student, or when the student has signed an agreement with a third party, a condition of which is access to his or her record (e.g., financial aid), or as required by law. This restriction applies to requests from parents, spouses, relatives, family members, relatives, credit bureaus and police.

3.15.2 Retention of Student Files

a) Academic records, that is, paper files in the Registrar's Office, will be held for five years from the date of last attendance, and then destroyed.

b) Former students who wish to re-apply after their files have been destroyed may have to re-submit academic transcripts from other institutions.

3.15.3 Transcript Requests

a) Requests for transcripts must be made in writing and be accompanied by the required fee. Student records are confidential; transcripts may only be requested by the student who owns the record. Third party requests will not be accepted. An original or digital/electronic student signature must accompany the request.

b) Requests for transcripts by phone will not be accepted.

c) Requests are to be made on the appropriate form obtainable from the Office of the Registrar or online at http://sites.stfx.ca/registrars_office/index.html

d) Transcript requests will be processed in the order in which they are received.

e) Normal processing time is 3-5 business days, but additional processing time may be required during peak times in January and May.

f) Same-day service is available for an additional fee.

g) Transcripts include the following information, where appropriate
   i) The student's program
   ii) Courses and numeric grades (failed as well as passed) for all academic work attempted or completed at StFX. Approximate conversion to letter grades is: A = 99-80, B = 79-70, C = 69-60, D = 59-50, F = less than 50. For the Ph.D. program, the conversion to letter grades is A+ = 99-94, A = 93-87, A- = 86-80, B+ = 79-77, B = 76-73, B- =72-70.
   iii) The rank and year-end average if the student is enrolled in a full-time undergraduate program. The average is calculated by weighing each grade by the credit value; see section 3.10. The decile is a student's ranking (10 high, 1 low) in a course with a least 15 registrants.
   iv) Transfer credits granted; grades for transfer credits are not shown
   v) Degrees, diplomas and certificates awarded and dates conferred
   vi) Academic penalties, including notations of academic dishonesty
   vii) Distinctions, including placement on the Dean's List
   viii) Theses titles

h) Transcripts will only be issued if all financial obligations to the university have been met.

i) Transcripts are considered official only when printed on secured paper bearing the signature imprint of the Registrar and either faxed, mailed/couriered directly from the Office of the Registrar to an institution or agency, or provided to the student in a sealed envelope. Transcripts cannot, normally, be sent electronically.

j) Additional information is available on the Registrar's Office website at https://www.mystfx.ca/registrars-office/

3.16 REGULATIONS FOR A SECOND STFX DEGREE

To receive a second degree from StFX, a graduate of the university must complete at least 30 credits towards the second degree at StFX and must comply with all course requirements of the second degree. Candidates for a second degree may not choose a major, joint major, advanced major, joint advanced major in the same subject as the first degree.

A StFX graduate who previously earned a BA, B.Sc. or BBA below the honours level may subsequently qualify for and receive an honours degree in the same major as that of the first degree. The student must qualify by meeting all faculty and department course, residence, grade, and average requirements for the honours degree, and must complete a minimum of 18 additional credits at StFX towards the second degree. See section 3.4.

3.17 ONLINE LEARNING AND PROFESSIONAL STUDIES

Online Learning & Professional Studies offers degrees, programs, courses, and alternative credential opportunities onsite and online during fall, winter, spring, and summer sessions.

For degree-credit courses, see specific departments in chapter 9; section 9.28 for information on part-time nursing programs; chapter 8 for programs leading to master's degrees in education. Open learning courses offered through online learning & professional studies are normally concentrated in two areas: general interest and professional development. University preparation courses are available in the areas of mathematics and academic writing. Open learning workshops may also be offered on campus and online.

Current course and program offerings are available on the website at https://online.stfx.ca/ or by phone at 902-867-3906 or toll-free at 1-877-867-3906.

3.18 EXCHANGE AND STUDY ABROAD

Students on exchange remain full-time students at StFX while earning credit from one of our partner institutions. StFX students pay tuition to StFX and any other applicable fees to the host institution. A student may also apply to study abroad as a visiting student at any accredited university and pay tuition and fees directly to that university.

Exchange and study abroad students must first apply to the Office of Internationalization (NT 109) and be approved by the Dean of their department to have courses credited towards their StFX degree. Students may apply for exchange after their first semester of study at StFX, with the exchange typically taking place in their third year. To apply, students must be in good academic standing and must have a minimum average of 70% at the time of application. Students may not participate in exchange during their final term of study at StFX.

The deadline to apply for exchange and study abroad opportunities is January 15. First- and second-year students applying by this deadline will be considered for host university spaces available in the following academic year.

After January 15, students may only apply to do an exchange during the winter term of second or third year for remaining exchange spaces at host universities.

For more information, contact the Office of Internationalization located in NT 109 or by email: international@stfx.ca

Exchange Institutions by Country

Barbados	University of the West Indies – Cave Hill
Czech Republic	Charles University
Denmark	Aalborg University University of Southern Denmark
Finland	Hanken School of Economics
France	ESSCA School of Management ESC Amiens IESEG Business School Institut d'Etudes Politiques de Lille (Sciences Po Lille) Université Polytechnique Hauts-de-France Universite Catholique de L'ouest en Angers Universite Catholique de Lyon - ESDES Business School
Germany *Winter Semester of Full Year Only	Universitat Stuttgart ESB Business School, Reutlingen University University of Koblenz Landau International School of Management - Dortmund
Ireland	University of Limerick
Israel	Reichman University
Japan	iCLA (International College of Liberal Arts) Yamanashi-Gakuin
Mexico	Universidad de Guanajuato Universidad Iberoamericana Santa Fe
Netherlands	Han University of Applied Sciences
Norway	Nord University
Peru	Pontificia Universidad Catolica del Peru
Poland	Warsaw School of Economics
Spain	CEU Universidad San Pablo
Turkey	Yeditepe University
United Kingdom	Leeds Trinity University University of Exeter University of the Highlands and Islands Bangor University Heriot Watt University Winchester University

3.19 DEAN'S LIST

At the end of each academic year students who have earned at least 24 credits, and who have earned an average of at least 75%, will be named to the Dean's List if they rank in the top 25% of their class in their Faculty.

Students who participate in international education (i.e., exchange and study abroad opportunities) and co-op programs will be eligible for the Dean's list provided that the student has completed a minimum of 12 credits at StFX in the year of eligibility.

3.20 DISTINCTION, FIRST CLASS HONOURS AND UNIVERSITY MEDALS

Faculty of Arts and the Faculty of Business

a) The designation of distinction is awarded to students whose general average over the final three years of the program is at least 80.

b) Candidates in the Faculty of Arts and Business who satisfy requirements for the degree with honours will be awarded the designation of first class honours when their general average is 80 or higher over the final three years, with an average of 80 or higher in all courses taken in the honours subject over the final three years.

c) Students who have graduated and return to complete a minimum of 18 credits toward an honours degree are not eligible for the first class honours designation.

d) For students who complete part, or all, of a degree through part-time study, the designation of distinction is awarded to those who earn an average of at least 80 over the last 90 credits. Students must complete 80% of the courses at StFX.

Faculty of Science

a) The designation of distinction is awarded to students whose combined average over the final three years of the program is at least 80 with a minimum average of 75 in each of the three years.

b) In the Faculty of Science, the designation of first class honours is awarded to students whose general average over the final three years is 80 or higher, with a minimum average of 75 in each year of the final three years, and who have satisfied all other requirements for the degree with honours.

c) Students who return to complete a minimum of 18 credits toward an honours degree are not eligible for the first class honours designation.

d) For students who complete part, or all, of a degree through part-time study, the designation of distinction is awarded to those who earn an average of at least 80 on the best 60 credits completed at StFX, with no grade below 75 in any course completed at StFX or elsewhere.

Accelerated and Distance Nursing Programs

a) For students in the B.Sc.Nursing for registered nurses by distance program, the average of at least 80 will be calculated on the best 33 credits completed at StFX if the student's program is 63 credits. Of the grades considered in calculating the above average, none shall be below 75.

b) For students in the B.Sc.Nursing, accelerated option, the average of at least 80 will be based on the credits completed at StFX by calculating three averages, with no average less than 75, as follows:
   i) semesters 3 and 4, (LPN pathway semester 4 only)
   ii) semesters 5 and 6, and
   iii) semesters 7 and 8.
   Courses offered in each semester are listed in section 9.28.

University Medals

University gold medals are awarded to the student with the highest average in the final three years of an honours, advanced major or major degree program or the final two years of a diploma or education degree program. The ONEX Corporation gold medal is awarded to the student with the highest average in the final three years of a Bachelor of Business Administration program.

The Governor General gold medal is awarded to the student with the highest overall average in a thesis-based graduate program. The Governor General silver medal is awarded to the student with the highest average in the final three years of study in an undergraduate program.

3.21 LEAVE OF ABSENCE

a) A leave of absence may be granted when a student is unable to work on their program because of serious constraints such as a family emergency, personal or family medical requirements, parental or care-giving responsibilities, or required military service. Work, holiday, or travel during a single term is not justification for a leave of absence.
b) A student may make application to the Dean for a leave of absence from the program in which they are enrolled. Responsibility for approving or denying a leave of absence rests with the Dean.
c) Students should apply for a leave of absence before the starting date of the anticipated leave, or as soon as possible after the event necessitating the leave occurs. Leaves of absence are not granted retroactively beyond the beginning of the current term nor to students who have withdrawn or are deemed to be withdrawn from their program.
d) In the case of students in limited-enrolment, cohort-based or professional programs the Dean may consult with the Chair/Co-ordinator/Director of the program before making their decision. Professional programs may impose constraints to application of the undergraduate leave of absence policy due to accreditation requirements or placement limitations. In such cases the Dean may request supporting documentation before approving the leave of absence.

Course Registration and Transcript Notation

a) During the period of a leave of absence a domestic student is not considered to be registered as a student at StFX, with the exception that they will not be required to reapply to resume studies as long as the student has not withdrawn or been withdrawn from StFX.
b) Students who are granted such a leave will have "Leave of Absence", including start and end dates, recorded on their transcript as a note on their academic summary.
c) Students approved for a leave of absence will have their course registration adjusted by the Registrar to drop them from any in-progress courses and any courses in which they are registered for future terms. The date courses are dropped will be determined based on the timing of the leave and when it was approved. Standard deadline dates, as outlined in the academic calendar of events, will be in effect. Tuition fees will be assessed in the normal fashion for any terms in the program before or after the leave period. Regular refund rules will be applicable.
   i) if the course drop occurs before the last day to drop courses for the term, the courses will not appear on a student's transcript
   ii) courses dropped after the first week of classes but before the last day to drop courses for the term will appear on the student's transcript with the notation of DC for dropped course.
   iii) if the leave of absence begins after the add/drop deadline, the courses will appear with the notation DP (dropped with permission) and fees will be assessed for these courses.
   iv) courses in future terms will be dropped without penalty and removed from the student's record.
d) A leave of absence will be granted for a single term unless otherwise specified by the Dean. Students who wish to request an extension of their leave of absence must seek approval from their Dean prior to the end of their current leave. The Registrar will apply "withdrawn" status after one year of an approved leave of absence if the student has not returned to the University. Students who have withdrawn will be required to reapply for entry to StFX.
e) Time spent on leave of absence is not counted as part of the allowed time to complete a degree.

Limitations and Access to Services

a) While on a leave of absence, students are not permitted to undertake any formal academic or research work related to the program from which they have taken leave. For the period of a leave of absence no letters of permission to study towards their program elsewhere will be granted and all existing letters of permission will be canceled.
b) While students may not be required to pay tuition or fees during an approved leave of absence, they are not exempt from other financial obligations (i.e. interest charges on outstanding balance, standard collections processes, etc.). Students will be charged a one-time fee of $100 to cover the costs of maintaining access to select services during their leave of absence.
c) University services are only available to students currently enrolled in a program of study. During a leave of absence, access to StFX services will be restricted to maintaining an active student ID card, access to StFX e-mail and use of the Library. Students will maintain the ability to access campus services that will help them transition back into their studies, including Academic Advising and Financial Aid.
d) Students who are living in residence will not be permitted to remain in residence while they are on leave of absence.
e) Prior to resuming their studies, students must inform the Registrar and their Dean of their intent to return from a leave of absence.

Financial Aid, Bursaries, and Scholarships

a) Students on leave of absence are not eligible to receive internal awards or scholarships from StFX.
b) Students who are eligible for internal scholarship renewal will not have scholarship monies transferred to their account while they are on leave of absence but will maintain eligibility for renewal upon registration in subsequent terms. The leave of absence period is not included in the time for award tenure.
c). For students with external funding, including Indigenous Band funding, it is the student's responsibility to ensure that the proposed leave is compatible with the regulations of any external granting agency from which funding would normally be received during the leave period, and that such agencies are informed of the proposed leave.
d) Students on leave of absence are not eligible to receive needs-based support through StFX's general, limited, emergency, or support bursary programs.
e) Students will also not be considered for bursary renewals and will not have bursary monies transferred to their account during a leave of absence.
f) Eligibility for renewable bursaries that a student held in a previous year of

study is not guaranteed and will be assessed on a case-by-case basis upon the student's return to study. Students are responsible for understanding the impact of a potential leave of absence on bursary-related financial matters. Decisions regarding such matters shall be made by the University's Financial Aid Office, based on the terms of reference and cashflow related to the bursary in question.

g) Recipients of government student aid funding (i.e., student loans) are responsible for understanding the consequences that such a leave (including the cancellation of letters of permission that were previously approved) will have on their funding eligibility and repayment status.

h) Approved leaves of absence will be reported to government aid programs as withdrawals from study as per the policies of those programs. This may result in the assessment of over awards, the conversion of grants to loan funding, and restrictions or penalties being applied to the borrower's account with their aid program. It is the student's responsibility to consult with their aid program regarding these matters. Members of the StFX Financial Aid Office are available to help students navigate these programs but cannot provide an updated assessment in place of the aid programs.

Authorized Leave of Absence for International Students at StFX

a) International students with a valid study permit who are studying at StFX are required by Immigration, Refugees, and Citizenship Canada (IRCC) to be actively pursuing their studies. A temporary leave from StFX may be requested by an international student on a study permit to be absent from studies during a regularly scheduled term. By having an authorized leave of absence, an international student may satisfy IRCC requirements for students who are taking a break from studies.

b) An authorized leave cannot exceed 150 days from the date that the request is approved by StFX. International students who have questions about the authorized leave of absence process should consult with the International Student Advisor.

c) Only students who have completed at least one academic term and who are active in the program are eligible to request an authorized leave of absence. Leaves of absence will not be granted for newly admitted students.
   IRCC defines an authorized leave as:
   i) medical reasons or pregnancy
   ii) family emergency
   iii) death or serious illness of a family member
   iv) any other type of leave authorized by StFX

d) Prior to submitting a request for an authorized leave of absence, international students must meet with the International Student Advisor and obtain an understanding of the consequences of taking an authorized leave. Taking time away from studies could affect:
   i) student status in Canada
   ii) future eligibility for the Post-Graduation Work Permit

e) International students are not eligible to work on or off campus during an authorized leave of absence.

f) International students who are granted an authorized leave of absence from StFX do not need to inform IRCC. International students must request and retain a letter confirming their authorized leave of absence when proof is requested by IRCC.

3.22 CORRESPONDENCE FROM THE REGISTRAR'S OFFICE TO THE STUDENT

Upon registration at StFX, all official correspondence from the Registrar's Office, except for academic penalty letters, is sent to students via their StFX email account. Students are responsible for checking their StFX email regularly and ensuring their inbox is open for delivery.

3.23 RESPONSIBILITIES OF STUDENTS

Upon registration at StFX, students agree to abide by all applicable rules and regulations and acknowledge that their right to remain at StFX is subject to their observance of these regulations. Students must familiarize themselves with such documents as:

i) the StFX Academic Calendar available at https://www.mystfx.ca/registrars-office/academic-calendars
ii) the StFX Community Code of Conduct, available at https://www.stfx.ca/about/university-governance/university-policiest
iii) the Academic Integrity Policy available at https://www.mystfx.ca/registrars-office/academic-integrity

Students are also expected to obey all federal, provincial, and municipal laws.

4. FACULTY OF ARTS REGULATIONS

4.1 General Regulations
4.1.1 Degrees Offered
4.1.2 Subjects Available
4.1.3 Degree Patterns
4.1.4 Declaration of Major, Advanced Major, or Honours
4.1.5 Advancement & Graduation Requirements by Degree
4.1.6 Co-operative Education Program in Arts
4.2 Bachelor of Arts and Science
4.2.1 Climate and Environment
4.2.2 Health
4.3 Colloquia
4.3.1 Humanities
4.3.2 Social Justice
4.4 Inter-Departmental Concentrations
4.4.1 Ethics, Politics and Law
4.4.2 Humanities

4.1 GENERAL REGULATIONS

4.1.1 Degrees Offered

The Faculty of Arts offers degrees in Arts, Music and Human Kinetics.

Under the arts heading there are six degrees:

Bachelor of Arts with Major: in one of 20 subjects listed in 4.1.2. A major in aquatic resources combined with a major in economics, or public policy and social research is available.

Bachelor of Arts with Joint Major: combines the study of two of 19 subjects listed in 4.1.2.

Bachelor of Arts with Advanced Major: in two of nine subjects listed below. Requires high academic achievement and a senior research paper.

Bachelor of Arts with Joint Advanced Major: an advanced major program that involves the combined study of two subjects; requires high academic achievement and a senior research paper. Designed for the student who wishes both depth and breadth in subjects.

Bachelor of Arts with Honours: in one of 14 subjects listed in 4.1.2; requires depth and breadth of subject study, superior academic achievement and an honours thesis.

Bachelor of Arts Honours with Subsidiary: involves the combined study of two subjects in one of 16 subjects and superior academic achievement and an honours thesis.

The human kinetics degrees, each with a choice of kinesiology (optional minor in sport management) or pre-education major, are

Bachelor of Arts in Human Kinetics
Bachelor of Arts in Human Kinetics with Advanced Major
Bachelor of Arts in Human Kinetics with Honours

The music degrees are

Bachelor of Arts with Major in Music
Bachelor of Music
Bachelor of Music with Honours

The Faculty of Arts, jointly with the Faculty of Science, offers

Bachelor of Arts and Science in Climate & Environment, see section 4.2.
Bachelor of Arts and Science in Climate & Environment with Honours, see section 4.2.
Bachelor of Arts and Science in Health, see section 4.2.
Bachelor of Arts and Science in Health with Honours, see section 4.2.

4.1.2 Subjects Available (see chart)

See chart 4.1.2 for subjects available for the Bachelor of Arts. Additional information for each subject is provided in chapter 9.

4.1.3 Degree Patterns (see chart)

Listed below are the degrees in the Faculty of Arts with their course patterns and credit requirements. Each degree requires 120 credits.

In general, courses are three credits for a one-semester course and six credits for a full-year (two-semester) course.

4.1.4 Declaration of Major, Advanced Major, or Honours

Students meet with faculty advisors in their major, advanced major, or honours program to discuss future course selection. In the first year of study, a student applies for admission to the desired program by completing and submitting the appropriate declaration form, signed by the Department Chair, to the Dean's office

4.1.2 Subjects Available M1 = Major 1; M2= Major 2; Mi = Minor; P = Pair; E = Elective; S = Subsidiary.		BA Major	BA Joint Major	BA Adv Major	BA Joint Adv Major	BA Honours	BA Honours Subsidiary *
ANTH	Anthropology, see 9.2	M1, Mi, P, E	M1, M2, P, E	M1, Mi, P, E	M1, M2, P, E	M1, P, E	M1, S, P, E
CSCI	Computer Science, see 9.12	M1, Mi, P, E	M1, M2, P, E	M1, Mi, P, E	M1, M2, P, E	M1, P, E	M1, S, P, E
ECON	Economics, see 9.16	M1, Mi, P, E	M1, M2, P, E	M1, Mi, P, E	M1, M2, P, E	M1, P, E	M1, S, P, E
ENGL	English, see 9.19	M1, Mi, P, E	M1, M2, P, E	M1, Mi, P, E	M1, M2, P, E	M1, P, E	M1, S, P, E
FREN	French, see 9.26	M1, Mi, P, E	M1, M2, P, E	M1, Mi, P, E	M1, M2, P, E	M1, P, E	M1, S, P, E
HIST	History, see 9.21	M1, Mi, P, E	M1, M2, P, E	M1, Mi, P, E	M1, M2, P, E	M1, P, E	M1, S, P, E
MATH	Mathematics, see 9.25	M1, Mi, P, E	M1, M2, P, E	M1, Mi, P, E	M1, M2, P, E	M1, P, E	M1, S, P, E
PHIL	Philosophy, see 9.29	M1, Mi, P, E	M1, M2, P, E	M1, Mi, P, E	M1, M2, P, E	M1, P, E	M1, S, P, E
PSCI	Political Science, see 9.31	M1, Mi, P, E	M1, M2, P, E	M1, Mi, P, E	M1, M2, P, E	M1, P, E	M1, S, P, E
FPSY	Applied Forensic Psychology, see 9.32, see note 5	M1	—	—	—	M1	—
DEVS	Development Studies, see 9.14	Mi, P, E	M1, M2, P, E	Mi, P, E	M1, M2, P, E	P, E	M1, S, P, E
CELT	Celtic Studies, see 9.8	M1, Mi, P, E	M1, M2, P, E	Mi, P, E	P, E	M1, P, E	M1, S, P, E
PSYC	Psychology, see 9.32	M1, Mi, P, E	M1, M2, P, E	Mi, P, E	P, E	M1, P, E	M1, S, P, E
RELS	Religious Studies, see 9.34	M1, Mi, P, E	M1, M2, P, E	Mi, P, E	P, E	M1, P, E	M1, S, P, E
SOCI	Sociology, see 9.35	M1, Mi, P, E	M1, M2, P, E	Mi, P, E	P, E	M1, P, E	M1, S, P, E
PGOV	Public Policy and Governance, see 9.33, see note 5	M1, Mi, P, E	M1, M2, P, E	Mi, P, E	P, E	P, E	M1, S, P, E
WMGS	Women's and Gender Studies, see 9.36	M1, Mi, P, E	M1, M2, P, E	Mi, P, E	P, E	P, E	M1, S, P, E
CATH	Catholic Studies, see 9.7	M1, Mi, P, E	M1, M2, P, E	Mi, P, E	P, E	P, E	S, P, E
MUSI	Music, see 9.27	M1, Mi, P, E	M1, M2, P, E	Mi, P, E	P, E	P, E	S, P, E
SPAN	Spanish, see 9.26	M1, Mi, P, E	M1, M2, P, E	Mi, P, E	P, E	P, E	S, P, E
ART	Art History, see 9.4	Mi, P, E	P, E	Mi, P, E	P, E	P, E	S, P, E
ART	Studio Art, see 9.4	Mi, P, E	P, E	Mi, P, E	P, E	P, E	P, E
BIOL	Biology, see 9.5 and note 3	Mi, P, E	P, E	Mi, P, E	P, E	P, E	P, E
CHEM	Chemistry, see 9.9 and note 3	Mi, P, E	P, E	Mi, P, E	P, E	P, E	P, E
CLEN	Climate and Environment, see 9.11	Mi, P, E	P, E	Mi, P, E	P, E	P, E	P, E
EESC	Earth ans Environmental Sciences, see 9.15 and note 3	Mi, P, E	P, E	Mi, P, E	P, E	P, E	P, E
PHYS	Physics, see 9.30 and note 3	Mi, P, E	P, E	Mi, P, E	P, E	P, E	P, E
CLAS	Classical Studies, see 9.10	P, E	P, E	P, E	P, E	P, E	P, E
GERM	German, see 9.26	P, E	P, E	P, E	P, E	P, E	P, E
HLTH	Health, see 9.20, see note 4	P, E	P, E	P, E	P, E	P, E	P, E
AQUA	Aquatic Resources, see 9.3, see note 2	M2, E	E	E	E	E	S, E
BSAD	Business Administration, see 9.6 and note 1	Mi, E	E	Mi, E	E	E	E
ENGR	Engineering, see 9.18	E	E	E	E	E	E
HKIN	Human Kinetics, see 9.22	E	E	E	E	E	E
HNU	Human Nutrition, see 9.23	E	E	E	E	E	E
IDS	Interdisciplinary Studies, see 9.24	E	E	E	E	E	E
MIKM	Mi'kmaq, see 9.26	E	E	E	E	E	E
NURS	Nursing, see 9.28	E	E	E	E	E	E
SMGT	Sport Management, see 9.36	E	E	E	E	E	E

Students in a BA program, including those who have transferred from another program, may count towards the BA a maximum of 18 credits in courses taken in professional programs.

Note 1 Students may normally complete a maximum of 12 credits in BSAD but only students who transfer out of BBA may count these as a pair. Only students completing a major or advanced major in Economics may complete a minor in Business Administration.
Note 2 The degree is BA Major in Economics or Public Policy and Social Research, and Major in Aquatic Resources.
Note 3 In addition to using science courses as electives, students may complete a minor or one pair in a science discipline.
Note 4 Students who transfer out of BASc in Health may use HLTH courses as a pair or as electives.
Note 5 The degree awarded is a Bachelor of Arts.
* A subsidiary may normally be done only in a subject in which a major is offered in the BA program with exceptions as noted.

by March 29. Students are advised of acceptance to their programs in the summer following submission of their forms. The declaration forms are available at https://www.mystfx.ca/dean-of-arts/student-resources

4.1.5 Advancement & Graduation Requirements by Degree (see chart)

All students must fulfill the pattern and credit requirements as specified above and the course, seminar, research report, senior paper, or honours thesis requirements of the major, advanced major or honours department(s) of their chosen program. For any honours with subsidiary or joint degrees, students submit only one research report, senior paper, or honours thesis to the first named department on the student's declaration form, after consultation with both departments.

Candidates who fail to meet the requirements for the degree for which they have applied may be eligible for another degree, provided those requirements are met.

Exceptions to these requirements need the approval of the Dean and the Department Chair.

4.1.6 Co-operative Education Program in Arts

A form of work-integrated learning, Co-op Education is a model of education that integrates academic study with related and supervised co-op work experience (12-16 months) with an employer partner in industry, government and not-for-profit across Canada. This optional academic program is for BA in computer science, economics, or mathematics, BASc in Health, BASc in Climate & Environment students. The CSCI Co-op Program is accredited by the Co-operative Education & Work-Integrated Learning Canada (CEWIL Canada). COOP 405 can be used as a major subject elective or as an open elective. See section 9.13 for further information.

4.2 BACHELOR OF ARTS AND SCIENCE

The Bachelor of Arts and Science (BASc) is designed to expose students to both arts and science knowledge that inform a particular topic. Since many contemporary topics and issues are better understood through thorough engagement with both scientific and humanistic contributions, the degree is structured so that students engage with as many relevant disciplinary contributions as possible. Students completing Bachelor of Arts and Science programs will complete interdisciplinary core courses pertaining to their subject of study as well as science, arts, and humanities requirements. The BASc degree is 120 credits. Students complete 24 credits in interdisciplinary courses in their program subject. Students will be required to complete a minimum of 18 credits from the Faculty of Arts and 18 credits from the Faculty of Science as well as 12 credits in the humanities.

Currently, StFX offers a Bachelor of Arts and Science in Health and in Climate and Environment. Both programs are direct entry.

This degree program is not intended as a compromise for students who cannot decide between an arts and science degree. This degree is rather for students with specific topical interests that are better served by interdisciplinary study.

4.1.5 Advancement & Graduation Requirements by Degree

Degree	End of Second Year	Advancement End of Third to Fourth Year	Graduation and Fourth-Year Requirements
BA Major, BA Joint Major	—	—	average 55
BA Advanced Major	average 65 in each of first two years; grade of 65 in each major course	average 70; average 70 in the major courses	average 70; average 70 in the major courses
BA Joint Advanced Major	average 65 in each of first two years; grade of 65 in each course in each major	average 70; average 70 in each major	average 70; average 70 in each major
BA Honours	average 75 on 60 credits completed in the first two years; average 75 in all courses completed in the honours subject during the first two years; grade of 70 in each course in the honours subject	average 75; average 75 in the honours courses; grade of 70 in each course in the honours subject	average 75; average 75 in the honours courses; grade of 70 in each course in the honours subject
BA Honours with Subsidiary	same as above for BA Honours, and applied to both subjects	same as above for BA Honours, and applied to both subjects	same as above for BA Honours, and applied to both subjects
Bachelor of Music	—	—	average 55
Bachelor of Music with Honours	average 75 on 60 credits completed in the first two years; average 75 in MUSI courses completed during the first two years; grade of 70 in each MUSI course	average 75; average 75 in MUSI courses; grade of 70 in each MUSI course	average 75; average 75 in MUSI courses; grade of 70 in each MUSI course
BA Human Kinetics	—	—	average 55
BA Human Kinetics with Advanced Major	average 65 in each of first two years; grade of 65 in each HKIN course	average 70; average 70 in HKIN courses	average 70; average 70 in HKIN courses
BA Human Kinetics with Honours	average 75 in each of first two years; average 75 in HKIN courses completed during first two years; grade of 70 in each HKIN course	average 75; average 75 in HKIN courses; grade of 70 in each HKIN course	average 75; average 75 in HKIN courses; grade of 70 in each HKIN course
BASc	—	—	average 55
BASc Honours	average 75 in each of the first two years; average 75 in core, required and designated arts and science courses during first two years; grade of 70 in each core, required and designated arts and science courses	average 75; average 75 in core, required and designated arts and science courses; grade of 70 in each core, required and designated arts and science courses	average 75; average 75 in core, required and designated arts and science courses; grade of 70 in each core, required and designated arts and science courses

4.1.3 Degree Patterns

Req = Required; Elec = Electives

Bachelor of Arts	Major 1	Major 2	Minor	Pair (see note 5)	Electives	
BA Major	36 credits	—	24 credits	2 x 12 credits	36 credits	Each of these six degrees requires a minimum of 36 credits at the 300- or 400-level and can include a maximum of 48 credits at the 100-level.
BA Joint Major	36	36 credits	—	2 x 12	24	
BA Advanced Major	36	—	24	2 x 12	36	
BA Joint Advanced Major	36, see note 2	36	—	2 x 12	24	
BA Honours	60	—	—	2 x 12	36	
BA Honours with Subsidiary (see note 4)	48	—	24	1 x 12	36	
Bachelor of Arts and Science	**Core**	**Arts**	**Science**	**Art or Science**	**Humanities**	**Electives**
BASc	24	18	18	12	12	36
BASc Honours	30	18	18	12	12	30
Human Kinetics	**HKIN**	**Statistics**	**Arts A**	**Arts B**	**Arts/Sci Elec**	**Electives**
BA HKIN Major Kinesiology	57	3	24	12	12	12
BA HKIN Major Pre-Education	60	—	24, see note 1	12	12	12
BA HKIN Advanced Major or Honours Kinesiology	57	3	24	12	12	12
BA HKIN Advanced Major or Honours Pre-Education	57	3	24, see note 1	12	12	12
BA HKIN Major or Honours Kinesiology with SMGT Minor	57	3	6 BSAD 18 SMGT	12	12	12
Music	**MUSI**	**Pair (see note 3)**	**Electives**			
Bachelor of Music	78	2 x 12	18			
Bachelor of Music with Honours	90	2 x 12	6			

4.2.2 Health

The program aims to provide students with a contemporary education in health by drawing on knowledge from the natural sciences, social sciences, and humanities to engage students in nuanced and considered discussions about how we think about health, how we approach health, how we create health, what biases contribute to our understanding of health, and how health is interwoven into all aspects of our individual and collective lives. Students will gain a better understanding of the ways in which human health is determined and defined, by emphasizing what biology, chemistry, the social sciences, history, and other disciplinary fields of study contribute to an integrative understanding of health. Students select courses from the Faculties of Arts and Science that focus on biomedical science, social determinants of health, health equity, and the humanities. See chapter 9.20 for program requirements and regulations. Further information is available at https://www.stfx.ca/academics/arts-science/health

4.3 COLLOQUIA

4.3.1 Social Justice Colloquium

The Social Justice Colloquium (SJC) is a first-year option for Bachelor of Arts students. Participants normally enrol in dedicated sections of anthropology/development studies, global history and women's and gender studies. The instructors work together to coordinate their teaching so that students learn about social justice from various perspectives. In addition, students will complete a service learning experience that will be interwoven with academic learning. Through theory and practice, participants will become better students and more engaged community members. Further information is available on the website at https://www.mystfx.ca/sjc/

4.3.2 Humanities Colloquium

The Humanities Colloquium (HC) is an interdisciplinary way of studying 18 credits in the first year, usually ENGL 100, HIST 101, 102 and PHIL 100. The courses are taught in a historically co-ordinated way with a focus on the great books of Western Civilization. These courses present an intensive introduction to four historical periods: The Ancient World; The Middle Ages; The Renaissance to the Enlightenment; and The Modern Age. In each period, students learn the history while simultaneously reading the philosophy and literature of the same era. Assignments, essays, and examinations are co-ordinated to reflect common themes across the courses. Courses taken for credit in the HC may be used to fulfil other university course requirements. Please see the website at http://www.mystfx.ca/humanities-colloquium/ for additional information.

4.4 INTER-DEPARTMENTAL CONCENTRATIONS

4.4.1 Ethics, Politics and Law

The departments of philosophy and political science offer a concentration in ethics, politics, and law to students doing a joint degree in these two departments. Students following this concentration will take courses in ethics, critical thinking, the philosophy of law, and political science. This concentration will be of particular interest to students planning to apply to law school. Interested students must take PHIL 100 and PSCI 101/102 in their first year. See chapters 9.29 and 9.31.

4.4.2 Humanities

Students who have completed the HC courses have the option of taking additional courses to complete the HC concentration. The humanities colloquium concentration normally requires 36 credits:

a) ENGL 100, HIST 101 and 102, PHIL 100;
b) 12 additional credits that build on first year: 6 credits in ART history; 6 RELS credits from 212, 254, 311, 312 and 365 or CATH
c) 6 additional credits in any language taught at StFX, such as Arabic, Celtic Studies, French, German, Greek, Latin, Mi'kmaq, or Spanish (students are not required to take all 6 credits in the same language).

5. FACULTY OF BUSINESS REGULATIONS

5.1 General Regulations

5.1.1 Degrees Offered
5.1.2 Degree Requirements
5.1.3 Electives
5.1.4 Application for Advanced Major or Honours
5.1.5 Advancement and Graduation Requirements by Degree
5.1.6 Co-op Education Programs in the Schwartz School of Business

The Faculty of Business is located in the Schwartz School of Business. The Gerald Schwartz School provides students with skills and knowledge to meet the challenges of managing effectively in the 21st century. The major benefactor of the school is Mr. Gerald Schwartz, founder and CEO of Onex Corporation, and distinguished Canadian business leader. The Schwartz School offers Bachelor of Business Administration (BBA) majors, advanced majors and honours degrees.

5.1 GENERAL REGULATIONS

5.1.1 Degrees Offered

The following degrees are offered in Business Administration:

Bachelor of Business Administration with Major, Advanced Major, and Honours in accounting, entrepreneurship, enterprise systems, finance, international business, management and leadership, or marketing

Bachelor of Business Administration with Advanced Major and Graduate Certificate in Business Intelligence and Analytics offered in partnership with NSCC.

Bachelor of Business Administration with Joint Honours in business administration and economics

The Faculty of Business, jointly with the Faculty of Science, offers a Bachelor of Business Administration in Entrepreneurship with B.Sc. in Human Nutrition.

5.1.2 Degree Requirements

All students in the BBA program will choose their area of concentration at the end of their second year of studies. Students will declare their major in one of the six streams identified above. Students who qualify academically for the advanced major or honours programs will be able to apply for these degree streams at that time. For more specific requirements for the advanced major and honours degrees see section 9.6. Chart 5.1.2 shows the structure of the BBA major, advanced major and honours degree programs.

BBA Degree Requirements Chart 5.1.2

Requirements	Major	Advanced Major	Honours
BSAD core credits	27	27	27
BSAD stream prescribed credits	21	27 (including capstone course)	27 (including a methods course and thesis)
BSAD electives	15	9	9
Total BSAD credits	63	63	63
Arts/Science prescribed credits	12*	12*	12*
Arts/Science electives	36**	36**	36**
Total Arts/Science credits	48	48	48
Open credits	9	9	9
Total credits	120	120	120

* For the finance stream: Art/Sc credits prescribed total 18
** For the finance stream: Arts/Sc electives total 30.

5.1.3 Electives

a) Arts and Science Electives
   i) BBA students must earn 36 credits of arts/science electives (with the exception of students in the finance stream who need to earn 30 credits). Normally these credits are completed prior to the fourth year of study. The arts/science electives must include a pair (12 credits) in each of two different subjects offered by the Faculty of Arts or the Faculty of Science with exceptions noted below. The remaining credits of arts/science electives may be additional courses in paired subjects or courses in other subjects.
   ii) Economics, mathematics and statistics courses required to earn the BBA may not count as arts/science electives.
   iii) At least one of the two pairs must be in an arts subject. For maximum flexibility, students are advised to complete one arts/science pair by the end of their second year.
   iv) The following professional and applied subjects are not permitted as arts/science electives: Adult education, aquatic resources, education, engineering, human kinetics, human nutrition and nursing.
   v) Economics courses beyond ECON 101 and 102 may count as an arts pair except for BBA students enrolled in the joint honours in business administration and economics program.

b) Earning a Minor in an Arts or Science Subject (BBA programs)
   Any BBA student earning 24 credits in one arts or science subject may qualify for a minor in that subject. Any specific departmental requirements for the minor must be met. Students must also complete a pair (12 credits) in another subject. To have a minor officially recognized, a student must advise the Dean's office of the desire to have the minor noted on the academic record.
   i) Students wishing to complete a minor in economics must complete 24 credits in addition to ECON 101 and 102.
   ii) Students wishing to complete a minor in mathematics/statistics/computer science must complete 24 credits in addition to MATH 105 and STAT 101.

c) Open Electives
   Most BBA programs include nine credits of open electives. Students may satisfy this requirement by completing BSAD courses, arts/science courses (as above) or, with permission of the appropriate chair, courses in selected subjects not normally permitted as arts/science electives including engineering, human kinetics, human nutrition and nursing.

5.1.5 Advancement and Graduation Requirements by Degree

Degree	Admission End of Second Year	Advancement End of Third to Fourth Year	Graduation and Fourth-Year Requirements
BBA Major	-	-	average 55
BBA with Advanced Major	average 65 in courses taken in the first two years; average 65 in the required first- and second-year BSAD, ECON, MATH and STAT courses	average 70; average 70 in the BSAD and required ECON courses taken in year three in the majors subject	average 70; average 70 in the BSAD and required ECON courses taken in year four in the majors subject
BBA with Honours	average 75 in courses taken in the first two years; average 75 in the required first- and second-year BSAD, ECON, MATH and STAT courses; grade of 70 in each of these required courses	average 75; average 75 in all BSAD and required ECON courses; grade of 70 in each course in the honours subject	average 75; average 75 in all BSAD and required ECON courses; grade of 70 in each course in the honours subject and the honours thesis
BBA with Joint Honours in Business Administration and Economics	average 75 in courses taken in the first two years; average 75 in the required first- and second-year BSAD, ECON, MATH and STAT courses; grade of 70 in each of these required courses	average 75; average 75 in BSAD and ECON courses; grade of 70 in each BSAD and ECON course	average 75; average 75 in BSAD and ECON courses; grade of 70 in each BSAD and ECON course; grade of 70 on the honours thesis

5.1.4 Application for Advanced Major or Honours

In the second year of study, students apply for admission to an advanced major or honours program when they complete the appropriate application form and submit the form to the Dean's office by March 31. Students are advised of their acceptance to the program in the summer following submission of the form. Students in the advanced major or honours programs must be registered full-time in their final year of study. The forms are available at http://sites.stfx.ca/dean_of_business/

5.1.5 Advancement and Graduation Requirements by Degree (see chart)

All students must fulfill the pattern and credit requirements as specified for the major, advanced major or honours programs. For BBA joint honours degrees, students submit only one honours thesis to the business administration or economics department.

Candidates who fail to meet the requirements for the degree for which they have applied may be eligible for another degree, provided those requirements are met.

Exceptions to these requirements need the approval of the Dean of Business.

5.1.6 Co-operative Education Programs in the Schwartz School of Business Administration

A form of work-integrated learning, Co-op Education is a model of education that integrates academic study with related and supervised co-op work experience with an employer partner in industry, government and not-for-profit across Canada. Students enrolled in an undergraduate program complete 12-16 months of work experience and the Post-Baccalaureate Diploma students complete 4 months of co-op work experience. The BBA undergrad Co-op Program is accredited by the Co-operative Education & Work-Integrated Learning Canada (CEWIL Canada). COOP 405 (3 credits) can be used as BBA elective or as an open elective. See section 9.13 for further information.

6. FACULTY OF EDUCATION REGULATIONS

6.1 B.Ed. Admission Requirements
6.2 B.Ed. Physical Education Specialization
6.3 B.Ed. Mi'kmaq Focus
6.4 B.Ed. Progression Requirements and Academic Penalties
6.5 B.Ed. Professional Conduct
6.6 B.Ed. Certification
6.7 Diploma in Adult Education
6.8 Certificate in Elementary Mathematics Education
6.9 Certificate in Outdoor Education

6.1 ADMISSION REQUIREMENTS

The Bachelor of Education (B.Ed.) is a two-year program following a first degree. Applicants must have completed a first degree in arts, science, human kinetics, kinesiology, physical education or equivalent. The B.Ed. program has both elementary and secondary streams. Specialist programs in teaching physical education and French as a second language are available in both streams.

6.1.1 Admission Process

At the present time, admission to the B.Ed. program is limited to approximately 115 students. The admissions process consists of the three steps described below.

a) File Review
During the file review process, applicants are initially evaluated on four equally weighted criteria.
   i) Academic record: Normally applicants must have a senior-year average of at least 70 or a GPA of 2.5. Consideration is also given to the applicant's performance throughout the entire undergraduate program.
   ii) Life experiences and community involvement: Both breadth and depth of involvement are evaluated, as is the applicant's experience with diversity and with inclusive practices.
   iii) Letters of reference: Evaluation of the applicant's personal and professional qualities as presented by three referees who know the individual well as a student, worker and community member-leader.
   iv) Essay on why the applicant wants to teach: Evaluation of the essay is based on the applicant's articulation of his/her view of students, subject area, and vision for schooling.

b) Interview
Based on the above criteria, applicants will be short-listed for the next stage of the process in which interviews are normally required. Interviews are about 30-40 minutes in length and include core questions asked of all applicants applying to the B.Ed. program as well as specific questions relating to the elementary or secondary stream, as applicable. Secondary stream applicants are asked about the major and minor subject fields for which they are applying. Interview questions focus on a general understanding of teaching, teaching content and processes, personal and professional qualities, an understanding of diversity and inclusive practices, and communication skills.

c) Decision
The applicant's file review and interview are equally weighted. Composite scores from the two parts of the application process form the basis for offers in each stream of the program, and within subject fields in the secondary stream.

d) Vulnerable Sector/Criminal Record Check and Child Abuse Registry Letter, and Updates
Applicants for the B.Ed. program must submit a Vulnerable Sector/Criminal Record Check and a Child Abuse Registry Letter to the StFX B.Ed. Field and Admissions Coordinator following confirmation of enrollment into the program; these will be shared with the participating Regional Centres/Boards for EDUC 471; EDUC 472; EDUC 481; EDUC 482 (Field Practicum). While enrolled in the B.Ed. program, students are responsible to inform the Field and Admissions Coordinator and Chair of the Department of Teacher Education of any changes that occur to the Vulnerable Sector/Criminal Record Check and Child Abuse Registry Letter that are submitted as part of the admissions requirements; changes in this status could result in denial of practicum and/or denial of teaching license. Adverse information located on police records management systems will need to be discussed with the Field and Admissions Coordinator and the Chair of Teacher Education.

6.1.2 Admission Timeline

Jan 24	Completed applications are submitted for the year in which admission is sought.
Feb 1-10	Applications are reviewed by Faculty of Education.
Feb 10-Mar 15	Selected applicants are invited for interviews by stream and by subject field throughout this period.
Feb 25-Mar 30	Letters are mailed to applicants either making an offer, placing individuals on a wait list, or expressing regret.

6.1.3 Elementary Education (P-6) Requirements

There are five requirements for entrance into the B.Ed. elementary stream.

Social Studies: Six credits are required in social studies from any one or combination of the following disciplines: history (with a preference for local and Canadian history), geography, economics, political science, anthropology, sociology, law, classics, Acadian studies, African-Canadian studies, Mi'kmaq studies, and/or philosophy.

Mathematics: Six credits are required in the subject field of mathematics. Three of the six credits must include the investigation of fundamental concepts and ideas.

English or French: Six credits are required in the subject field of English, if the undergraduate degree was delivered in English. Six credits are required in the subject field of French, if the undergraduate degree was delivered in French. Applicants for the specialist program for teaching French are encouraged to have courses in oral and written communication; communication strategies (speaking, listening, reading, writing strategies); Acadian, Quebec and francophone culture courses; an introduction to French literature, which could include literature throughout the francophone world. In addition to this, elementary applicants are encouraged to have a course in children's French literature taught in French.

Science: Six credits are required in science from any one or combination of: biology, chemistry, physics, Earth and environmental sciences, oceanography and environmental studies. Please note that a full laboratory component is recommended and is required for teacher certification in some Canadian provinces outside of Nova Scotia.

A maximum of six credits of cognate courses may be recognized in fulfillment of the individual subject field requirements identified above.

Cognate coursework refers to coursework in which the content is consistent with the content in the discipline for which credit is being allocated, for example, classics as history, communications as English. Final decisions on cognates are determined by the Faculty of Education in consultation with the NS Department of Teacher Certification.

6.1.4 Secondary Education (7-12) Requirements

There are two requirements for entrance into the B.Ed. secondary stream.

a) Major Subject Field
A minimum of at least 30 credit hours of university coursework in one discipline of a subject field taught in Nova Scotia secondary schools. A maximum of 6 credit hours of cognate university coursework may be included in fulfilment of this requirement.

b) Minor Subject Field
A minimum of at least 18 credit hours of university coursework in one discipline of a second subject field taught in Nova Scotia secondary schools. A maximum of 6 credit hours of cognate university coursework may be included in fulfilment of this requirement.

Cognate coursework refers to coursework in which the content is consistent with the content in the discipline for which credit is being allocated, for example, classics as history, communications as English. Final decisions on cognates are determined by the Faculty of Education in consultation with the NS Department of Teacher Certification.

Note: A number of positions in the secondary stream have been set aside for applicants who have at least 18 credit hours in a second minor subject field. This may give potential teachers an advantage in applying for middle school or junior high school positions. With appropriate methods courses, endorsement could be achieved in three subject areas rather than the customary two.

Secondary education students must prepare to teach two subject fields normally taught in the public secondary schools of Nova Scotia (English, French, social studies, mathematics, science, physical education/health education, fine arts, Gaelic, family studies, Spanish, business). Information on subject fields and related disciplines:

English: Applicants are encouraged to have courses in Canadian, American, British (including Shakespeare), and post-colonial literature.

French: Applicants are encouraged to have courses in oral and written communication; communication strategies (speaking, listening, reading, writing strategies); Acadian, Québécois, and francophone culture courses; and an introduction to French literature which could include literature throughout the francophone world.

Social Studies: Applicants must have a concentration in one of the following related disciplines: African-Canadian studies, classics, Acadian studies, economics, geography, history, law, Mi'kmaq studies, political science, or sociology. Anthropology may be used for a minor subject field and as a major subject field only if the courses are cross-listed with sociology.

Mathematics: Applicants are encouraged to take courses in calculus, algebra, geometry, and statistics.

Science: Applicants must have a concentration in one of the following related disciplines: biology, chemistry, Earth sciences, environmental studies, oceanography, or physics.

Physical Education/Health Education: See section 6.2.

Gaelic: Applicants must have a concentration in one of the following related disciplines: Celtic studies, Scottish Gaelic, or Irish Gaelic.

Fine Arts: Applicants must have a concentration in one of the following related disciplines; art, drama, music or theatre studies.

Family Studies: Applicants must have a dual concentration which covers two of the three threads of the family studies program: food and nutrition; textile arts and family dynamics. Applicants' transcripts will be assessed individually for suitability for the family studies field, but generally, a concentration in human nutrition, family studies, sociology, psychology, and consumer education is recommended.

Spanish: Applicants must have a concentration in Spanish with an emphasis on oral and written communication.

Business: Applicants must have a background in one of the related disciplines of business administration or commerce.

6.2 PHYSICAL EDUCATION SPECIALIZATION

As a specialist discipline, physical education requires that prospective students normally meet recognized CCUPEKA standards. In addition to the general requirements for either the elementary or secondary stream, applicants must have a minimum of 30 credits in the major subject for their first degree in the related disciplines of physical education, human kinetics, or kinesiology, with at least half consisting of courses beyond the introductory level. In addition, students should present among their required courses the following:

a) Courses illustrating knowledge of disciplinary content, including but not limited to, human anatomy/physiology, motor learning and control, biomechanics, and psychology of physical activity.
b) Courses related to the curriculum of the provincial school system including basic movement, gymnastics, dance, and team/individual sports, recreation and leisure pursuits, outdoor pursuits, and exercise and health-related fitness.
c) Courses in health education and growth and development.
d) A course in special populations in physical education.

Consideration may be given to applicants with unique skill sets or experiences.

6.3 MI'KMAQ FOCUS

Applicants pursuing a Mi'kmaq focus in their B.Ed. may develop a concentration in language and/or culture. The language focus requires oral fluency in Mi'kmaq, and at least 18 credits in Mi'kmaq language-related courses in the first degree.

6.4 PROGRESSION REQUIREMENTS AND ACADEMIC PENALTIES

To qualify for the B.Ed. degree an average of at least 65 is required in all courses taken in the program. The pass mark in each course is 60.

Given the compressed time frame of the B.Ed. program, students will be reviewed at the end of each term. Students are expected to pass all of their academic courses and practicum each term.

a) Students who fail one academic course in one term will normally be placed on academic probation and may be withheld from practicum.
b) Students who fail more than one academic course in a term will normally be suspended from the B.Ed. program.
c) Students who fail practicum (i.e. a student who receives two unsatisfactory reports in any single practicum term) will normally be suspended from the B.Ed. program.
d) If a student is re-admitted to the program after the suspension period and fails one or more courses or receives two more unsatisfactory practicum reports in a single practicum term, the student will normally be dismissed from the program.

The procedure for appealing two unsatisfactory practicum reports is given in Section VI (G) of the Faculty of Education Field Experience Handbook.

The procedure for appealing an academic penalty is given in section 3.12. Students who successfully appeal will be permitted return to the B.Ed. program as soon as course availability permits. Consideration for alternative arrangements to complete coursework will be made at the discretion of the department chair. A student who is suspended from the B.Ed. program may re-apply after a period of one year. Other regulations in 3.11 may apply.

6.5 PROFESSIONAL CONDUCT

In the event of unprofessional conduct of a BEd student, a faculty advisor or faculty member is required to bring it to the immediate attention of the Chair of Teacher Education. The Chair of Teacher Education shall call a meeting of the BEd Professional Committee, which will examine the circumstances of the reported incident(s). In some cases, such as when the professional conduct of a BEd student falls outside of the expertise of the committee, and/or occurs in a time and/or location outside of the field experience, the Chair and the BEd Professional Committee may request investigative assistance from other university officers (e.g., Human Rights and Equity Advisor). In instances where conduct is related to alleged violations of the StFX Community Code or the StFX Sexual Violence Policy, these cases would be referred to those relevant bodies (i.e., Discipline Committee, Responsible Authority for Sexual Violence). Findings and/or penalties imposed from these bodies will also inform the decisions made by the BEd Professional Committee.

This committee may recommend to the Dean of Education the imposition of penalties, which may include delay or failure of the field experience, or suspension or dismissal from the BEd program. Students may appeal the penalty to the Committee on Studies - Professional Programs within seven days of receiving the BEd Professional Committee's decision.

6.6 BACHELOR OF EDUCATION CERTIFICATION

Candidates for a teacher's certificate may be asked to disclose disciplinary action at an educational institution or violations of the law which resulted in penalty.

Upon completion of the B.Ed. program, students are eligible to apply for the Teacher's Certificate, ITC, awarded by the Nova Scotia Department of Education.

6.7 DIPLOMA IN ADULT EDUCATION

This program is offered in major centres across Canada throughout the year. The Diploma in Adult Education is a professional designation. The modules are arranged as a series, yet each is a complete unit of learning which may be taken independently of the others at the discretion of the program director. The modules cover knowledge and skills in the following areas and carry credit value as indicated:

		Credits
ADED 311	Module 1 - Assessing Training Needs	1
ADED 312	Module 2 - Setting Learning Objectives	1
ADED 321	Module 3 - Evaluation Strategies	1
ADED 322	Module 4 - Designing Learning Activities	2
ADED 331	Module 5 - Facilitating Learning	1
ADED 332	Module 6 - Practicum	6

Upon completion of the first five modules, the Certificate in Adult Education is awarded. The Diploma in Adult Education is awarded upon completion of the six modules. Students may count, in multiples of three, up to 12 credits as electives in BA programs.

6.8 CERTIFICATE IN ELEMENTARY MATHEMATICS EDUCATION

This program has been developed in response to a need identified by the Nova Scotia Department of Education and school board partners. The Certificate in Elementary Mathematics Education is recognized for a licensing upgrade in Nova Scotia. The certificate consists of a sequence of ten courses focusing on content and pedagogy suitable for the elementary and middle years and is offered to cohorts of in-service teachers on a part-time basis.

6.9 CERTIFICATE IN OUTDOOR EDUCATION

This certificate program is designed to fulfill a need identified by teachers across Nova Scotia in response to Physical Education curriculum changes. The Certificate in Outdoor Education is recognized for a licensing upgrade in Nova Scotia. The certificate consists of a sequence of eleven courses which focus on the skills and pedagogy required to offer outdoor pursuits to students Primary to grade 12. This certificate is offered to cohorts of in-service teachers on a part-time basis.

7. FACULTY OF SCIENCE REGULATIONS

7.1 General Regulations
7.1.1 Degrees and Diploma Offered
7.1.2 Subjects Available
7.1.3 Degree Patterns
7.1.4 Declaration of Major, Advanced Major, or Honours
7.1.5 Advancement and Graduation Requirements by Degree
7.1.6 Bachelor of Science with Joint Advanced Major
7.1.7 Bachelor of Science with Joint Honours
7.1.8 Co-operative Education Program in Science
7.2 Engineering
7.2.1 Bachelor of Science with a Diploma in Engineering
7.3 Bachelor of Arts and Science
7.3.1 Climate and Environment
7.3.2 Health
7.4 Possible Pathways in the Sciences
7.4.1 Architectural Studies
7.4.2 Pre-Medical Studies
7.4.3 Pre-Dental Studies
7.4.4 Pre-Veterinary Studies
7.4.5 Graduate Studies
7.4.6 Education and Teaching

7.1 GENERAL REGULATIONS

The Faculty of Science offers a Bachelor of Science, a Bachelor of Science in Nursing, a Bachelor of Science in Human Kinetics, a Bachelor of Science in Human Nutrition, a Bachelor of Science in Human Nutrition with Integrated Dietetic Internship, a Diploma in Engineering, and a Post-Baccalaureate Diploma. The Bachelor of Science, Bachelor of Science in Human Kinetics, and Bachelor of Science in Human Nutrition each require 120 credits. The Bachelor of Science in Nursing is offered in 4 formats: a 4-year BScN, which requires 120 credits; an accelerated option for students with some university credits, which requires 90 credits and an accelerated option for LPNs, which required 69 credits. The B.Sc. Human Nutrition with IDI degrees require 138 credits. The Faculty of Science also offers, jointly with the Faculty of Arts, a Bachelor of Arts and Science, which also requires 120 credits. The Diploma in Engineering requires 69 credits. The Post-baccalaureate Diploma in Artificial Intelligence requires 48 credits. Courses for each degree option and diploma must follow the credit pattern required by the program chosen.

Re-entry to degree programs in the Faculty of Science will not be granted automatically to students who have been absent from the university for more than 10 years. In each science discipline, an entrance examination may be required to determine the extent to which credit will be awarded for courses completed previously.

7.1.1 Degrees and Diploma Offered

The Faculty of Science offers undergraduate degrees in the natural and applied sciences (aquatic resources, biology, chemistry, computer science, Earth and environmental sciences, economics, applied forensic psychology, mathematics,

7.1.2 Subjects Available A = Science A; B = Science B; C = Science C; E = Elective

Code	Subject	B.Sc. Major	B.Sc. Advanced Major	B.Sc. Joint Advanced Major (See chart 7.1.6)	B.Sc. Honours	B.Sc. Joint Honours (See chart 7.1.7)
BIOL	Biology	A, B, C, E	A, B, C, E	A, B, C, E	A, B, C, E	A, B, C, E
CHEM	Chemistry	A, B, C, E	A, B, C, E	A, B, C, E	A, B, C, E	A, B, C, E
CSCI	Computer Science	A, B, C, E	A, B, C, E	A, B, C, E	A, B, C, E	A, B, C, E
EESC	Earth and Environmental Sciences	A, B, C, E	A, B, C, E	A, B, C, E	A, B, C, E	A, B, C, E
MATH	Mathematics	A, B, C, E	A, B, C, E	A, B, C, E	A, B, C, E	A, B, C, E
PHYS	Physics	A, B, C, E	A, B, C, E	A, B, C, E	A, B, C, E	A, B, C, E
AQUA	Aquatic Resources	See note *	See note *	—	See note*	—
ECON	Economics**	B, C, E	A, B, C, E	A, B, C, E	A, B, C, E	A, B, C, E
PSYC	Psychology**	A, B, C, E	B, C, E	C, E	A, B, C, E	A, B, C, E
CLEN	Climate and Environment	B, C, E	B, C, E	C, E	B, C, E	C, E
HLTH	Health	E	E	E	E	E
FPSY	Applied Forensic Psychology	A, E	—	—	A, E	—
HKIN	Human Kinetics	—	—	A, B, E	—	—

* Note The Aquatic Resources program is available with biology, Earth sciences or mathematics. **Of science A, B, and C, only one may be economics or psychology.

7.1.3 Credit Patterns for Degree Options and Diploma

Req = Required; Elec = Electives

Bachelor of Science	Science A	Science B	Science C	Arts X	Arts Y	Other Req	Approved Elec	Elec	—
B.Sc. Major, see notes 1-3	36 credits	12 credits	6 credits	12 credits	6 credits	—	18	30 credits	—
B.Sc. Major with arts minor, see notes 1-3, 7, 10	36	12	6	24	6	—	18	18	—
B.Sc. Major with science minor, see notes 1-3, 8, 10	36	24	6	12	6	—	6	30	—
B.Sc. Advanced Major, see notes 1-3	42	12	6	12	6	—	18	24	—
B.Sc. Advanced Major with BSAD, see notes 1-3, 11, 13	36	12	6	12	6	BSAD 30 ECON 6	9 plus CSCI 3	—	—
B.Sc. Advanced Major with arts minor, see notes 1-3, 7, 11	42	12	6	24	6	—	18	12	—
B.Sc. Advanced Major with science minor, see notes 1-3, 8, 11	42	24	6	12	6	—	6	24	—
B.Sc. Joint Advanced Major, see notes 1-3	42	36	6	12	6	—	12	6	—
B.Sc. Honours, see notes 1-3	60	12	6	12	6	—	18	6	—
B.Sc. Honours with minor in arts, see notes 1-3, 12	60	12	6	24	—	—	12	6	—
B.Sc. Honours with minor in science, see notes 1-3, 12	60	24	6	12	6	—	6	6	—
B.Sc. Joint Honours, see notes 1-3	Total of 84 in A & B		6	12	6	—	12	—	—
Bachelor of Arts and Science	**Core**	**Arts**	**Science**	**Arts/Science**	**Humanities**	**Elec**	**—**	**—**	**—**
BASc	24	18	18	12	12	36	—	—	—
BASc Honours	30	18	18	12	12	30	—	—	—
Computer Science	**CSCI**	**MATH**	**—**	**—**	**—**	**—**	**—**	**—**	**—**
Post-baccalaureate Diploma in Artificial Intelligence	45	3	—	—	—	—	—	—	—
Human Kinetics	**HKIN**	**Statistics**	**Science A**	**Science B**	**Arts X**	**Arts Y**	**Elec**		
B.Sc. HKIN Major Kinesiology, see note 4	57	3	24	6	12	6	12		—
B.Sc. HKIN Major Pre-Education	60	—	24, see note 5	6	12	6	12		—
B.Sc. HKIN Advanced Major or Honours Kinesiology, see note 4	60	3	24	6	12	6	9		—
B.Sc. HKIN Advanced Major or Honours Pre-Education	60	3	24, see note 5	6	12	6	9		—
Human Nutrition	**HNU**	**BIOL**	**BSAD**	**CHEM**	**MATH/STAT**	**Arts X**	**Arts Y**	**Elec**	**ECON**
B.Sc. HNU, see note 6	57	12	3	12	3	12	6	15	—
B.Sc. HNU Advanced Major, see note 6	57 plus HNU 491	12	3	12	3	12	6	15	—
B.Sc. HNU Honours, see note 6	63	12	3	12	3	12	6	9	—
B.Sc. HNU with BBA in Entrepreneurship	51	12	51	12	3/3	12	—	—	6
Nursing	**NURS Req**	**BIOL**	**ENGL**	**STAT**	**CHEM**	**HNU**	**PHIL/RELS**	**PSYC**	**Elec**
B.Sc. Nursing	84	9	3	3	3	3	3	3	9
B.Sc. Nursing Honours	90	9	3	3	3	3	3	3	3
B.Sc. Nursing Accelerated	84	—		—	—	—	—	—	6
B.Sc. Nursing for LPNs,	69	—		—	—	—	—	—	6
B.Sc. Nursing for RNs - no new admission.	42, see note 9	12		—	—	—	—	—	NURS 9
Engineering	**ENGR Req**	**Discipline Elec**	**CHEM**	**PHYS**	**Arts Elec**	**—**	**—**	**—**	**—**
Diploma in Engineering	42	9	6	6	6	—	—	—	—

Note 1 Of science A, B and C, one must be mathematics, and six credits must be calculus. In the B.Sc. Advanced Major in Science with Business Administration, either science A or B must be mathematics/statistics and must include six credits of calculus.

Note 2 With permission of the chair of the department of the student's major, courses from other science departments may be used to satisfy major, advanced major or honours program requirements: up to 6 credits for the major; up to 12 credits for the advanced major, joint advanced major, or the advanced major with business administration; up to 18 credits for the honours; up to 12 credits for the joint honours.

Note 3 Students may use up to 30 credits of courses from professional programs (business administration, information systems, engineering, human kinetics, human nutrition, nursing) as open or approved electives.

Note 4 For students pursuing the nutrition minor, there are 15 credits fewer human kinetics electives and 15 credits of additional science requirements. For students pursuing the health sciences minor, the 30 credits of science A and B are a combination of courses from biology, chemistry, and physics. See section 9.22.

Note 5 For students pursuing the secondary teaching stream option, a minimum of 24 credits must be in one of the subject fields taught in Nova Scotia schools. For those intending the elementary teaching stream, science A becomes 18 credits and the electives become 18 credits.

Note 6 The 12 credits art subject in all human nutrition programs must constitute a pair. See the glossary for definitions of a pair.

Note 7 Available minors in arts are anthropology, art history, studio art, Catholic studies, Celtic studies, climate and environment, development studies, economics, English, French, history, music, philosophy, political science, psychology, public policy and governance, religious studies, sociology, Spanish, women's and gender studies.

Note 8 Available minors in science are biology, chemistry, climate and environment, computer science, Earth sciences, mathematics, and physics.

Note 9 Includes 12 credits of humanities requirement: NURS 300 and NURS 330.

Note 10 The degree awarded is Bachelor of Science with Major.

Note 11 The degree awarded is Bachelor of Science with Advanced Major.

Note 12 The degree awarded is Bachelor of Science with Honours.

Note 13 Science A can be biology, chemistry, computer science, Earth sciences, economics, mathematics, or physics.

7.1.5 Advancement and Graduation Requirements by Degree

Degree	Admission End of Second Year	Advancement End of Third to Fourth Year	Graduation and Fourth-Year Requirements
B.Sc. Major	—	—	average 55
B.Sc. Advanced Major	average 65 in each of first two years; grade of 65 in each course in Science A	average 70; average 70 in Science A	average 70; average 70 in Science A
B.Sc. Joint Advanced Major	average 65 in each of first two years; grade of 65 in each course in Science A and B	average 70; average 70 in Science A: average 70 in Science B	average 70; average 70 in Science A; average 70 in Science B
B.Sc. Advanced Major Science with Business Administration, see note 1	average 65 in each of first two years; grade of 65 in each course in Science A	average 70; average 70 in Science A: average 70 in all BSAD courses to date	average 70; average 70 in Science A: average 70 in all BSAD courses over the program
B.Sc. Honours	average 75 in each of first two years; average 75 in Science A courses completed during the first two years; grade of 70 in each course in Science A	average 75; average 75 in Science A courses; grade of 70 in each course in Science A	average 75; average 75 in Science A courses; grade of 70 in each course in Science A
B.Sc. Joint Honours	average 75 in each of first two years; average 75 in Science A courses and average 75 in Science B courses completed during the first two years; grade of 70 in each course in Science A and B	average 75; average 75 in Science A courses; average 75 in Science B courses; grade of 70 in each course in Science A and B	average 75; average 75 in Science A courses; average 75 in Science B courses; grade of 70 in each course in Science A and B
B.Sc. Human Kinetics	—	—	average 55
B.Sc. Human Kinetics with Advanced Major	average 65 in each of first two years; grade of 65 in each HKIN course	average 70; average 70 in HKIN courses	average 70; average 70 in HKIN courses
B.Sc. Human Kinetics with Honours	average 75 in each of first two years; average 75 in HKIN courses completed during the first two years; grade of 70 in each HKIN course	average 75; average 75 in HKIN courses; grade of 70 in each HKIN course	average 75; average 75 in HKIN courses; grade of 70 in each HKIN course
B.Sc. Human Nutrition	—	—	average 55
B.Sc. Human Nutrition with Advanced Major	average 65 in each of first two years; combined average 65 in HNU and science courses in first year; grade of 65 in each HNU course	average 70; average 70 in HNU courses	average 70; average 70 in HNU courses
B.Sc. Human Nutrition with Honours	average 75 in each of first two years; combined average 75 in HNU and science courses in first year; average 75 in HNU courses in first two years; grade of 70 in each HNU course	average 75; average 75 in HNU courses; grade of 70 in each HNU course	average 75; average 75 in HNU courses; grade of 70 in each HNU course
B. Sc. Nursing	Successful completion of all mandatory courses in first year, including the LPN-BScN bridging courses, 65 average in core courses (BIOL 115, 151, 152, ENGL 111, STAT 101); in second year, minimum grade of 65 in nursing courses; pass for all clinical practice portions of courses	Successful completion of all mandatory courses; minimum grade of 65 in nursing courses; pass for all clinical practice portions of courses	minimum grade of 65 in nursing courses; pass for all clinical practice portions of courses
B.Sc. Nursing with Honours	average 75 in first year; average 80 in second year; grade of 75 in each NURS course; no nursing practice infractions in second year	average 80; grade of 75 in each NURS course; no nursing practice infractions	average 80; grade of 75 in each NURS course; no nursing practice infractions
B.Sc. Nursing for Registered Nurses (program will be phased out)	grade of 60 in each NURS course	—	grade of 60 in each NURS course
BASc Major	—	—	average 55
BASc Honours	average 75 in each of the first two years; average 75 in core, required and designated arts and science courses during first two years; grade of 70 in each core, required and designated arts and science courses	average 75; average 75 in core, required and designated arts and science courses; grade of 70 in each core, required and designated arts and science courses	average 75; average 75 in core, required and designated arts and science courses; grade of 70 in each core, required and designated arts and science courses
Diploma in Engineering	average 60 to advance to second year	—	average 60 over the program

Note 1 The degree awarded is Bachelor of Science with Advanced Major.

physics, psychology) and in the health sciences (human kinetics, human nutrition, nursing) and the diploma in engineering.

Within the Bachelor of Science, there are several degree options:

- Bachelor of Science with Major: in one of eight majors listed below in chart 7.1.2. An optional minor is available in an arts or science subject. A major in aquatic resources combined with a major in biology, Earth and environmental sciences, or mathematics is available.
- Bachelor of Science with Advanced Major: in one of seven majors listed below in chart 7.1.2; requires high academic achievement. An optional minor is available in an arts or science subject. An option with business administration courses is also available.
- Bachelor of Science with Joint Advanced Major: combines the study of two science subjects; see chart 7.1.6 for combinations.
- Bachelor of Science with Honours: offered in one of nine subjects listed in chart 7.1.2; requires superior academic achievement. An optional minor is available in an arts or science subject.
- Bachelor of Science with Joint Honours: combines the study of two science subjects; see chart 7.1.7 for combinations.

Within the Bachelor of Science in Human Kinetics, there are three degrees, each with a choice of kinesiology or pre-education major:

- Bachelor of Science in Human Kinetics
- Bachelor of Science in Human Kinetics with Advanced Major
- Bachelor of Science in Human Kinetics with Honours

For the BA in Human Kinetics, see chapter 4 and section 9.22.

Within the Bachelor of Science in Human Nutrition, there are six degrees:

- Bachelor of Science in Human Nutrition
- Bachelor of Science in Human Nutrition with Advanced Major
- Bachelor of Science in Human Nutrition with Honours
- Bachelor of Science in Human Nutrition with IDI
- Bachelor of Science in Human Nutrition with Advanced Major with IDI
- Bachelor of Science in Human Nutrition with Honours with IDI

The Faculty of Science, jointly with the Faculty of Business, offers

- Bachelor of Science in Human Nutrition with Bachelor of Business Administration in Entrepreneurship (Five-year, two-degree program)

Within the Bachelor of Science in Nursing, there are two degrees and two certificates:

- Bachelor of Science in Nursing: Four-year option for students direct from high school; accelerated option for internal applicants and transfer students; accelerated option for LPN to BScN; see sections 1.2 and 1.4.
- Bachelor of Science in Nursing with Honours

Certificate in Gerontological Nursing
Certificate in Continuing Care

The Faculty of Science, jointly with the Faculty of Arts, offers
Bachelor of Arts and Science in Climate and Environment, see section 7.3.
Bachelor of Arts and Science in Climate and Environment with Honours, see section 7.3.
Bachelor of Arts and Science in Health, see section 7.3.
Bachelor of Arts and Science in Health with Honours, see section 7.3.

The Faculty of Science offers two diplomas.
Diploma in Engineering
Post-baccalaureate Diploma in Artificial Intelligence

The Diploma in Engineering can be completed concurrently with the Bachelor of Science degree; (see section 7.2.1) or the Bachelor of Science in Human Kinetics degree,(see section 9.22).

Students wishing to apply for an advanced major or honours program are advised to consult with the department chair as early as possible.

7.1.2 Subjects Available

Chart 7.1.2 lists the subjects available for study in the science degrees within the Faculty of Science, where each subject may be used within the degree pattern, and where two subjects may be combined in a joint advanced major or joint honours degree.

7.1.3 Degree Patterns

Chart 7.1.3 lists the degree options in the Faculty of Science, with the credit patterns required for each. The available arts X and arts Y subjects are anthropology, art, Catholic studies, Celtic studies, classical studies, climate and environment, development studies, economics, English, French, German, history, music, philosophy, political science, psychology, public policy and governance, religious studies, sociology, Spanish, and women's and gender studies.

For definitions of the humanities and social sciences, see the glossary at the end of this calendar.

7.1.4 Declaration of Major, Advanced Major, or Honours

Students meet with faculty advisors in their major, advanced major, or honours departments to discuss future course selection. In the first year of study, a student applies for admission to the desired program by completing and submitting the appropriate application form, signed by the chair, to the Dean's office by March 29. Students are advised of acceptance to their programs in the summer following submission of their forms. The forms are available at https://www.mystfx.ca/academic-advising/

7.1.5 Advancement and Graduation Requirements by Degree

All students must fulfill the advancement and graduation requirements outlined in chart 7.1.5, and the course, seminar, research report, senior paper, or honours thesis requirements of the major, advanced major or honours department(s). For joint degrees, students submit a research report, senior paper, or honours thesis in science A.

Candidates who fail to meet the requirements for the degrees for which they have applied may be eligible for other degrees, provided those degree requirements are met. Exceptions to these requirements need the approval of the dean and the department chair.

7.1.6 Bachelor of Science with Joint Advanced Major

It is possible to pursue an advanced major program, which involves combined study of two science subjects; where Y = yes, possible:

with	BIOL	CHEM	CSCI	ECON	EESC	HKIN	MATH	PHYS
BIOL	—	Y	Y	Y	Y	Y	Y	Y
CHEM	Y	—	Y	Y	Y	—	Y	Y
CSCI	Y	Y	—	Y	Y	—	Y	Y
ECON	Y	Y	Y	—	Y	—	Y	Y
EESC	Y	Y	Y	Y	—	—	Y	Y
HKIN	Y	—	—	—	—	—	—	—
MATH	Y	Y	Y	Y	Y	—	—	Y
PHYS	Y	Y	Y	Y	Y	—	Y	—

7.1.7 Bachelor of Science with Joint Honours

It is possible to pursue an honours program which involves combined study of two science subjects; where Y = yes, possible:

with	BIOL	CHEM	CSCI	ECON		MATH	PHYS	PSYC
BIOL	—	Y	Y	Y	Y	Y	Y	Y
CHEM	Y	—	Y	Y	Y	Y	Y	Y
CSCI	Y	Y	—	Y	Y	Y	Y	Y
ECON	Y	Y	Y	—	Y	Y	Y	—
EESC	Y	Y	Y	Y	—	Y	Y	Y
MATH	Y	Y	Y	Y	Y	—	Y	Y
PHYS	Y	Y	Y	Y	Y	Y	—	Y
PSYC	Y	Y	Y	—	Y	Y	Y	—

7.1.8 Co-operative Education Program in Science

A form of work-integrated learning, Co-op Education is a model of education that integrates academic study with related and supervised co-op work experience (12-16 months) with an employer partner in industry, government and not-for-profit across Canada. Students enrolled in biology, climate & environment, computer science, Earth and environmental sciences, economics, health, human nutrition, or mathematics are eligible to apply. The biology, computer science, and human nutrition co-op programs are accredited by the Co-operative Education & Work-Integrated Learning Canada (CEWIL Canada). COOP 405 (3 credits) can be used as a major subject elective or as an approved or open elective. See section 9.13 for further information.

7.2 ENGINEERING

The StFX Engineering Diploma consists of 69 credits normally taken over two academic years. During the second term of the first year, students apply for conditional acceptance into one of the following engineering programs at Dalhousie University: chemical, civil, electrical, environmental, industrial, or mechanical engineering. Conditional acceptance into a program allows the student to choose the appropriate courses to take in the second year of the diploma program at StFX.

Dalhousie and the associated universities form a unified system of engineering education. Therefore, all diploma graduates from the associated universities are guaranteed admission into the Faculty of Engineering at Dalhousie University. However, it is not possible for Dalhousie to guarantee that students will gain entry to the program of first choice, since all programs are subject to a maximum number of admissions. Thus, normally in the second half of the first year, students are required to apply for a placeholder specifying their choices of programs in preferential order. The Dalhousie Faculty of Engineering notifies each student of the results of their application. The notification is normally sent in June. Placement of students into programs is based on academic performance. StFX, along with the other associated universities, has a formal Memorandum of Understanding (MOU) with Dalhousie University that addresses admissions. Article 5.2 a of the MOU states, "Dalhousie shall treat students from each Associated University and from Dalhousie the same for purposes of admission in the third year of the programs at Dalhousie." Students who do not gain entry to their preferred programs or do not wish to continue their studies at Dalhousie University may apply to an engineering program at any other institution and transfer the credits earned that the institution would allow.

Students who transfer to the StFX diploma program from other universities must obtain at least 36 credits taken at StFX in order to receive a diploma from StFX. Students cannot normally use a distance or online course to satisfy the requirement of an engineering science course. An engineering science or design course may normally be taken during spring or summer only if the course was taken during the regular academic term but the student obtained a failing grade.

The StFX Engineering Diploma program is an accredited professional program associated with Dalhousie University. To fulfill our commitments to Dalhousie and to the accreditation board, graduate attribute results for each student will be sent to Dalhousie. In addition, grades for students who apply for placeholders at Dalhousie Faculty of Engineering, and transcripts of students who have earned the Diploma from StFX and have a placeholder at Dalhousie University will be sent to Dalhousie. For more details, please see section 3.15.

7.2.1 Bachelor of Science with a Diploma in Engineering

Students who wish to earn the engineering diploma and a B.Sc. degree can do so concurrently. This option exists for a major in biology, chemistry, computer science, Earth and environmental sciences, mathematics and physics. Students can also complete a diploma in engineering concurrently with an advanced major. Contact academic advising for available options.

7.3 BACHELOR OF ARTS AND SCIENCE

The Bachelor of Arts and Science (BASc) is designed to expose students to both arts and science knowledge that inform a particular topic. Since many contemporary topics and issues are better understood through thorough engagement with both scientific and humanistic contributions, the degree is structured so that students

engage with as many relevant disciplinary contributions as possible. Students completing Bachelor of Arts and Science programs will complete interdisciplinary core courses pertaining to their subject of study as well as science, arts, and humanities requirements. The BASc degree is 120 credits. Students complete 24 credits in interdisciplinary courses on their program subject. Students will be required to complete a minimum of 18 credits from the Faculty of Arts and 18 credits from the Faculty of Science as well as 12 credits in the humanities.

Currently, StFX offers a Bachelor of Arts and Science in Health and in Climate and Environment. Both programs are direct entry.

This degree program is not intended as a compromise for students who cannot decide between an arts and science degree. This degree is rather for students with specific topical interests that are better served by interdisciplinary study.

7.3.1 Climate and Environment

The program was carefully designed to provide students with maximum exposure to knowledge that will contribute directly to their understanding of climate and environmental topics while maintaining a liberal arts approach that encourages commitment to broad critical and scientific inquiry, logical rigour, and creative problem-solving. Students will complete courses across the Faculties of Arts and Science to gain a broad yet inclusive education in both climate and environment. This approach reflects the complexity of addressing climate and environment issues currently facing our planet. Global initiatives in tackling human and environmental issues highlight the need for an interdisciplinary approach, recognizing that solutions will only be found through integrated scientific, socio-political, and economic inquiry. See 9.11 for program requirements.

7.3.2 Health

The program aims to provide students with a contemporary education in health by drawing on knowledge from the natural sciences, social sciences, and humanities to engage students in nuanced and considered discussions about how we think about health, how we approach health, how we create health, what biases contribute to our understanding of health, and how health is interwoven into all aspects of our individual and collective lives. Students will gain a better understanding of the ways in which human health is determined and defined, by emphasizing what biology, chemistry, the social sciences, history, and other disciplinary fields of study contribute to an integrative understanding of health. Students will complete courses in biomedical sciences, social determinants of health, health equity, as well as a humanities requirement. See 9.20 for program requirements.

7.4 POSSIBLE PATHWAYS IN THE SCIENCES

Students are advised the entrance requirements noted below may change and are advised to verify requirements with academic advising.

7.4.1 Post-baccalaureate Diploma

The post-baccalaureate diploma is for students who have already completed an undergraduate degree. Students will typically complete a post-baccalaureate diploma in a field substantially different than their undergraduate field. The credential provides students with an advanced undergraduate level understanding of their program of study within two years. The number of credits required to earn a post-baccalaureate diploma can vary, depending on the program chosen. The Faculty of Science offers one post-baccalaureate diploma in artificial intelligence (through the computer science department). See chapter 9.

7.4.2 Architectural Studies

In association with Dalhousie University, StFX offers the first two years of a minimum of four calendar years of study leading to a Bachelor of Environmental Design Studies.

A student who has successfully completed two years in a BA, BBA, B.Sc. or engineering program may apply to enter the third year at Dalhousie University School of Architecture. Some mathematical facility is required and credit should be earned for at least six credits in statistics and/or calculus. For requirements, interested students are encouraged to contact the School of Architecture, Dalhousie University.

7.4.3 Pre-Medical Studies

The field of medical studies has been evolving over the last few years. Most medical schools do not have specific course requirements. While familiarity in the natural sciences will help a student succeed in medical school, pathways to enter medical school are diverse. Students may enter medical school, for instance, with a BA, B.Sc., or a BASc. Students should elect to complete a broad, yet structured and rigorous academic degree. Often, medical school admissions committees look for a student that not only excels academically, but also contributes to societal wellbeing through volunteering, and engagement in a variety of social situations. It is important for students to demonstrate, through their experiences in both their academic and personal lives, professionalism, ethical behaviour, excellent communication skills, and empathy.

In 2015, the Medical College Admissions Tests (MCAT) were revised to require student familiarity in a broad array of disciplines. To prepare for the MCATs, students may want to complete the following courses: general biology, general chemistry, organic chemistry, biochemistry, physics, introductory psychology, and introductory sociology. Beyond these courses, their education should include a broad study in the physical, life and social sciences, and the humanities.

7.4.4 Pre-Dental Studies

Admission to the four-year Dalhousie Doctor of Dental Surgery program requires the completion of a minimum of 10 full-year academic classes at the undergraduate level. These classes will normally be completed by May 1 of the year of expected entry to the Faculty of Dentistry. Two one-term academic classes in the same discipline are considered equal to one full-year academic class.

Academic requirements:

a) One full-year academic class in each of biology, general chemistry, physics, organic chemistry. (Each of these courses must include laboratory instruction.)
b) Two full-year academic courses (or four one-term courses) chosen from the humanities and/or social sciences.
c) One full-year (or two one-term) writing course, English.
d) One full-year university course (or two one-term courses) in human physiology and one university course (full-year or one-term) in each of introductory biochemistry and introductory microbiology. These courses should be at the second-year level or higher and applicants are encouraged to contact the Faculty of Dentistry for approval of selected courses.

7.4.5 Pre-Veterinary Studies

The Atlantic Veterinary College is located at the University of Prince Edward Island. Applicants are required to complete prerequisite courses. Additional information is available at https://www.upei.ca/programs/doctor-veterinary-medicine

7.4.5 Graduate Studies

Students with an excellent academic record may be interested in moving on to a master's degree. There are many graduate programs to choose from regionally, nationally, and internationally. Faculty are well poised to give advice on potential graduate schools and programs. Students who are interested in pursuing a master's degree at StFX should refer to chapter 8.

7.4.7 Education and Teaching

Students may be interested in moving into the field of education and becoming a teacher. StFX offers a Bachelor of Education degree and students majoring in sciences may pursue teaching specializations in sciences, mathematics, physical education and family studies. Science students may also pursue additional teaching areas in departments in the arts. An option also exists for a degree in elementary education. See chapter 6 for additional information.

8. GRADUATE STUDIES

8.1 Master of Arts and Master of Science
8.2 Master of Applied Computer Science
8.3 Master of Adult Education
8.4 Master of Education
8.5 Ph.D. in Educational Studies
8.6 Regulations

Graduate Studies is under the direction of the Associate Vice-President Research and Graduate Studies who is advised by the committee on graduate studies. Courses of study leading to the following graduate degrees are currently offered:

Master of Arts (MA)
Master of Science (M.Sc.)
Master of Applied Computer Science (MACS)
Master of Adult Education (M.Ad.Ed.)
Master of Education (M.Ed.)
Ph.D. in Educational Studies

For fee information, see http://sites.stfx.ca/financial_services/StudentAccounts

8.1 MASTER OF ARTS AND MASTER OF SCIENCE

8.1.1 Admission Requirements and Procedures

Minimum admission requirements are:

a) a bachelor's degree with the equivalent of an undergraduate major (36 credits) normally in the same field of study;
b) an overall average of 70 (B) or higher in the bachelor's program;
c) proof of English language proficiency when applicable.

Admission to these programs is based on the following factors:
a) The university must be able to provide a program of study and research that meets the expectations of the applicant as specified in the application for admission.
b) The candidate's academic performance and references must indicate that the candidate is able to complete the program of study and research prescribed in the degree program.
c) A faculty member must be available who is competent to supervise the program of study and the research prescribed for the degree.

Applications for admission should be sent to the university admissions office to be eligible for scholarships and funding, applications must be received by February 15. Applicants are encouraged to contact the chair of the department to which they are applying prior to submitting an application. Applicants may be required to write the Graduate Record Examinations (GRE) administered by the Educational Testing Service.

Occasionally, incoming MA or M.Sc. students may be required to take up to 6-credits of undergraduate courses to fill in specific content gaps from their undergraduate preparation. Students will be notified in their letter of acceptance if they are required to do so. These courses must be completed by the end of the first year of the master's or the students will be withdrawn from the program. The undergraduate courses must be taken for credit, and students pay the normal undergraduate tuition rate for the courses. Credit for these undergraduate courses does not count toward the graduate degree. Students who require more than 6 credits of undergraduate courses may enrol at StFX as non-degree undergraduate students. Once they have successfully completed the required courses, students can reapply for admission to the MA or M.Sc. program.

8.1.2 Program Requirements

Master of Arts
a) A minimum residence of 12 months for candidates with an honours degree, and a minimum residence of 18 months for other candidates.
b) Students must earn a total of 36 credits in graduate work; the thesis will count for 18 credits.
c) Candidates must satisfy degree requirements as determined by the candidate's supervisory committee and approved by the department chair.
d) On the recommendation of the department chair, candidates may be required to demonstrate a reading knowledge of a second language relevant to their studies, and an examination in the designated language must be passed within six months after registration.

Master of Science
a) A minimum residence of 12 months for candidates with an honours degree, and a minimum residence of 18 months for other candidates.
b) Students must earn a total of 36 credits in graduate work; the thesis will count for 18 credits.
c) Candidates must satisfy degree requirements as determined by the candidate's supervisory committee and approved by the department chair.

8.2 MASTER OF APPLIED COMPUTER SCIENCE

8.2.1 Admissions Procedures

Minimum requirements are:
a) a bachelor's degree with the equivalent of an undergraduate major (36 credits) normally in the same field of study;
b) an overall average of 70 (B) or higher in the bachelor's program.

8.2.2 Program Requirements

a) A minimum residence of 12 months.
b) Students must earn a total of 36 credits.
c) Candidates must satisfy degree requirements as determined by the program.

8.2.3 Cooperative Education

A form of work-integrated learning, Co-op Education is a model of education that integrates academic study with related and supervised co-op work experience with an employer partner in industry, government, and not-for-profit across Canada. Master of Applied Computer Science (MACS) students can apply to Co-op Education in September of their first year of the program (if they start their academic program in September) or in January (if they start their academic studies in January). MACS students complete professional development training, two four-month work terms, and a capstone course, COOP 530. See section 9.13 for further information.

8.3 MASTER OF ADULT EDUCATION

The M.Ad.Ed. program is, in general, a distance-learning program. This program provides an effective learning experience for professional adult educators. Candidates come from a wide variety of career areas such as literacy, health education, higher education, vocational education, human resources training and development, community development, and educational technology.

8.3.1 Admissions Procedures

For admission to the M.Ad.Ed. program, applicants must:
a) have completed an appropriate bachelor's degree with an overall average of 70 (B) or higher; and
b) have a minimum of two years dedicated post-baccalaureate experience in work relating to adult education.

Applicants with an incomplete undergraduate degree who have significant practitioner experience in adult education/ community development, may be considered for special admission if they provide evidence of:
a) having completed a minimum of 3 (3-credit) undergraduate university courses and have extensive experience working with adults in an educational setting for at least five years.
b) having been recognized for 'exceptional' contributions in their professional practice or community development work.

Individuals seeking entry under this special admission provision should contact the Chair of the Department of Adult Education to inquire about the criteria, processes, and timelines for admission via this route.

8.3.2 Program Requirements

Students must earn a total of 30 credits in graduate work. Those students who have successfully completed the Nova Scotia Community College Professional Development Program may apply to receive one course (3-credits) for ADED 535 when applying for admission. Other applicants may request permission to transfer a maximum of one course (3 credits) prior to acceptance to the M.Ad.Ed. program.

There are two routes by which a student may complete the requirements for the M.Ad.Ed.: a course-based route or a combined course and thesis route. Students in the course-based route complete 30 credits in graduate education courses, whereas students in the thesis route complete 18 credits of graduate education courses and a 12-credit thesis (see section 9.1).

8.4 MASTER OF EDUCATION

8.4.1 Admission Requirements and Procedures

The deadline for application to the M.Ed. program is normally February 15, with courses beginning in July of the same year. Students are responsible for checking with the admissions office to make sure their application is complete, as only completed applications will be considered.

Admission to the M.Ed. program is competitive and based on:
a) completion of a B.Ed. degree or its equivalent, with an overall average of at least 70;
b) at least two years of teaching experience prior to enrolment in the first graduate course.

Graduates who do not possess a B.Ed. degree will normally be considered when they have:
a) gained a teaching license equivalent to a Nova Scotia Initial Certificate (TC5) or been employed in a teaching related capacity for at least two years in a professional school, post-secondary institution or equivalent field;
b) met all other conditions.

Meeting the minimum admission requirements does not ensure acceptance into the program. Admission decisions are final.

8.4.2 Program Requirements

StFX offers the M.Ed. degree with a specialization in educational administration and policy, or in curriculum and instruction. In both streams, students must complete the specified core and elective courses.

There are two options by which a student may complete the requirements for the M.Ed.: a thesis route and a course-based route; see section 9.17. Students who choose the thesis route must complete 24 credits in graduate education courses, as well as a thesis worth 12 credits. Those in the course-based route must complete 36 credits in graduate education courses.

Concentrations, which are comprised of 15 credits of specified coursework, are offered in the following areas: Culturally Responsive Pedagogy, Early Elementary Pedagogy, Inclusion (Curriculum and Instruction,) Inclusion (Administration and Policy), Literacy, Mathematics, Mental Health Education, Outdoor Education and Physical and Health Education. A concentration is included in the student's official academic record and appears on any transcript issued.

8.5 PH.D. IN EDUCATIONAL STUDIES

The Ph.D. in Educational Studies is offered in partnership by St. Francis Xavier University, Mount Saint Vincent University, and Acadia University. This research-

oriented doctoral program is jointly administrated by the Inter-University Doctoral Administrative Committee (IDAC). Applicants are admitted to one university and graduate from that home institution of record.

Doctoral students can focus their studies on one or more of six interrelated themes: curriculum studies, educational foundations and leadership, inclusive education, lifelong learning, literacies, and the psychological aspects of education.

Regulations for students enrolled in the Interuniversity Ph.D. in Educational Studies are determined jointly by the partner institutions. Additional information is available at http://www.nsphdeducation.ca/en/home/default.aspx

8.5.1 Admission Requirements and Procedures

Applicants are encouraged to review the research interests of education faculty members at all three participating universities, available at their respective websites. An average of 14 students will be admitted each year: six at MSVU, four at StFX, and four at Acadia. The IDAC may consider applicants on a case-by-case basis and waive the fixed application date, if deemed warranted and if space is available in the program for that year.

Minimum admission requirements are:

a) A master's level degree from a recognized university in education or in a related field of study (a cognate discipline);
b) Normally, a graduate thesis in a field related to the proposed doctoral studies. Those applicants who have not completed a thesis are required to submit evidence of their ability to undertake research in education through the completion of a qualifying research paper of sufficient depth and scope to reflect their research competence;
c) Evidence of scholarly preparation to conduct research, normally including graduate level courses in quantitative and/or qualitative research methods and design;
d) Three letters of reference, normally including two academic and one professional;
e) A recent curriculum vitae indicating current initiatives in education and any academic, scholarly work to date;
f) A letter of intent indicating a proposed area of study from among the six interrelated themes of educational studies;
g) A minimum of A- or 80% average in his or her highest degree.

Qualified applicants will only be admitted if a suitable supervisor and program can be provided. To achieve success in this doctoral program, applicants must demonstrate strong reading, writing and comprehension skills in the English language.

The application package is available from the doctoral program office in the faculty of education and online at the Inter-University Ph.D. website www.educationphd.ns.ca

a) Applicants apply for their institution of choice (Acadia, MSVU or StFX) through the doctoral program office by November 15 for July 1 entry;
b) The IDAC will review all applications and, by majority agreement, recommend acceptance of applicants to the participating institutions;
c) The StFX admissions office will inform the applicant, in writing after March 1, regarding the decision of the IDAC. StFX becomes the institution of record for all doctoral students formally admitted to StFX.
d) In addition to specific doctoral program requirements and regulations, StFX students are bound by the regulations and procedures pertaining to graduate studies at StFX
e) Each dissertation supervisor will arrange for an entry meeting for his/her student(s) to develop a preliminary program plan and an initial outline of the proposed research area. This preliminary plan will be submitted in writing to the IDAC for approval (within a time frame specified by the IDAC), through the Doctoral Program Co-ordinator. Normally, this plan is completed before the July 1 start date.

8.5.2 Program Requirements

Students must complete EDUC 9001-9005 and 9010 during four consecutive semesters (14-month residency). Students normally defend their dissertation within two years after the portfolio examination, but no later than six years after entering the doctoral program, unless an extension has been granted. Students must register in a minimum of one course per year. Active students in the program are considered full-time throughout the program.

Students enrol in EDUC 9001 and 9002 on site in July at one of the three universities. The site for these two courses will rotate amongst the three universities from year-to-year. Students complete EDUC 9010 and 9100 with their dissertation advisor and their committee at their home institution of record. The remaining courses are delivered using an e-learning platform. In some instances, doctoral students may arrange to enrol in an existing topic-related Master level course, augmented with doctoral level analysis and applications. Doctoral students have the right to take courses and seminars and use the academic facilities of any of the three participating universities in accordance with their approved plan of study.

The required courses are: 9001; 9002; 9003; 9004, 9005; 9010, and 9100. At the time of admission, students will be advised if they are required, and they may choose, to complete (in consultation with pro-tem advisor and with approval from IDAC): EDUC 9006, 9007, 9008, and 9009. See section 9.17.3 for course information.

8.6 REGULATIONS

Students are expected to be familiar with all university and department regulations. See chapter 3 and the relevant department in chapter 9.

8.6.1 Program Types and Fees

Graduate programs at StFX are classified as:

a) Flat-fee programs: Students pay a flat fee for their program (based on an expected time to completion). The fee is charged once at the beginning of the program and is paid in instalments at designated intervals. Flat-fee programs currently include the Masters of Arts, Masters of Science and the Ph.D. in Educational Studies.
b) Per credit fee programs: Students pay fees based on the number of credits in which they are enrolled in a given semester. The Master of Applied Computer Science, Master of Adult Education, Master in Education are per-credit fee programs.

8.6.2 Residency, Expected Time to Completion, Maximum Time to Completion

Each graduate program at StFX has a defined minimum residency and defined expected and maximum times to completion. The residency period is the length of time during which the student is expected to be on campus working full-time toward the completion of program requirements. These timeframes are outlined in the following table:

Program	Minimum Residence	Expected time to complete	Maximum time to complete
MA	12 or 18 months*	24 months	5 years
M.Sc.	12 or 18 months*	24 months	5 years
MACS	12 months	16 months or 2 years	6 years
M.Ad.Ed.	N/A	32 months	32 months**
M.Ed.	N/A	24 months	6 years
Ph.D. in Educational Studies***	14 months	4 years	6 years

*12 months for candidates holding an honours degree and 18 months for all other candidates.

** See section 8.6.7.

***Regulations for students enrolled in the Inter-university Ph.D. in Educational Studies are determined jointly with the partner institutions. Please consult http://www.nsphdeducation.ca/en/home/default.aspx for registration and fee information.

8.6.3 Enrolment Status and Withdrawal

Students remain enrolled in the program and are charged all relevant fees until they formally notify the Dean's office that they are withdrawing from the program. Students who have withdrawn from a program must re-apply for admission before returning.

8.6.4 Continuing Status and Continuation Fees

Students in the MA and M.Sc. who have passed the expected time to completion (24 months) are automatically registered as part-time, continuing students. The status of students in the Ph.D. in Educational Studies program is determined by the Interuniversity Doctoral Program in Educational Studies.

Continuing students are charged an annual continuation fee until they have completed their degree requirements or until they reach the maximum time to completion.

Students who have outstanding fees at the beginning of a continuation period will not be eligible for continuation status and will, if the situation is not resolved, be designated inactive. Inactive students lose their rights and privileges as StFX students. The Registrar's Office will notify students who are not eligible for continuation status through the student's StFX email account; students will have 7 days to resolve the issue with the Business Office.

International and domestic students pay the same continuation fee.

Program	Continuation Fee
MA, M.Sc.	The equivalent of tuition for a 6-credit undergraduate course for a 12-month continuation period
MACS, M.Ad.Ed., M.Ed.	Tuition paid at course enrolment
Ph.D. in Educational Studies	As determined by the Interuniversity Ph.D. Committee, see the website: www.educationphd.ns.ca

8.6.5 Full-time and Part-time Status

Students in flat fee programs, such as the MA and M.Sc. programs maintain full-time status for the first 24 months. After the first 24 months, students are automatically classified as part-time until they have reached the maximum time to completion. Students in the M.Ad.Ed. program maintain part-time status throughout the program. Ph.D. in Educational Studies students are considered full-time students throughout their program.

In exceptional cases and for a limited period of time, MA and M.Sc. students may apply to the AVPRGS to be considered full-time after the first 24 months. In order for full-time status to apply, students must demonstrate all of the following:

a) They are geographically available to campus.
b) They visit the campus regularly.
c) They are not engaged in full-time employment on or off campus.
d) They are engaged in their academic work full-time.

If any of these conditions changes, the student will no longer be considered full-time. The continuation fee for full-time students is the same as the continuation fee for part-time students.

Students in the M.Ed. or MACS are considered full-time or part-time based on the number of credits in which they are enrolled in a given period. The full- or part- time status is assessed on a term-by-term basis, so a student can be full-time for part of the year and part-time for the remainder. A student is considered full-time when enrolled in 18 or more credits during the period of September to May. Students are also considered full-time for the given period when registered in six credits for the period May-June or for the period July-August.

8.6.6 Academic Standing

To maintain satisfactory standing, graduate students must achieve a passing grade of 70 in each course.

For Master of Arts or Master of Science students, evaluation of in-progress thesis work is carried out through the annual review process and the completion of the annual progress report form (See 'Forms" section of the Graduate Studies website). A student whose thesis progress is rated as 'not acceptable' following the annual review may be subject to dismissal.

Notification of dismissal will be sent to the student (copied to the appropriate Dean and Graduate Student Coordinator/ Chair) by the Registrar's Office.

A student may elect to appeal a dismissal to the Committee on Graduate Studies. To submit an appeal, students follow the steps described in Sections 3.12 and 3.13 of the Academic Calendar, as applicable to graduate students. The appeal must be received by the AVPRGS, as Chair of the COGS, within three weeks of receiving notification of dismissal.

If a student believes that the work is not proceeding satisfactorily for reasons outside of his/her control, the student may make representation to his/her Supervisory Committee, the department Chair, the Dean, and if the matter remains unresolved, to the Chair of the Committee on Graduate Studies.

8.6.7 Extension

Students who have not completed their program requirements by the maximum time to completion (see section 8.6.2) may apply to the AVPRGS for a maximum one-year program extension.

An application for an extension will normally be submitted at least two months before the maximum time to completion. Extensions are deliberated on a case-by-case basis. They require a plan to outline how the program requirements will be completed in the extension year. If an extension is denied, no further registration or reinstatement will be permitted.

If the extension is approved, students who are using the extension to complete a thesis will be charged an extension fee (the equivalent of 6-credit tuition) for the extension period. Students who are not completing a thesis but are using the extension period to complete course work, will pay tuition at course enrolment. A student who does not complete the degree requirements by the end of the extension period will be declared inactive and removed from the program. Students on extension are normally considered part-time.

8.6.8 Inactive Status

Students who have not met the requirements for graduation by the maximum time for completion are automatically designated inactive unless they have applied for and been granted an extension. Inactive students lose their rights and privileges as StFX students.

Once designated inactive, students must reapply for admission and are subject to all rules and procedures for new admissions. Students on approved leaves of absence are temporarily designated inactive; they need not reapply for admission at the end of the leave.

8.6.9 Leaves of Absence

Circumstances can lead to situations in which graduate students are obliged to step away from their study. A leave of absence may be granted for a specific length of time, up to a maximum of one year.

Examples of exceptional situations where a leave may be considered include: medical reasons; family duress or unforeseen family responsibilities including parental leave; pursuit of an employment opportunity that makes a positive contribution to the student's graduate program. Requests for leaves of absence will be reviewed by the appropriate Graduate Studies Coordinator or Chair (and Supervisory Committee when appropriate) and approved by the relevant Dean. Leaves of absence are usually dependent upon students previously showing adequate progress in their program of studies. The request must be supported by documentation explaining the exceptional circumstances that would prevent continuation of the program during the period for which the leave applies. In addition, the request should include a plan for the return to the program.

Once an initial leave of absence has been granted, additional leaves are only possible in extraordinary circumstances and require special approval by the AVPRGS.

Students on leaves of absence are designated inactive, and the academic mentorship of the supervisor and access to laboratories is suspended. Students on leaves are charged a nominal fee of $100, which allows them to maintain a StFX email account.

Time that a student spends on a leave of absence does not count toward the maximum time for completion.

8.6.10 Graduation

Students are responsible for ensuring that they have registered for convocation by the required date and that they have fulfilled all degree requirements by the requisite deadline. Supervisors must ensure that all grades (including the thesis grade) have been submitted at least one week prior to convocation.

8.6.11 Non-degree Graduate-level Students

Students without previous admission to a degree program may be permitted to register in graduate courses offered in the M.Ad.Ed., MA, MACS, M.Sc. and M.Ed. programs provided they meet the program's admission requirements and obtain the approval of the instructor and department chair and notification of the chair of the committee on graduate studies.

Non-degree students taking StFX courses are distinct from non-degree visiting research students. Visiting research students are enrolled at other universities and visit StFX to further their research. See Guide to Graduate Studies for procedures.

A student who has registered in courses in compliance with the previous paragraph, and who is later admitted to a degree program without condition, may, upon recommendation of the department chair, be granted advanced standing to a maximum of 6 credits provided they are acceptable as part of the program in which the student is enrolled.

8.6.12 Visiting M.Ed. and M.Ad.Ed. Students

Normally, only students who have been accepted into the StFX M.Ed. and M.Ad.Ed. programs are eligible to enrol in M.Ed. and M.Ad.Ed courses offered by the university. Graduate students in good standing in M.Ed. programs at other universities may also apply to take up to six credits of M.Ed. courses, or up to three credits of M.Ad.Ed courses at StFX. Such students are encouraged to contact the continuing and distance education office to determine course availability and eligibility. Students should apply for admission as non-degree students with a letter of permission from their home institution.

8.6.13 Transfer Credit

New applicants may request permission to transfer credits (a maximum of six credits) to the MA, MACS, M.Sc. or M.Ed. program, or three credits to the M.Ad.Ed program, prior to acceptance.

8.6.14 Letter of Permission

Once registered in the MA, MACS, M.Sc. or M.Ed. program, a student may request a letter of permission from the relevant department chair and Dean to complete a maximum of six credits from another university. For the M.Ad.Ed. program, a maximum of three credits may be completed at another institution. These credits can be used to fulfil program requirements.

8.6.15 English Language Requirement

See section 1.5.

8.6.16 Thesis Regulations

Master of Adult Education

Students choosing to follow the thesis route are required to prepare a thesis based on original research under the guidance of the chair or faculty advisor. To be eligible for consideration, students interested in the thesis stream must maintain an 85% average throughout the required courses and must submit both a draft research proposal and a writing sample for review. Students interested in this option must declare their interest to the Department Chair by the beginning of ADED 560 Qualitative Research in Adult Education. Theses are evaluated by two faculty members of the Department of Adult Education, and an external examiner.

A final corrected copy of the successful thesis must be submitted to the supervisory committee for approval within a timeframe established by the examining committee in consultation with the candidate for approval at least two weeks prior to the date of the convocation at which the candidate expects to graduate. The final copy of any thesis based on a research project requiring ethics approval must include a copy of the appropriate certificate of approval. Students are responsible for providing electronic copies of the approved thesis to be deposited with the StFX Library. More details can be found in the 'Graduate Thesis Submission Guidelines' on the Graduate Studies website.

Master of Arts, Master of Science

Upon admission to, or registration in, a thesis program, and after consultation with the candidate and with department faculty members, each candidate will be assigned a thesis supervisory committee by the Department Chair. This committee will include the candidate's thesis advisor and at least one other faculty member, normally chosen from the department.

Candidates must make a formal presentation of the thesis proposal. The formal presentation is normally made to the faculty of the department for which the thesis is being written, and it is open to members of the Committee on Graduate Studies, other interested faculty members, and graduate students. The Department Chair (and/or the candidate's thesis supervisor) will ensure that at least two weeks' notice is given of the date, time, and place of the presentation of the thesis proposal.

After presentation of the proposal, after obtaining the approval of the appropriate ethics committee(s), and on the recommendation of the candidate's thesis supervisory committee, and the Department Chair or Director of the School, the candidate will be permitted to register in the thesis.

When completed, the thesis is submitted to the Chair of the candidate's supervisory committee for approval. The thesis is read by at least one other faculty member, designated by the Department Chair. The thesis is also read by an external examiner chosen by the Department Chair after consultation with the candidate's supervisory committee. The external examiner is a faculty member external to the candidate's Department and may be, as appropriate, external to the University. After consultation with the candidate's supervisory committee, the Department Chair will appoint a thesis examination committee consisting of the external examiner, the candidate's thesis advisor, and at least one (but no more than three) other members of the department. (Members of the supervisory committee may serve as members of the examining committee.) The Chair of Graduate Studies or designate will be a non-voting member of this Committee ex-officio.

The external examiner must submit a report on the thesis to the Chair of the Supervisory Committee and to the Chair of the Committee on Graduate Studies.

A public presentation and defence of the thesis is presented by the candidate after receipt of the external examiner's report and following the approval of the supervisory committee. Normally, at least two weeks' notice is given (to the Chair of Graduate Studies) concerning the date, time, and place of the presentation and defence. Immediately following the public presentation, an examination of the candidate is held. Normally, the public presentation and examination will not exceed 120 minutes.

The examining committee will then, in camera, arrive at a unanimous decision, agree on any changes to be made to the thesis, determine who will be responsible for ensuring that these changes are made, and consider whether the student is to be nominated for the Outstanding Graduate Student Research Award. Should the committee not be able to arrive at a decision on the disposition of the thesis, the matter will be referred to the Committee on Graduate Studies.

The decision of the examining committee, along with their names and signatures, will be recorded on the thesis examination form, with a copy retained by the department and a second copy sent to the Chair of Graduate Studies.

A final corrected copy of the successful thesis must be submitted to the supervisory committee for approval within a timeframe established by the examining committee in consultation with the candidate. Students are responsible for providing print and electronic copies of the approved thesis to be deposited with the StFX Library. Students must also complete and submit the required StFX Thesis Non-exclusive License Form. More details can be found in the 'Graduate Thesis Submission Guidelines' on the Graduate Studies website.

8.6.17 Research Ethics Approval

All faculty and student researchers at StFX who wish to carry out research involving human participants, whether on campus or elsewhere, must have their projects approved by the University Research Ethics Board (REB) or one of its department sub-committees. Before such a research project is initiated and before registration in the thesis is permitted, students must obtain REB approval, or must provide a letter signed by their research supervisor and by the chair of the REB, stating that the project does not require REB approval. Research undertaken towards a thesis or research project involving animal use or testing normally requires review and approval by the StFX animal care committee. Researchers must submit electronically a completed application form and any supporting documentation. Researchers must have REB approval prior to beginning the study. The REB operates within the Tri-Council Policy Statement Guidelines; researchers may consult these or the REB website http://www.mystfx.ca/research-ethics-board/

8.6.18 Outstanding Graduate Student Research Award

Students who have completed their degree with a master's thesis of outstanding quality may be considered for an outstanding graduate student research award.

9. DEPARTMENTS AND PROGRAMS

9.1 Adult Education
9.2 Anthropology
9.3 Aquatic Resources
9.4 Art
9.5 Biology
9.6 Business Administration
9.7 Catholic Studies
9.8 Celtic Studies
9.9 Chemistry
9.10 Classical Studies
9.11 Climate and Environment
9.12 Computer Science
9.13 Co-operative Education
9.14 Development Studies
9.15 Earth and Environmental Sciences
9.16 Economics
9.17 Education
9.18 Engineering
9.19 English
9.20 Health
9.21 History
9.22 Human Kinetics
9.23 Human Nutrition
9.24 Interdisciplinary Studies and Service Learning
9.25 Mathematics and Statistics
9.26 Modern Languages
9.27 Music
9.28 Nursing
9.29 Philosophy
9.30 Physics
9.31 Political Science
9.32 Psychology
9.33 Public Policy and Governance
9.34 Religious Studies
9.35 Sociology
9.36 Sport Management
9.37 Women and Gender Studies

Unless otherwise noted, all courses meet for three hours of lecture each week. Laboratories are normally three hours each week. Six-credit courses normally meet for a full year, three-credit courses for one term (a half year). In addition to the courses listed, students may request a directed study course as described in section 3.5. Refer to the current timetable listing for course offering, as not all courses listed in the StFX Academic Calendar will be offered every year. Certain advanced-level courses are not offered every year. Others are offered on an alternating basis, as noted in course descriptions. See glossary for degree and subject abbreviations.

9.1 ADULT EDUCATION (ADED)

M. Coady, Ph.D.
C. Roy, Ph.D.
A. Perry, Ph.D.
R. Neustaeter, Ph.D.

StFX offers both a master's degree in adult education (M.Ad.Ed.) and a diploma in adult education (see section 6.7 for Diploma in Adult Education).

Graduate Program

The admission procedures and requirements for the M.Ad.Ed. degree are in chapter 8. Students have three years to complete 30 credits. Further details can be found on the department's web site at: https://www.mystfx.ca/adult-education-graduate-studies/ or in section 8.3.

Core Courses

535 Adult Education Foundations

This course provides an introduction to the scope, foundations, and practices of lifelong learning and adult education in Canada. Students will be able to identify and examine the uniquely critically oriented adult education traditions in Canada

through conceptual definitions, education settings, historical movements, and social contexts. In addition to developing an understanding of the field, students will have the opportunity to explore their personal and professional relationships to adult education and lifelong learning, with application for their own practice, and gain insight into current and emerging trends in adult education and lifelong learning. Credit will be granted for only one ADED 535, ADED 500 or ADED 505. Three credits.

540 Adult Learning Theory and Practice

The intention of this course is to introduce students to the main adult education theories that have dominated the literature of the field, and how these have come to shape our conceptual understandings and practices associated with adult education and learning. This course will introduce students to important theoretical developments in adult education, such as the concepts of andragogy, self-directed learning, perspective transformation, situated learning, experiential learning, and conscientization, as well as accompanying critiques from Indigenous, critical, and feminist perspectives. Credit will be granted for only one of ADED 540 or ADED 500 or ADED 505. Three credits.

545 Critical Pedagogy

The literature on critical pedagogies connects knowledge to power and fosters empowering adult learning through the development of critical consciousness and praxis. Critical pedagogies invite students' experiences as material for reflection and include civil rights and anti-oppression; racial, cultural, gender, and sexualities diversity; Indigenous rights; disability rights; and labour and class. Students will review the research on critical pedagogies and listen and learn from a diversity of discourses in order to respond to a complex world and promote social, political, and ecological justice. Completion of a critical literature review on a topic of interest is required. Credit will be granted for only one ADED 545 or ADED 510. Three credits.

550 Continuing Professional Education and Portfolio

The intent of the course is to introduce students to key concepts and processes of lifelong continuing professional education (CPE). The history of CPE, emergent critical debates (professional identity and professionalism, issues of collaboration, authenticity, power, ethics and leadership, etc.) and best practices in CPE (critically reflective practices, communities of practice, mentoring etc.) will be examined. Future trends and emergent formats such as virtual technology and networking will be explored. The completion of a professional portfolio is a requirement of this course. Credit will be granted for only one of ADED 550 or ADED 510. Three credits.

560 Qualitative Research in Adult Education: The Practitioner Researcher

This course introduces students to the qualitative research paradigm, with a particular focus on the adult educator as researcher. The majority of published research in our field is qualitative. The course addresses the major debates and issues in qualitative research in adult education, as well as introduces students to the methodology and methods of qualitative research in adult education contexts. Students learn to develop practitioner research for adult education contexts. The completion of a research plan is a requirement of this course. Credit will be granted for only one of ADED 560 or ADED 520. Prerequisites: ADED 535, 540. Three credits.

565 Reading and Critiquing Research in Adult Education

Learners will engage with academic research through a guided, purposeful approach so as to enhance both learner confidence and ability to understand peer-reviewed scholarship in the field of adult education. Learners will develop techniques to analyze and critique published research that applies directly to learners' professional life. The course will guide the learner through the process of research with a "consumer's" focus, preparing the learner to discern and utilize research in their own practice. The completion of a critical analysis of research studies is a requirement of this course. Credit will be granted for only one of ADED 565 or ADED 520. Three credits.

Alternate Routes to Graduation

Course-based route:

a) complete 18 credits core courses
b) complete 3 credits defined electives
c) complete 9 credits electives

Thesis route:

a) complete 18 credits core courses
b) complete and submit an academic thesis - 12 credits (ADED 595)

Defined Electives

Students complete one of the following courses:

532 Transformative Learning: Theory and Practice

This course will focus on the student's personal and professional learning, using the theory of transformative learning, which is a key theoretical framework for understanding and interpreting learning in adults. As a conceptual lens, it allows educators to challenge the taken for granted dictums of society, education, and learning. Learners will examine the theory, from its beginnings in the late 1970s and continuing to present. Particular attention is given to the social transformation possibilities of the theory. The intention is to guide learners to discover the theory and to connect it to their educational practices. Credit will be granted for only one of ADED 532 or ADED 530. Cross-listed as EDUC 530. Three credits.

570 Critically Reflective Practice and Adults

This course explores the ways in which adult education and critical pedagogies inform the values, approaches, and methods of critically reflective practices. Through a combination of critical pedagogies and social justice movements from individual and social perspectives, students will gain familiarity with reflective practices across various contexts. Narrative construction, reflection on action, critical incidents, and emerging applications will be investigated in order to generate critical perspectives that shape reflective practice and allow adults to evaluate their lifelong learning. Credit will be granted for only one of ADED 570 or ADED 530. Three credits.

Electives

Students in the course-based option, complete 3 of the following:

528 Emerging Issues in Community College Education and Student Life

This course connects adult education with teaching and learning in a community college context. Through a lifelong learning lens emphasizing self-direction and solution-based approaches, course content addresses concepts, theoretical orientations and frameworks crucial for diverse and informed understanding about teaching and learning in Canadian community colleges. Critical perspectives illuminate historical and contemporary ways that student populations, non-formal/ experiential education, global digital technologies, and professional development and social justice functions and equity intersect and evolve in community college practices. Cross-listed as EDUC 528. Three credits.

531 Critical Issues in Health and Adult Learning

This course connects adult education and health with a focus on the evolution of health education, health promotion, and health literacy. Course content addresses health concepts, theoretical orientations, and frameworks (e.g. the Social Determinants of Health/SDoH) which are crucial for a diverse and informed understanding of health inequalities in Canada. Critically reflective work found in adult learning theory illuminates the ways in which knowledge translation/ mobilization, digital technologies, population-specific needs, clinical care, ethical, policy, interprofessional practices and other health-related concerns evolve and intersect to support health equity. Cross-listed as EDUC 531. Three credits.

555 Work, Learning, and Society

This course examines the intersection of adult education/ learning practices and human resources development in employment settings. Programs and strategies such as competency-based learning, digital platforms, assessment frameworks, portfolios, etc. will be investigated, as will forms of learning and the social, political, economic, and global factors shaping today's workplaces. Drawing on their own experiences, students will explore workplace learning approaches and applications, and consider the impacts of these on individuals, organizations, sectors, and society. The completion of a professional portfolio is a requirement of this course. Three credits.

569 Selected Topics

Students will explore in detail the theoretical underpinnings and practical implications of various topics and issues. Content will vary from year to year. Three credits.

575 Community Development and Adult Education

Exploring collective learning for social and economic progress, this course identifies historical and contemporary examples of adult education and community development. Learners in this course examine pedagogical theories and development practice; and assets, barriers, and strategies for inclusive and culturally responsive collective learning for development practice and movements. Critical perspectives illuminate historical and contemporary ways that citizens, popular education, digital technologies, and equity function, intersect and evolve in learning for and in community development. Three credits.

580 Global Issues in Adult Education

This course will focus on historic and current trends in adult education from a global perspective. With a view to developing a comparative understanding of adult education policy and conceptualizations of adult learning internationally, this course will introduce students to various issues related to adult education in diverse global contexts. Three credits.

585 Planning Programs for Adults

This course focuses on a core area of adult education, program planning theory and practice. The same social, cultural, political and economic factors that influence

other human social endeavours are found in program planning; complex planning processes both influence and are influenced by various contexts, behaviours, locations and purposes. Students will engage with program planning's main theorists and practitioners and will be encouraged to apply theoretical understandings to their practice and in working in diverse contexts and learning communities. Three credits.

590 Arts-based Pedagogies in Adult Education: Theory and Practice

Arts-based methodologies/pedagogies provide communicative practices that allow inclusion of diversity for a vibrant pluralistic democracy. They foster critical thinking, offer means for expression, provide opportunities for citizens to listen and reflect on various perspectives, and promote community engagement. The arts provide avenues for exposing problems and outlining possibilities, release the imagination, expand vision, act as bridges between differences, and support resilience. Arts-based methodologies pedagogies are used in teaching and research (data collection and representation of findings). Three credits.

595 Thesis

In this thesis course, students complete a research project in adult education. The thesis generally follows a conventional, rigorous format that focuses on the research study begun in the ADED 560. This study becomes part of the knowledge base in the broader field of research on adult education. Credit wil be granted for only one of ADED 595 and ADED 600. Twelve credits.

9.2 ANTHROPOLOGY (ANTH)

T. Beaulieu, Ph.D.
M. Haller, Ph.D.
L.J. McMillan, Ph.D.
S. Vincent, Ph.D.

Anthropology is the holistic study of human culture and biology in the past and present. Anthropologists teach about human evolution and global archaeology as well as contemporary cultures and issues of social justice around the world. We explore the wonders of human diversity and commonality. The Department of Anthropology offers honours, advanced major or major degrees. Faculty specializations include archaeology, physical anthropology, political economy, globalization, and Indigenous studies. Anthropology fosters the development of academic skills in critical thinking, reading, analysis and writing through experiential learning, ethnographic studies and community-based research, preparing students for citizenship in a changing world. For general program regulations, see section 4.1.

Minor and Subsidiary

Requirements include 24 credits as follows:
a) ANTH 111 and 112 (6 credits);
b) 3 credits from archaeology focus courses, such as ANTH 243, 253;
c) 3 credits from social anthropology focus courses, such as ANTH 218, 223, 233, 234;
d) 12 additional credits in ANTH.

Major and Advanced Major

Requirements include 36 credits as follows:
a) ANTH 111 and 112 (6 credits);
b) 3 credits from archaeology focus courses, such as ANTH 243, 253;
c) 3 credits from social anthropology focus courses, such as ANTH 218, 223, 233, 234;
d) ANTH 303 (3 credits);
e) 3 credits from ANTH 304, 305;
f) 18 additional ANTH credits, 12 of which must be at the 300/400 level;
g) Advanced major students are required to write a senior paper in a 400 level ANTH course.

Honours

Requirements include 60 credits as follows:
a) ANTH 111 and 112 (6 credits);
b) 3 credits from archaeology focus courses such as ANTH 243, 253;
c) 3 credits from social anthropology focus courses such as, ANTH 218, 223, 233, 234;
d) ANTH 303, 304, 305, 455 (12 credits);
e) 30 additional ANTH credits, of which 12 must be at the 300/400 level;
f) ANTH 400 (6 credits).

Honours in Anthropology with Subsidiary

Requirements include 48 credits as follows:
a) ANTH 111 and 112 (6 credits);
b) 3 credits from archaeology focus courses, such as ANTH 243, 253;
c) 3 credits from social anthropology focus courses, such as ANTH 218, 223, 233, 234;
d) ANTH 303, 304, 305 (9 credits);
e) 18 additional ANTH credits, of which 12 must be at the 300/400 level;
f) ANTH 400 (6 credits).

Social Justice Colloquium

The Social Justice Colloquium is a first-year option for Bachelor of Arts students. Participants are enrolled in dedicated sections of anthropology/development studies, global history and women's and gender studies. See section 4.3 for further information.

111 Introduction to Archaeology

Archaeology and physical anthropology provide a unique opportunity to examine the development of human society. With their long temporal depth, we can examine how humans, and their ancestors, evolved and populated the entire globe. The nature of modern archaeological and physical anthropological research including topics of hominid evolution, origins of agriculture, rise of state-level societies and First Nations archaeology will be discussed. Students will have an opportunity to apply this knowledge using real archaeological data. Three credits. Offered every year.

112 Introduction to Socio-cultural Anthropology

Socio-cultural anthropology involves the comparative study of societies throughout the world. Students will learn how societies differ from each other, as well as observing similarities among them. The course surveys traditional ways of understanding cultures while incorporating current insights and research. Topics include diverse political and economic systems, kinship patterns, religion, forms of ethnic and gender identity, health and medicine, development and migration. Department foci relating to First Nations, development and general anthropology are introduced. Offered every year.

218 Anthropology of Health and Illness

An examination of global health and illness from an anthropological perspective, this course applies key anthropological concepts to topics such as the meaning of health and illness cross-culturally, cultural construction of the body, medical pluralism, cross-cultural psychiatry, critical medical anthropology and the health of Indigenous peoples in Canada and other parts of the world. Cross-listed as HLTH 218. Prerequisites: ANTH 111, 112 or permission of the instructor. Three credits. Offered 2023-2024 and in alternate years.

223 Local and Global Livelihoods

Globalization has affected economies at all scales, from the household to international trading and investments. This course will examine how people make a living in this context. Ethnographic studies will be used to explore such aspects as international labour migration, global commodity chains, tourism, and the sending and investing of money. Cross-listed as DEVS 223. Prerequisites: ANTH 111, 112, or DEVS 101 or permission of the instructor. Three credits. Not offered 2023-2024.

233 Ethnographic Studies

This course explores the rich cultural diversity of human societies around the globe through an ethnographic lens. Using a variety of ethnographic works, students will analyze how anthropologists have represented this diversity. Course material will include classic and current texts about 'other' and 'own' societies, the representation of Indigenous peoples, ethnographic film, as well as portrayals of culture in new media. Prerequisites: ANTH 111, 112 or DEVS 101 or permission of the instructor. Three credits. Offered 2023-2024 and in alternate years.

234 Introduction to Indigenous Studies

The diversity and complexity of contemporary cultural, political and legal Indigenous issues are explored using anthropological methods and theories. Beginning with the historical antecedents of colonial relations and leading to contemporary ethnography, this course assesses the impacts of state policies and legislation on Indigenous treaty rights and livelihoods today. Students will study engaged anthropology and the relationships between Indigenous peoples and settlers in areas of Indigenous rights, culture, law, governance, politics, environment, media, social development, gender, and health, and critically examine reconciliation strategies and pathways to self-determination. Prerequisites: ANTH 111, 112 or permission of the instructor. Three credits. Offered 2023-2024 and in alternate years.

243 Principles of Archaeology

This course offers an examination of modern archaeological research including how archaeologists work in the field, their analytical techniques, and some of the principal methodological and theoretical issues facing the discipline. A wide variety of archaeological examples (from lavish Egyptian tombs to simple nomadic settlements) will be used to illustrate the main themes of the course. Students will participate in the process of archaeological research through a series of practical exercises and assignments. Prerequisites: ANTH 111, 112. Three credits. Offered 2023-2024 and in alternate years.

253 Origins of Cities
Urban living is an increasingly common experience for humans across the globe; city life, however, is not a modern phenomenon. This course is a broad introduction to the process of urbanism and the rise of early pre-industrial cities. Specific cases are examined in order to elucidate the varying roles cities played in ancient states and how this knowledge can aid in our current understanding of modern urban life. Prerequisites: ANTH 111, 112. Three credits. Not offered 2023-2024.

299 Selected Topics
The topic for 2023-2024 is Fraud, Myths, and Mysteries. Did aliens help build the Pyramids, was Atlantis a real continent, and did a race of giants once roam eastern North America? From the "missing link" to alien landing strips, this course explores and exposes some of the biggest archaeological hoaxes in history. In the process, it will investigate the role pseudoscience plays in perpetuating such frauds and examine how archaeologists debunk hoaxes by establishing what we know about the past. Prerequisites: ANTH 111, 112 or permission of instructor. Three credits.

303 Anthropological Theory
This course will give students an understanding of past and present trends in anthropological theory. Students will learn about the purpose of theory and the main elements of major theoretical frameworks. There will be an emphasis on how to apply theory to anthropological material. Prerequisites: ANTH 111, 112 and at least 6 ANTH credits at the 200 level. Three credits. Offered every year.

304 Principles and Methods of Fieldwork
This course introduces students to qualitative field methods used by anthropologists and social scientists. Through lectures, seminars and field assignments, students will participate in a variety of research techniques including digital data gathering, video ethnography, participant observation, archival searches, oral and life histories, interviewing, sampling, mapping and focus group strategies. In addition to practical application of these skills, students will learn about Indigenous research methods, and collaborative participatory action and ethical research design. Prerequisites: ANTH 111, 112 or permission of the instructor. Three credits. Offered every year.

305 Anthropological Data Analysis
This course introduces students to the basic principles of statistics and quantitative analysis of anthropological data. Through lectures, seminars and lab assignments students will learn skills such as quantitative research design and methods, data analysis, and computer applications in anthropological research. Prerequisites: ANTH 111, 112. Three credits. Offered every year.

310 Anthropology of Tourism
Tourism is an important industry as well as a source of identity and meaning for individuals, local groups, and nations. 'This course examines tourism using a variety of theoretical frameworks. Students analyze various forms of tourism, such as historical tourism, cultural heritage tourism, eco-tourism, ethnic tourism and development tourism. Attention is given to gender, ethnicity, nationalism, class, environmental and economic impact, and the political importance of tourism in a globalizing world. Prerequisites: ANTH 111, 112. Three credits. Offered 2023-2024 and in alternate years.

320 People and Development
This course examines the people engaged in development policy and practice, from target populations, to NGO workers, international organizations, business and governments. Students will develop critical analytical skills and knowledge by considering the impacts of strategies such as those promoting popular participation, gender equality, small-scale business, local knowledge and democratic reform, as well as of different forms of development institutions. The course uses case studies based on long-term, first-hand participant observation that place development processes in larger historical, political and economic contexts. Cross-listed as DEVS 321. Prerequisites: ANTH 111, 112 or DEVS 201, 202. Three credits. Offered every year.

321 Celtic Art
Weave your way through Celtic knots and "horror vacui" fear of empty space," and discover the art of the Celts. From the Battersea Shield to the Book of Kells, we will trace our way through the extraordinary legacy of weaponry, jeweller, illuminated manuscripts, Celtic crosses, and Sheela-na-Gigs to arrive at a deeper understanding of the people who made them. Acceptable as a course in history. Cross-listed as ART 321 and CELT 321. Three credits. Not offered 2023-2024.

323 Feminist Anthropology
This course examines how past and present feminist anthropologists have used and problematized categories of difference and identity, such as, gender, class, sexuality, race, ethnicity, ability, religion and nationality as they pursue anthropological research. The course explores themes of contemporary importance through socio-cultural anthropology, archaeology, linguistic anthropology and/or biological anthropology. Topics might focus on: Indigenous gender roles; cross-cultural sexualities; masculinity and pre-historic gendered hierarchies; etc. Credit will be granted for only one of ANTH 323 and ANTH 324 and WMGS 324. Cross-listed as WMGS 327. Prerequisites: ANTH 111, 112 or WMGS 100 or WMGS 200 or permission of the instructor. Three credits. Offered 2023-2024 and in alternate years.

326 Kinship
This course explores current themes and debates about the constitution of families cross culturally. It will examine topics such as: cultural understandings of kinship; historical transformations of kinship systems; current reconfigurations of marriage; partnering strategies; new reproductive technologies; transnational adoption; intra-familial conflict; the role of kinship for individuals and in societies; and the influence of the state on kin patterns. Course material will include ethnographic examples from around the world. Cross-listed as WMGS 326. Prerequisites: ANTH 111, 112, or WMGS 100 or 200 or permission of the instructor. Three credits. Offered 2023-2024 and in alternate years.

332 L'nu (Mi'kmaq) Studies: Advanced Critical Issues in Indigenous Anthropology
Using theories and methods relevant to research respecting Indigenous knowledge, self-determination, strategies of resistance and cultural sustainability of the L'nu (Mi'kmaq) Nation of Atlantic Canada, we first explore L'nu (Mi'kmaq) oral histories, cosmology and sociocultural organization. We then analyze the impacts of colonization on L'nu (Mi'kmaq) cultural practices and governance. In the third section we focus on contemporary treaty implementation, revitalization of Indigenous laws, economic development and livelihoods, governance, and the mobilization of reconciliation through the TRC Calls to Action, Missing and Murdered Indigenous Women and Girls Calls to Justice and the United Nations Declaration on the Rights of Indigenous Peoples. Prerequisites: ANTH 111, 112, 234 or permission of instructor. Three credits. Not offered 2023-2024.

341 North American Archaeology
This course explores past and present Indigenous societies from North America and we examine how these societies emerged, developed and were radically transformed by European colonization. Students will discover that even though great spans of time separate modern and ancient Indigenous cultures, cultural continuity exists. Prerequisite: ANTH 243 or 253. Three credits. Not offered 2023-2024.

342 Ancient Mesoamerica
This course will use archaeological and ethnohistorical information to examine the people who lived in Mesoamerica (currently, Mexico, Belize, Honduras and Guatemala) prior to and at the time of early contact with Europeans. Students will use archaeological data to study the Aztecs, Maya, Zapotecs and their predecessors. Students will also refine their knowledge of archaeological inquiry and methods through practical assignments based on actual archaeological data. Prerequisite: ANTH 243 or 253. Three credits. Offered every year.

371 Archaeological Field Methods
This course teaches students the basic archaeological field methods of site survey and excavation through participation in an actual archaeological field project either locally or in another part of Canada or abroad. The course will examine a range of archaeological techniques and methodological approaches. It will also introduce students to the ethical issues they need to consider when conducting archaeological field research in Canada and abroad. Prerequisite: ANTH 243 or 253 or permission of the instructor. Three credits. Not offered 2023-2024.

372 Archaeological Laboratory Methods
This course teaches students methods of analysing, cataloguing and reporting on materials recovered from archaeological site survey and/or excavation. Students will learn how to disseminate information to professional and public audiences. Prerequisite: ANTH 371 or permission of the instructor. Three credits. Not offered 2023-2024.

400 Honours Thesis Research
A required course for all senior honours students. Six credits. Offered every year.

415 Anthropology of HIV/AIDS
This course examines global HIV/AIDS from an anthropological perspective. Using a holistic and cross-cultural approach, students will think about how kinship systems, gender, class, sexual orientation, nationality, ethnicity and global economic and political structures affect how individuals in different populations learn about and give meaning to HIV/AIDS, the risks they face, and the degree to which they can protect themselves and receive treatment if infected. Prerequisite: ANTH 211 or 218 or DEVS 201/202 or permission of the instructor. Three credits. Not offered 2023-2024.

425 Power and Change
Power and change can be volatile processes. This course allows students to understand and analyze them from an anthropological point of view. Topics may include the tension between Indigenous collective rights and individual human rights;

the tortuous local politics of constructing identity; the effects of and reactions to globalization; the cultural causes and consequences of terror and war. Prerequisites: 12 credits ANTH or permission of instructor. Three credits. Not offered 2023-2024.

435 Advanced Indigenous Issues

A course for senior students wanting to use Indigenous research methods and theories to engage anthropologically with specific issues of concern to Indigenous peoples. Topics may include in-depth analyzes of Indigenous legal traditions, treaty and Aboriginal rights, politics and governance, natural resource management, cultural production and sustainability, decolonization and reconciliation. Prerequisite: ANTH 234 or permission of the instructor. Three credits. Not offered 2023-2024.

445 Advanced Archaeological Seminar

This seminar develops on the foundation of archaeological method and theory introduced in previous courses. Through an examination of various topics, students will engage in an in-depth analysis of key concepts and ideas. Past topics have included: Archaeology of Death and Dying; Ancient Colonization and Acculturation in the Mediterranean; Archaeology of Ancient Egypt. Prerequisite: ANTH 341 or 342 or permission of the instructor. Three credits. Offered 2023-2024.

455 Anthropological in Action

This course is a capstone seminar aimed primarily at honours students, but also will be of interest to students who wish to use their anthropological training in their future careers. This course builds on ANTH 303, which introduces students to the main anthropological frameworks of the past and present. Students will investigate selected social justice issues and apply anthropological practice to particular contexts. There are three principal objectives: to use anthropological ideas to analyze current events and representations of current events; to learn how anthropological practice can be used to analyze information derived from anthropological and archaeological research; and to investigate how anthropological practice can be applied to assist marginalized communities in achieving their goals. Prerequisites: ANTH 303 and 12 additional ANTH credits or permission of the instructor. Three credits. Offered 2023-2024 and in alternate years.

499 Directed Study

Under the direction of a professor, students will work in an area of anthropology not available in other course offerings. Interested students must consult with a faculty member or with the program co-ordinator. See section 3.5. Three or six credits.

» **APPLIED FORENSIC PSYCHOLOGY** see 9.23 Psychology

9.3 AQUATIC RESOURCES, INTERDISCIPLINARY STUDIES IN (ISAR/AQUA)

D. Garbary, Ph.D., ISAR Co-ordinator
L. Patterson, M.Sc., ISAR Program Assistant

Advising Faculty	Department
D. Garbary, Ph.D.	Biology
M. Haller, Ph.D.	Anthropology
L. Harling Stalker, Ph.D.	Sociology
D. Lee, Ph.D.	Mathematics and Statistics
J. Braid, Ph.D.	Earth and Environmental Sciences
P. Withey, Ph.D.	Economics

Water, a dynamic natural resource, and a necessity for life, is used as a focal point around which students can examine our changing world in terms of climate change, environmental management, Indigenous connections to the natural world, erosion and flood events, adaptation of fisheries, cultural perceptions and ancient use, economic valuation, conservation and biodiversity, food production and procurement, public policy development, healthy oceans, to name but a few.

Interdisciplinary Studies in Aquatic Resources (ISAR), a four-year program (comprised of 120 credits) leading to a BA or a B.Sc. degree, offers an integrated approach to the understanding, use and sustained management of aquatic resources as both natural and social systems. Aquatic ecosystems include groundwater, watersheds, wetlands, lakes, rivers, oceans, etc.

ISAR prepares students for careers in natural resource management, government or private sector research and/or policy development, consultancy services, community-based organizations, and private enterprise. Depending on their program of study, students will also be positioned favourably for graduate or professional study in such areas as environmental law, public policy, marine biology, oceanography, environmental sciences, human ecology, climate change, energy, sustainability, fisheries science and/or management, geographic information systems (GIS), conservation, education, social science research, and more.

All students complete two majors, the first in aquatic resources, and a second major in one of: biology; economics; Earth and environmental sciences; mathematics and statistics; or public policy and social research (political science and anthropology or political science and sociology). ISAR students complete a mandatory work term (AQUA 400) and participate in the senior seminar (AQUA 450).

Students may enter the ISAR program in their 1st or 2nd year of study at StFX. Students entering the program in 2nd year will complete AQUA 101, 102 and AQUA 202, 298 simultaneously.

Eligible ISAR students may consider completing an advanced major (B.Sc. students only) or an honours degree in their second major field of study: biology, Earth and environmental sciences, mathematics and statistics; honours degree with a subsidiary in ISAR: anthropology, economics, political science, sociology. All students must satisfy the requirements outlined in chapters 4, 5 or 7.

Major Program

Major candidates are required to complete:

a) AQUA major program core courses: AQUA 101, 102, 202, 298, 325, 400, 450; EESC 171 or 173; BIOL 112; ECON 101, 102; and BSAD 111;
b) 36 credits in the second major discipline, or 48 credits for public policy and social research majors, to include at least 18 credits of AR-designated courses in the second major;
c) a minimum of 12 credits of AR-designated courses from at least two of the participating academic departments other than the majors.

Candidates must also satisfy the requirements outlined in chapters 4, 5 or 7.

Students should meet regularly with the co-ordinator or program assistant to discuss their academic progress, work term opportunities and career aspirations.

BA Major in Economics and Major in Aquatic Resources

Year 1	AQUA 101, 102; BIOL 112; ECON 101, 102; EESC 171 or 173; ANTH 111, 112 or PSCI 101, 102 or SOCI 101, 102; 6 credits arts/science electives at the 100-level
Year 2	AQUA 202, 298; BSAD 111; ECON 201, 202; and 6 credits from ECON 211, 241, 281; 6 credits AR-designated courses for pairs; 3 credits from MATH 106, 126, STAT 101
Year 3	AQUA 325; 6 credits AR-designated ECON; 3 credits ECON courses at the 300 and/or 400 level; 6 credits AR-designated courses; 15 credits arts or science electives for pairs
Year 4	AQUA 400, 450; 9 credits ECON courses at the 300 and/or 400 level; AR-designated courses as required; arts and/or science electives

BA Major in Public Policy and Social Research (PPSR) (Anthropology and Political Science or Sociology and Political Science)

Year 1	AQUA 101, 102; BIOL 112; ECON 101, 102; EESC 171 or 173; ANTH 111, 112 or SOCI 101, 102; PGOV 101; PSCI 101 or 102
Year 2	AQUA 202, 298; BSAD 111; 6 credits PSCI at the 200-level; 3 credits AR-designated courses; 6 credits arts or science electives for pairs; plus, PPSR with ANTH: ANTH 243 or 253 and one of 218, 223, 233 or 234; or PPSR with SOCI: SOCI 202 and 3 additional SOCI credits at the 200-level
Year 3	AQUA 325; 3-6 credits AR-designated PSCI at the 300 and/or 400 level; 6 credits AR-designated courses; 6-12 credits arts or science electives for pairs; plus, PPSR with ANTH: 6-9 credits ANTH, including 304 or 305, at the 300 and/or 400 level; or PPSR with SOCI: 3-6 credits SOCI at the 300 and/or 400 level
Year 4	AQUA 400, 450; as required to complete PPSR major, AQUA major, and pairs: PSCI courses at the 300 and/or 400 level; AR-designated courses; arts or science electives; plus, PPSR with ANTH: ANTH courses at the 300 and/or 400 level; or PPSR with SOCI: SOCI courses at the 300 and/or 400 level

B.Sc. Major in Biology and Major in Aquatic Resources

Year 1	AQUA 101, 102; BIOL 112; ECON 101, 102; EESC 171 or 173; MATH 106 or 126 and MATH 107 or 127; 6 credits science electives at the 100-level (CHEM 101 and 102 or CHEM 121 and 122 are recommended).
Year 2	AQUA 202, 298; BIOL 111 concurrently with 12 credits from: BIOL 201, 202, 203, 204 or 315; BSAD 111; 6 credits AR-designated arts electives for Arts X or Arts Y
Year 3	AQUA 325 or BIOL 307; 9 credits BIOL at the 300 and/or 400 level of which 3-6 credits must be AR-designated BIOL; BIOL 391 is recommended; STAT 231; 6 credits AR-designated courses; 6 credits arts electives for Arts X or Arts Y requirement; 3-6 credits Science courses to complete Science B (eg. CHEM,

MATH/STAT, or EESC) or as approved Science electives

Year 4 AQUA 400, 450; 9 credits BIOL of which at least 3 credits must be at the 400-level; AR-designated courses as required; arts and/or science electives as required to fulfill degree pattern

B.Sc. Major in Earth and Environmental Sciences and Major in Aquatic Resources

Year 1 AQUA 101, 102; BIOL 112; ECON 101, 102; EESC 171 or 173; MATH 106 or 126 and MATH 107 or 127; 6 credits science electives at the 100-level (CHEM 101 and 102 or CHEM 121 and 122 are recommended)

Year 2 AQUA 202, 298; BSAD 111; BIOL 203; EESC 266, 272, 279; STAT 231; 6 credits AR-designated arts electives for Arts X or Y

Year 3 AQUA 325 or EESC 376; EESC 265, 277, 304 or 305; 3 credits EESC at 300 or 400 level; 3 credits of BIOL, CHEM or MATH/STAT from the 200- to 400-level for science B; 3 credits AR-designated courses; 9 credits AR-designated arts electives for Arts X or Y; science electives, and/or open electives

Year 4 AQUA 400, 450; EESC 304 or 305, and 3 credits EESC at the 300 or 400 level; 3 credits of BIOL or MATH/STAT from the 200- to 400-level to complete science B; AR-designated courses as required; arts/science electives and/or open electives as required to fulfil degree pattern

B.Sc. Major in Mathematics and Major in Aquatic Resources

Year 1 AQUA 101, 102; BIOL 112; ECON 101, 102; EESC 171 or 173; MATH 106 or 126 and MATH 107 or 127; 6 credits arts and/or science electives at the 100-level

Year 2 AQUA 202, 298; BSAD 111; MATH 253, 267, 277, 287; STAT 231; 3 credits AR-designated courses; 3 credits arts electives for Arts X or Y

Year 3 AQUA 325; 6-9 credits from MATH 367, 387, STAT 311, 333, 334; 6 credits science (recommend BIOL and/or EESC) at the 200 to 400-level for Science B or C; 6 credits AR-designated courses; 6 credits arts electives for Arts X or Y; 3-6 credits science electives

Year 4 AQUA 400, 450; as required to fulfill degree pattern: 6-9 credits MATH/STAT courses; 6 credits AR-designated courses; 9-12 credits arts and/or science electives

AQUA 101 and 102 can be taken by non-aquatic resources students. Non-Aquatic Resources students can enroll in AQUA 202 and/or 298 with permission. AQUA, 400 and 450 are restricted to students enrolled in the aquatic resources major.

101 Introduction to Freshwater Systems and Resources

This course introduces freshwater ecosystems and the links between human water use and freshwater resources. Students are asked to consider water-related challenges such as climate change, population growth/demand, eutrophication, and pollution. Examples highlight the interplay between humans and freshwater within the framework of the UN Sustainable Development Goals, Blue Economy, and current events. Topics include water as a unique substance, ecological principles, management practices, governance, groundwater, lakes, and rivers. Lab and field trips. Credit will be granted for only one of AQUA 101 or AQUA 100. Three credits.

102 Introduction to Ocean Systems and Resources

This course introduces ocean ecosystems and the links between human use and marine resources. Students are asked to consider challenges such as climate change, pollution, aquaculture and fisheries, sustainable use of species and ecosystems. Examples highlight the interplay between humans and oceans within the framework of the UN Sustainable Development Goals, Blue Economy, and current events. Topics include estuarine and ocean ecosystems, scientific principles, and resource management approaches. Lab and field trips. Credit will be granted for only one of AQUA 102 or AQUA 100. Three credits

202 The Oceans' Commons and Society

The "tragedy of the commons" has been a reoccurring concept when discussing ocean resources. In this course students will encounter how social scientists study and understand the use of the resources in the oceans' commons. The course will explore theoretical paradigms, governance, social class, gender, race, fishing, aquaculture, and oil and gas. Students will gain a foundational understanding in social science approaches to issues relating to the aquatic resources. Credit will be granted for only one of AQUA 202, AQUA 200, 297 or 298. Prerequisite AQUA 101/102 or 100, completed or concurrent or permission of the instructor. Three credits.

221 Issues in Resource Management

This course introduces the basic science necessary to understand current resource issues such as wildlife, forestry and aquatic systems management with the goal of understanding resource decision making, and how human activities can alter terrestrial and aquatic ecosystems. Cross-listed as BIOL 221. Prerequisite: AQUA 101/102 or BIOL 112 or upper-year status in non-science programs. Cannot be used as science A for biology students. Three credits.

298 Selected Topics

The topic for 2023-2024 is Managing Water Resources in the context of the UN SDGs. Students will be introduced to the United Nations Agenda 2030 Sustainable Development Goals (SDGs) – a plan of action for people, planet, and prosperity. The investigation of water and its intersection with SDGs to achieve goals related to poverty, food security, gender and racial equity, inequalities, sustainable production and consumption, and climate action, among others, is the focus of this course. Water management, including issues of governance, environmental protection, and water-related ecosystems, will be discussed. Prerequisites: Second year standing or permission of the instructor. Three credits.

325 Aquatic Resources Field Camp

This course is a week-long field camp on integrated watershed management. It consists of assigned reading, talks by experts in watershed management and field trips to watershed sites. Students must complete the field camp prior to the beginning of either their third- or fourth-year of study. Not required for students who complete one of BIOL 307, EESC 375, EESC 376. Not offered every year, equivalencies will be considered on an individual basis. No credit.

398 Selected Topics

The topic for 2023-2024 is Sustainability of Aquatic Resources. An interdisciplinary look at the dynamic relationship between aquatic resources and human activities. This course will demonstrate how humans rely on water throughout their daily lives and will explore the ways that marine and freshwater environments have been impacted. A main goal will be to investigate steps to mediate issues affecting the sustainable use of aquatic resources and assess the implications from social, economic, management, and ecosystem perspectives. Topics will include global concerns with emphasis on issues within Atlantic Canada. Three credits.

400 Work Experience/Student Internship

Students will spend the equivalent of one term, normally the summer between the junior and senior year, gaining hands-on experience in an aquatics-related work and/or volunteer setting. Students' complete placements within all levels of government, private or public industry/businesses, not-for-profit/community-based organizations, universities and research institutes; locally to internationally. Opportunities may include scientific fieldwork and/or laboratory research, policy analysis and governance, ecosystem restoration, environmental assessment, water quality monitoring, species-at-risk education, etc. To focus the applied learning experience, students develop a topic for special study, in collaboration with an academic advisor or their work experience provider. Prerequisites: AQUA 201 or 298 and 202. Restricted to AQUA major students. Three credits.

450 Senior Seminar in Aquatic Resources

The seminar represents the capstone for students completing their aquatic resources major. Each year the seminar considers an important interdisciplinary theme in the aquatics field, such as tidal power, aquaculture, conservation (eg. North Atlantic right whales or aquatic protected areas. Students will also work with an academic advisor to develop senior research project. Project outcomes include a professional presentation to the class, a poster displayed on StFX student research day, and completion of a major research paper to be evaluated by their academic advisors. Visits by ISAR guest speakers are co-ordinated with seminar work. Co-requisite: AQUA 400. Restricted to AQUA major students. Three credits.

AQUATIC RESOURCES DESIGNATED COURSES

Courses are 3 credits unless otherwise indicated.
Departmental prerequisites will apply.

Anthropology

ANTH 223	Anthropology of Globalization
ANTH 233	Ethnographic Studies
ANTH 234	Introduction to Indigenous Anthropology
ANTH 243	Principles of Archaeology and Prehistoric Societies
ANTH 253	Origin of Cities
ANTH 303	Anthropological Theory
ANTH 304	Principles and Methods of Fieldwork
ANTH 305	Anthropological Data Analysis
ANTH 310	Anthropology of Tourism
ANTH 320	People and Development
ANTH 332	Mi'kmaq Studies: Advanced Issues

ANTH 341 North American Archaeology
ANTH 342 Ancient Mesoamerica
ANTH 371 Archaeological Field Methods
ANTH 372 Archaeological Laboratory Methods
ANTH 435 Advanced Indigenous Issues

Biology
BIOL 201 Animal Biology
BIOL 202 Plant Biology
BIOL 203 Introductory Ecology
BIOL 221 Issues in Resource Management
BIOL 307 Field Biology
BIOL 308 Biology of Populations
BIOL 311 Coastal Marine Ecology
BIOL 331 Statistical Methods
BIOL 345 Communities and Ecosystems
BIOL 360 Global Change Biology
BIOL 407 Integrated Resource Management
BIOL 468 Restoration Ecology
BIOL 472 Freshwater Ecology
BIOL 481 Selected Topics: Restoration Ecology
BIOL 484 Animal Behaviour

Business Administration
BSAD 472 Environmental Sustainability for Organizations

Computer Science
CSCI 128 Computing Literacy and Coding of Problem Solving
CSCI 135 Computer Application Technology
CSCI 215 Social Issues in the Information Age
CSCI 223 Introduction to Data Science

Development Studies
DEVS 201 International Development: The Global South
DEVS 202 International Development: Canada
DEVS 203 Climate Change and People: Issues, Interventions, Citizen-led Actions and Solutions

Earth and Environmental Sciences
EESC 172 Environment, Climate, and Resources
EESC 173 Natural Hazards
EESC 266 Hydrology
EESC 272 Understanding Climate Change
EESC 273 Heath and the Environment
EESC 274 Health Impacts of Global Change
EESC 277 The Earth in Everyday Life
EESC 305 Geochemistry
EESC 365 Geomorphology and Quaternary Geology
EESC 373 Remote Sensing
EESC 374 Geographic Information Systems
EESC 376 Environmental Earth Science Field Course
EESC 377 Earth Observing
EESC 386 Oceanography
EESC 406 Environmental Biogeochemistry
EESC 465 Hydrogeology
EESC 472 Climate Interactions

Economics
ECON 201 Intermediate Microeconomic Theory I
ECON 202 Intermediate Macroeconomics I
ECON 211 Local and Community Development Economics
ECON 241 Canadian Economic Prospects and Challenges
ECON 242 International Economic Prospects and Challenges
ECON 281 Environmental Economics
ECON 301 Intermediate Microeconomic Theory II
ECON 302 Intermediate Macroeconomics II
ECON 305 Economic Development I
ECON 306 Economic Development II
ECON 381 Natural Resource Economics

History
HIST 299 Selected Topics: At the Ends of the Earth

Mathematics
MATH 253 Matrix Algebra
MATH 254 Linear Algebra
MATH 287 Natural Resource Modelling
MATH 367 Differential Equations
MATH 387 Mathematical Modelling

Philosophy
PHIL 213 Philosophy of Science
PHIL 251 Critical Thinking
PHIL 333 Environmental Ethics
PHIL 371 Social and Political Philosophy

Political Science
PSCI 221 Canadian Political Institutions
PSCI 222 Canadian Politics and Society
PSCI 241 Business and Government
PSCI 251 Foundations of Global Politics
PSCI 252 Contemporary Global Politics
PSCI 291 Violence, Conflict and Politics
PSCI 303 Contemporary Political Arguments
PSCI 308 Global Justice
PSCI 321 Federalism and Intergovernmental Relations
PSCI 322 Atlantic Canada
PSCI 324 Provincial Politics
PSCI 325 Indigenous Politics in Canada
PSCI 335 Human Rights & International Justice
PSCI 351 Canadian Foreign Policy
PSCI 353 International Organizations
PSCI 354 Global Political Economy
PSCI 355 Global Issues

Public Policy and Governance
PGOV 201 Public Policy
PGOV 301 Comparative Public Policy
PGOV 302 Public Administration
PGOV 307 Science and Public Policy
PGOV 355 Learning from Disaster

Religious Studies
RELS 221 Religion & the Environmental Crisis
RELS 333 Religion, Violence and Peace

Sociology
SOCI 202 Research Principles & Practices
SOCI 207 Health Justice
SOCI 237 Social Justice
SOCI 243 Consumer Society
SOCI 247 Environmental Social Sciences I: Problems & Paradigms
SOCI 248 Environmental Social Sciences II: Power & Change
SOCI 301 Classical Social Theory
SOCI 302 Topics in Contemporary Theory
SOCI 307 Qualitative Research Methods
SOCI 312 Social Movements
SOCI 329 Climate Justice
SOCI 335 Indigenous Peoples in Canada
SOCI 341 Sociology of Agriculture
SOCI 364 Food and Society
SOCI 366 Coastal Communities
SOCI 397 Selected Topics: Climate and Justice
SOCI 380 Urban Sociology

Statistics
STAT 101 Introductory Statistics
STAT 231 Statistics for Students in the Sciences
STAT 311 Survey Sampling Design
STAT 331 Statistical Methods
STAT 333 Introductory Probability Theory
STAT 334 Mathematical Statistics
STAT 357 Regression Analysis

9.4 ART (ART)

C. Girard, Ph.D.
S. Gregory, Ph.D.

Part Time
S. Benton, BFA
K. Brown Georgallas, BFA
J. Fecteau, MFA
M. Gibson, MFA
L. Gillam, MFA
A. Karuna, BA
G, Lounsbury, BFA
A. MacLean, BFA
J. Mensch, MFA
I. Pygott
W. Rogers, B.Ed.
B. Sparks, BFA, MA
O. Tetu
A. Tragakis, BFA
R. Young, BD Vis. Com., M.Ad.Ed.

Art courses may be used as electives, a pair, or minor. Please see the art department website at http://sites.stfx.ca/art/ for a list of 2023-2024 course offerings.

Minor in Studio Art

ART 100 or 101 and 102, 141 and 142 and 12 additional credits in studio courses. It is recommended that students take ART 141 and 142 before their senior year.

Minor or Subsidiary in Art History

ART 141, 142, and 18 additional credits in art history courses. Students may take up to six credits of studio art courses for credit toward a minor or subsidiary in art history. Students may take no more than six credits from the following cross-listed courses for credit toward a minor or subsidiary in art history: ART/HIST 300, ART/PSCI 312, ART/ANTH/CELT 321, ART/CATH 331/332.

Students with advanced drawing experience and a portfolio can apply to enrol in advanced drawing and painting courses without the prerequisites of ART 101, 102.

101 Introduction to Drawing I

This course will introduce students to the art of drawing. Students will become familiar with conventional drawing materials including graphite, charcoal, conté, ink, and pastel. A disciplined daily working practice and routine will develop throughout the course, offering students transferable skills to all their academic pursuits. This course aims to encourage students to engage in further artistic study and life-long learning. ART 102 is strongly recommended as a complementary course. Credit will be granted for only one of ART 101 or ART 100. Three credits.

102 Introduction to Drawing II

This course will continue students' development in drawing based on the foundation of Introduction to Drawing I. Students will explore the use of conventional drawing materials and techniques while learning basic colour theory, advanced study of value and subtractive drawing, figure drawing, and abstract representation. An end-of-term self-directed artwork assignment is a summation of the course's learning outcomes. Credit will be granted for only one of ART 102 or ART 100. Prerequisite: ART 101, or portfolio demonstrating drawing skills. Three credits.

115 Introduction to Design

This course focuses on design principles and elements such as unity, balance, repetition, line, shape, and colour. The course provides students with a vocabulary and working knowledge of visual communication. Students develop their visual problem-solving skills and explore their creativity through studio projects and class discussions. Three credits.

125 Materials and Methods

This course will afford students the opportunity of working in a variety of art media, (two-dimensional and possibly three-dimensional) while exploring techniques, presentations, concept and materials. Projects may include painting, printmaking, sculpture, animation, textiles and more. Students with some prior knowledge of drawing and/or art experience will benefit most from this course. Prerequisite: ART 101, 102 (100) recommended. Three credits.

141 Art & Society I: From Caves to Cathedrals

Long before human beings developed written language, we were making works of art. This introductory survey examines art and architecture within the intellectual and social contexts of their historical production. It provides a working knowledge of the history of art from prehistory through Classical Greece and Rome, to the great cathedrals of the Medieval period. Students will begin to develop critical tools for studying visual culture, and achieve a deeper understanding of cultural history. Three credits.

142 Art & Society II: From Renaissance to Revolution

This section of the art history survey begins with works of art and architecture of the Italian Renaissance, where new ideas (including the notion of genius) had major repercussions for the cultural and artistic history of subsequent periods, including the Baroque, Romanticism, the 20th century, and our contemporary era. Students will learn new ways of observing and interpreting art, enrich their appreciation of art and architecture, and further deepen their understanding of cultural and intellectual history. Three credits.

145 Introduction to Colour

This course deals with the vocabulary, nature and physical properties of colour: hue, value and intensity. Studio assignments provide practise in learning colour relationships in unified and contrasting colour schemes. Three credits.

202 Introduction to Scenic Design

This course covers the stages in the development of scenic designs for theatrical productions, although the elements learned can be applied to a variety of other display-based mediums. While there will be some information disseminated in a lecture format the principal work in the class is based on a range of 'hands on' creative projects. These will be in class along with a weekly, larger, project. The course culminates with a major design project for a play chosen by the instructor. This project takes the place of a final exam and as the information received in class is cumulative, it can be worked on throughout the term. Prerequisite: ART 101, 102 or permission of the instructor based on the student's resume of theatre experience or letter of interest. Three credits.

204 Introduction to Painting I

This introductory course will teach students the fundamental principles of representational painting – artworks created through the careful observation from life. Emphasis will be placed on learning techniques of studio painting and brushwork in conjunction with a thorough understanding of the formal qualities of colour: hue, value, and tone. ART 205 is strongly recommended as a complementary course. Credit will be granted for only one of ART 204 or ART 200 or ART 299 ST: Intro to Painting. Prerequisites: ART 101, 102. Three credits.

205 Introduction to Painting II

This course is designed for students to further their technical and conceptual skills of representational painting acquired in ART 204. Subjects of increasing complexity are explored, including an investigation into landscape painting, the figure and independently researched topics. Prerequisite: ART 204, or portfolio demonstrating painting skills. Credit will be granted for only one of ART 205 or ART 200 or ART 299 ST: Intro to Painting. Three credits.

211 Stained Glass Studio I

This course introduces the copper-foil method of stained glass. Students will create original designs, with encouragement and support to engage with their unique style preferences, perspectives, and cultures. They will learn basic technical skills to complete a two-dimensional stained glass artwork using materials (including coloured, textured glass) and equipment in the studio. Prerequisites: ART 101, 102, 115 or portfolio demonstrating drawing and design skills. Three credits.

212 Stained Glass Studio II

In this intermediate-level course in the copper-foil method of stained glass, students will create original designs inspired by their unique style preferences, life experiences, and perspectives. They will build upon and extend the technical skills learned in ART 211 to produce a three-dimensional stained glass art project, such as a lamp. Prerequisite: ART 211 or portfolio demonstrating stained glass design and studio skills. Three credits.

221 Batik Studio

"Batik" is the Javanese name for an ancient and contemporary art form originating in many parts of the world, notably Asia and Africa. Dyes and resist (such as melted wax, mud, or paste) are applied alternately to cloth to create permanent designs. After learning basic skills for mixing dyes and applying wax to cloth, each student will create original artworks in their own style, with encouragement to draw upon their perspective, identity and culture. Prerequisites: ART 101, 102, 115 or portfolio demonstrating drawing and design skills. Three credits.

222 Weaving Studio

Tapestry weaving has been practised by cultures around the world for over 2,000 years. In this course, students will first learn the basic techniques of tapestry weaving and later apply them to a small tapestry of their own design. Tapestry-woven cloth plays numerous cross-cultural roles: social, spiritual, political, economic, and artistic. These many facets of tapestry will be explored through a series of videos that highlight cultural traditions and international perspectives. Three credits.

233 Introduction to Printmaking

Students will learn two standard techniques of fine-art printmaking: etching and linocut. Students will gain knowledge of printmaking, its materials and tools by

means of instructional demonstrations, hands-on printmaking projects balancing technical knowledge with artistic concept and vision, and the study and in-class presentation of other printmakers' work. A public art event may take place at the end of the course: students will demonstrate learned printmaking techniques in a public location of their choice, on- or off-campus. Credit will be granted for only one of ART 233, ART 231, or ART 298 ST: Printmaking. Three credits.

240 Pastels

This studio course introduces pastels as a drawing medium. Pastels are crayon-like sticks of compressed pigment in either a chalk or wax binder. In this course, colour mixing and pastel techniques on a variety of papers will be explored as will the expressive potential of the medium. Students will complete a number of landscape, still life, and portrait paintings. Emphasis will be put on developing compositional skills using pastels. Prerequisites: ART 101, 102. Three credits.

244 History of Photography

From the public announcement of a viable process in 1839, to the present day, photographic images have come to dominate our visual world. This course will examine the history of photography through its technology and through the work of key photographers, styles, and purposes. It will also consider photography as a medium for art in itself, its position and relationships with the traditional arts, and its extraordinary power to construct a world. Three credits.

251 Medieval Art

This course examines major developments in art and architecture of the Middle Ages, from the triumph of Christianity in Imperial Rome through the late Gothic period of the 14th century. The Bible and most early Church theologians associated images with idolatry and paganism, yet this 1000-year period was one of exceptional richness and diversity in the visual arts. Students will see how medieval art and architecture reflect and respond to changing theological, devotional and societal needs. Three credits.

252 Baroque Art

This course explores developments in the visual arts in Europe during the 17th century. Works of art and architecture will be examined in their social and cultural contexts, including discussion of the Italian Counter-Reformation and new ideas about the function of religious images and buildings, urban planning and the glory of Rome, absolutist monarchies and visual propaganda, specialization in the art market and Dutch genre painting, and the rise of art academies and art theory. Three credits.

255 Watercolour - Techniques and Approaches

Students familiarize themselves with the materials and the basic techniques of transparent watercolour in this course. Instruction will include various classic and innovative approaches to this versatile medium, using paintings by well-known masters of the art of watercolour as a jumping-off point for their own exploration in the watercolour medium. Prerequisites: ART 101, 102 or equivalent. Three credits.

259 Introductory Filmmaking

Students will learn elements of cinematic language, focussing on documentary film: the basic principles of storytelling, cinematography, editing, sound recording, and producing; how to operate as a one-person crew using their own equipment; and how to analyze films to understand cinematic vocabulary. Students must have access to a mobile device or camera that can shoot video and a computer that can run basic editing software. Additionally, students will expand their understanding of cinema through watching films, focusing on independent documentary works by Canadian filmmakers who are underrepresented in the industry (women, Indigenous, Black, People of Colour, and LGTBQ2S+). Credit will be granted for only one of ART 259 or ART 295 ST: Digital Video Production. Three credits.

260 20th Century: Modern Art

This course examines the origins of modernist endeavour in the late 19th century and covers art up to the end of World War II. Attention will be paid to major movements and artists, parallel movements in literature and music, the social and political context, and new technologies. Three credits.

261 Contemporary Art

This course examines art from the end of World War II to the present day. Attention will be paid to major movements and artists, the social and political context, and changing assumptions about what art should be and do. Three credits.

265 Introductory Animation

In this course, students will learn the basics of animation. Projects include simple 2D animation and stop-motion. There is a self-directed final project in which students will expand on acquired technical and theoretical knowledge of animation fundamentals. Animation comes in many styles, so a high level of drawing skill is not a requirement for this course. A laptop and digital camera are necessary. Open-access free animation software will be used. Three credits.

269 The Body in Art - History and Theory

Intimately linked to identity and experience, the human body has constituted a wellspring of formal and conceptual explorations for artists across time and space. This thematic art history survey critically examines the relationship between ideas about the body and artistic representation. Students will use visual analysis and key concepts, like the Gaze and intersectionality, to study a wide range of artworks, from scientific illustrations to performances, that stem from a variety of cultural contexts. Three credits.

271 Introduction to Digital Photography

This course is designed for students interested in learning to effectively use digital photography as a means for self-expression, artistic medium, or cultural comment. No equipment is required, except for a smart phone. Credit will be granted for only one of ART 271 or ART 297 ST: Digital Photography. Three credits.

297 Selected Topics

The topic for 2023-2024 is Classical Mythology in Art. How did the world emerge out of chaos? What is the difference between gods and heroes? This course examines artistic representations of classical Greek and Roman myths in order to understand why these stories have continued to resonate with us: how myths translate from place to place, and how works of art about them allude to very different ideas and interpretations as the religious, historical, and social contexts change over time. Three credits.

298 Selected Topics

The topic for 2023-2024 is Introduction to Handbuilding Ceramics. This is a hands-on, introductory studio sculpture class with an emphasis on creating vessels and architectural forms, and exploring figurative approaches in clay. Students will be taught the processes of clay sculptural building, including mold-making, plaster-casting, and plasticine. Students will develop and hone hand-eye coordination as well as fine motor skills through tactile 3-D modelling in clay. Prerequisites: ART 101, 102. Three credits.

300 A Cultural and Intellectual History of Canada

This course is an historical analysis of Canadian literature, art, and architecture, and the intellectual forces that have shaped Canadian society. Cross-listed as HIST 300. Six credits.

312 Art and Politics

This course introduces students to what modern artists have to say about politics and what governments do and say about art. It provides some of the historical and theoretical tools needed to analyze the political role of art in our time. Students will examine literary works, painting, music, and architecture, and discuss specific policies on art. Cross-listed as PSCI 312. Three credits.

321 Celtic Art

Weave your way through Celtic knots and "horror vacui" fear of empty space," and discover the art of the Celts. From the Battersea Shield to the Book of Kells, we will trace our way through the extraordinary legacy of weaponry, jewellery, illuminated manuscripts, Celtic crosses, and Sheela-na-Gigs to arrive at a deeper understanding of the people who made them. Acceptable as a course in history. Cross-listed as ANTH 321 and CELT 321. Three credits.

331 Catholicism and the Arts I

This course will trace Catholic themes and ideas about Catholicism in literary, musical, architectural, or artistic works from the beginnings of Christianity to the early Renaissance. Credit will be granted for only one of CATH 331 or CATH 330 Cross-listed as CATH 331. Three credits.

332 Catholicism and the Arts II

This course will trace Catholic themes and ideas about Catholicism in literary, musical, architectural, or artistic works from the Renaissance until the contemporary era. Credit will be granted for only one of CATH 332 or CATH 330. Cross-listed as CATH 332. Three credits.

343 Issues in Canadian Art through World War II

Students will consider Canadian art practice and institutions from pre-European contact up to the Group of Seven. Topics can include aboriginal practice and the representation of native peoples, the construction of wilderness and place, and the role of the church in Quebec in the context of social and political change. Prerequisites: ART 141, 142 or survey of Canadian art or permission of the instructor. Three credits.

344 Issues in Contemporary Canadian Art

Students will consider selected topics which can include Michael Snow and his contemporaries, post-colonialism and contemporary aboriginal art, landscape and the critique of nature, feminism. Prerequisites: ART 141, 142 or survey of Canadian art, or permission of the instructor. Three credits.

346 Botanical Art and Illustration

This course will be concerned with developing drawing to accurately reproduce plant forms. Non-flowering and flowering plant form and diversity will be covered. Prerequisite: ART 101, 102 (100) or BIOL 202 or portfolio demonstrating drawing or painting skills. Three credits.

351 Anatomy for the Artist: Drawing
This course provides intensive study of human anatomy with the purpose aimed towards figure drawing. Students will focus on the skeletal and muscular systems, studying both bone specimens and live models. Using graphite and charcoal, students will gain the knowledge to accurately draw the human figure and place their work within the historical context of figurative art. Prerequisite: ART 101, 102 (100) or portfolio submission. Three credits.

354 Women, Art & Gender: Rewriting Art History
Recentering women in the history of art, this course critically examines the structures that excluded them and the narratives that erased them. It looks at how gender has shaped the discipline of art history and at texts that envision more inclusive methods. Students will draw on their experiments with looking techniques to write about women's contributions to various visual and material cultures, from the discovery of butterfly metamorphosis to the secret "invention" of abstraction. Cross-listed as WMGS 354. Three credits.

356 Iconography of Christian Art: The Life of Christ
Iconography is the identification and interpretation of images. This course is an introduction to the iconography of Christian art, with an emphasis on images of the Life of Christ. The course will examine how images develop over history, and how they may be understood in light of historical events, changes in theological thought, and in the artist's own spirituality. A key question is "Who is Jesus, and how shall we represent Him?" Cross-listed as RELS 353. Three credits.

357 Iconography of Christian Art: The Saints
This course is an introduction to the iconography of Christian art, with an emphasis on images of Mary and the saints. The course will examine how images develop over history, and how they may be understood in light of historical events, changes in theological thought, and in the artist's own spirituality. Discussion will include how such images were used as objects of personal devotion but also for the conveying of important theological and social values. Cross-listed as RELS 354. Three credits.

359 Intermediate Filmmaking
This course builds on ART 259. Students will learn key components of cinematic grammar (for example, tone, casting, and pacing) and will create projects, to which they will bring their unique creative vision. Students will also analyze films, primarily those created by underrepresented filmmakers (women, BIPOC, and 2SLGTBQ+). To take this course, students must have access to a mobile device that can shoot video and also a computer that can run basic editing software. Credit will be granted for only one of ART 359 and ART 386 (2021-2022). Prerequisite: ART 259. Three credits.

363 Advanced Drawing I
A continuation of Art 100, this course covers the direct observation of still-life, figure drawing, composition, expression, and critical analysis. A variety of drawing media, both colour and black and white, will be used. Projects to be done outside of class will be assigned on a regular basis. Prerequisite: ART 101, 102 (100) or a portfolio approved by the instructor. Three credits.

364 Advanced Drawing II
This course will concentrate on the development of individual expression. There will be greater emphasis on the expressive potential of the figure. Projects to be completed outside the class will be assigned on a regular basis. Prerequisite: ART 363. Three credits.

371 Italian Renaissance Art I
During the Italian Renaissance, humanists began to look back to the Classical past for inspiration. At the same time, some religious leaders led followers to an increased interest in the natural world and contemporary everyday life. These new trends deeply affected the visual arts. This course will examine this period of profound innovation in painting, sculpture and architecture, from the time of Giotto to the precursors of High Renaissance style in Florence and Venice. Three credits.

372 Northern Renaissance Art
This course explores the innovative artistic legacy of Northern Renaissance Europe. New technical developments such as oil painting allowed artists to create unprecedented levels of realistic illusion in paintings. The rise of the printing press opened up new avenues for the dissemination of imagery in the form of woodcuts and engravings. The religious turmoil of the Protestant Reformation also had profound consequences for the development of art - and its subject matter - in the North. Three credits.

373 Italian Renaissance Art II
This course examines Italian art and architecture during the late 15th and 16th Centuries, beginning with the monumental "High Renaissance" style established by Leonardo da Vinci, Michelangelo, and Raphael. The role these artists and others played in the rise of the notion of artistic genius led to problems linked to artistic license as the century progressed. We will consider works of art from the point of view of style and technique, but also how art functions in its social and political context. Three credits.

399 Directed Study
See section 3.5. Three or six credits.

435 Seminar in Italian Renaissance Art
This course is an intensive investigation into an aspect of Italian Renaissance art. Topics may include, among others: Michelangelo and his biographers; Giorgio Vasari's Lives of the Artists; Raphael in Rome; Renaissance art in Venice; Italian Mannerism. Students will learn to use and assess important primary sources from the Renaissance period, and will also examine the secondary scholarly literature in some depth. See http://sites.stfx.ca/art/ for more information. Prerequisites: ART 142, or 371, or 373, or permission of the instructor. Three credits.

499 Directed Study
See section 3.5. Three or six credits.

9.5 BIOLOGY (BIOL)

C. D. Bishop, Ph.D.
M.E. Galway, Ph.D.
D.J. Garbary, Ph.D.
V. Karunakaran, Ph.D.
R.F. Lauff, M.Sc.
J. McNichol, Ph.D.
J. Perry, Ph.D.
R. Rasmussen, Ph.D.
T.M. Rodela, Ph.D.
R.A. Scrosati, Ph.D.
B.R. Taylor, Ph.D.
J. Toxopeus, Ph.D.
R.C. Wyeth, Ph.D.

Biology is the science of living organisms and their interactions in the world around us. The biology department offers courses that emphasize the structure and function of organisms from the molecular level to the level of global ecology.

The major, advanced major, and honours degrees prepare students for advanced training and careers in basic and applied biology and in the biomedical sciences; for graduate study in biology, medicine, dentistry, physiotherapy, and veterinary science; for teaching at both the primary and the secondary level.

Biology is a highly integrative science that is informed by a conceptual background in other sciences including mathematics, chemistry, physics, and Earth and environmental sciences. Joint degree programs with these and other sciences are available. In addition to the regular biology programs, students may also study biology through the Interdisciplinary Studies in Aquatic Resources program.

First year biology students normally register for BIOL 111, 112; CHEM 101, 102 or 121, 122; MATH 106 and 107 or 126 and 127; 6 credits in each of 2 different arts subjects for a total of 12 credits. See glossary for definitions of the humanities and social sciences. Students with a minimum high school average of 85 may consider a third science, usually PHYS 101, 102 or EESC 171 and 172 instead of 6 credits of arts.

Department Requirements
a) The biology core program is BIOL 111, 112, and four of the following courses: 201, 202, 203, 204 and 315. Students who do not take at least two or preferably three of these four courses in the second year will have reduced course selection in third and fourth year due to lack of prerequisites.
b) Students wishing to complete a pair or a 24 credit minor in biology should take BIOL 111, 112, and for the pair any two second year biology courses. BIOL 201, 202, 203, 204 are normally taken in the second year.
c) Biology majors, advanced majors and honours programs may include a 24 credit minor in any arts or other science subject.
d) Credit for BIOL 111 and 112 with an average of 55 is required for all students continuing in biology major, advanced major or honours programs.
e) BIOL 105, 115, 215, and 220 cannot be used as science A in biology major, advanced major or honours programs.
f) CHEM 101, 102 or 121, 122 is a prerequisite for BIOL 201, 202, 203 and 204.
g) Advanced major and honours students normally take CHEM 255 and its prerequisite and STAT 231 in second year.
h) Biology students may take no more than six credits of cross-listed courses as BIOL credits.

Major Program
Program requirements are given in chapter 7. Biology majors' students select their courses in consultation with the department chair. Students in the major program must take BI0L 111, 112; and four of the following courses: 201, 202, 203, 204, 315; and

18 additional biology credits, of which 12 credits must be at the 300 or 400 level, to complete 36 credits for science A. BIOL 391 is recommended but not a required non-credit course taken in third year. Beginning in 2020-2021, students admitted to StFX who declare a major in biology must complete three credits of biology at the 400 level.

Advanced Major and Honours Programs

Program requirements are given in section 7.1. Honours and advanced major students select their courses in consultation with the department chair. PHYS 101, 102 or 121, 122 is required in the honours program and may count as science A. In the advanced major program PHYS 101, 102 or 121, 122 is strongly recommended but may not count as science A. BIOL 391 and 491 are required non-credit courses taken in third and fourth years. Course requirements are shown below.

Concentrations

Biology offers six areas of concentration, health sciences, ecology, cell and molecular biology, animal biology, plant biology, and aquatic biology. A concentration is included in the student's official academic record and appears on any transcript issued. Advanced major and honours students may fulfill the requirements for a concentration by completing a minimum of 15 credits, including at least 3 credits at the 400 level, from a specified concentration. Courses assigned to each concentration are listed below. Consult the chair for any courses not listed.

Health Sciences: BIOL 304, 315, 320, 331, 335, 343, 374, 395, 405, 452, 453, 454, 484

Ecology: BIOL 302, 308, 311, 315, 331, 342, 343, 345, 360, 407, 415, 468, 472, 484

Cell and Molecular: BIOL 302, 304, 315, 320, 331, 335, 395, 405, 411, 452

Animal: BIOL 302, 304, 307, 308, 311, 315, 320, 335, 342, 343, 360, 395, 405, 452, 453, 454, 484

Plant: BIOL 302, 307, 308, 311, 360, 472

Aquatic: BIOL 307, 311, 342, 343, 345, 360, 415, 468, 472

Advanced Major Program

Students must take BIOL 111, 112, and four of the following courses: 201, 202, 203, 204, 315; and 391, 491; CHEM 101, 102 or 121, 122, CHEM 255 and its prerequisite; MATH 106 and 107 or 126 and 127; STAT 231; an additional 24 BIOL credits, of which 18 must be at the 300 (may include 315) or 400 level (at least 3 credits must be BIOL at the 400 level, other than 499); 18 credits arts electives, to include one pair; 15 credits approved electives; 24 credits open electives.

Honours Program

Students must take BIOL 111, 112, and four of the following courses: 201, 202, 203, 204, 315; and 391; 491, 493; CHEM 101, 102 or 121, 122, 225 (or 221/222) and 255; MATH 106 and 107 or 126 and 127; PHYS 101, 102 or 121, 122; STAT 231; an additional 33 credits of BIOL or other approved science courses, of which 24 credits must be at the 300 (may include 315) or 400 level (at least 3 credits must be BIOL at the 400 level, other than BIOL 475, 493 and 499); 18 credits arts electives to include one pair; 15 credits approved electives; 6 credits open electives.

Joint Honours and Joint Advanced Major

Joint honours and joint advanced major programs may be offered with other departments. For course patterns see sections 7.1.3. Students considering a joint honours or advanced major should consult with the relevant department chairs as early as possible. A concentration in health sciences, ecology, cell and molecular biology, animal biology, plant biology or aquatic biology may be completed for students having biology as their Science A. Requirements are as listed for advanced major and honours programs.

BSc Advanced Major in Biology with Business Administration

Science A	BIOL 111, 112, 12 credits from BIOL 201, 202, 203, 204, 315; and BIOL 391, 491; 18 additional BIOL credits must include at least 12 credits at the 300 (may include 315) or 400 level (at least 3 credits must be BIOL at the 400 level, other than 499)
BSAD/CSCI/ECON	BSAD 111, 102, 471; 12 credits from BSAD 221, 223, 231, 241, 261, 281; 9 additional BSAD credits; CSCI 135; ECON 101, 102
Science B	MATH 126, 127; BIOL/STAT 331; 3 additional MATH, STAT credits
Science C	CHEM 101, 102 or 121, 122
Arts X	12 credits
Arts Y	6 credits
Electives	9 additional credits

Co-operative Education Program in Biology

This optional academic program allows students the opportunity to gain 12 months of professional, paid work experience in a range of opportunities in industry, government and not-for-profit across Canada. Students can gain technical and professional experience in field and lab work, research, policy and education to reinforce classroom-based instruction and to increase students' networks and employability. The Biology Co-op Program is accredited by the Co-operative Education & Work-Integrated Learning Canada (CEWIL Canada). COOP 405 (3-credits) can be used as BIOL elective or as an open or approved elective. For further information on work term sequencing options and professional development training topics see section 9.13.

111 Introductory Cell Biology

An introduction to cells, their structure and function, and the techniques used to study them. Provides a basic introduction to cells as the building blocks of all life. Required for all students continuing in biology. Three credits and lab.

112 Diversity of Life

This course emphasizes the interrelationships of living systems and their roles in the global ecosystem. Students explore evolution and the origins of life, organismic diversity, adaptations, and ecology. Human interactions with the diversity of life are considered throughout the course. Basic skills that underpin success as an undergraduate student are also emphasized. Required for all students continuing in biology. Three credits and lab.

115 Microbes in Human Biology

An introduction to microorganisms from a human perspective for students in the nursing program. Topics include bacterial structure and function, bacterial genetics and antibiotic resistance, and viral structure and infection. Credit will be granted for only one of BIOL 115 or BIOL 215. Restricted to nursing students. Cannot be used as science A for biology students. Three credits and tutorial.

151 Fundamentals of Human Anatomy & Physiology I

An integrated approach to the study of the anatomy and physiology of the following: the integumentary, skeletal, muscular, nervous and endocrine systems. The course provides students with a comprehensive working knowledge of the anatomic and physiologic aspects of these systems. Credit will be granted for only one of BIOL 151, BIOL 251 or HKIN 151. Restricted to first-year nursing students. Three credits and lab.

152 Fundamentals of Human Anatomy & Physiology II

An integrated approach to the study of the anatomy and physiology of the following: cardiovascular, respiratory, immune, digestive, urinary and reproductive systems. The course provides students with a comprehensive working knowledge of the anatomic and physiologic aspects of these systems. Credit will be granted for only one of BIOL 152, BIOL 252 or HKIN 152. Restricted to first-year nursing students. Prerequisite: BIOL 151. Three credits and lab.

201 Animal Biology

An introduction to major groups of animals, emphasizing the structure, physiology and way of life of certain species. Prerequisites: an average of 55 in BIOL 111, 112 for biology majors, advanced majors or honours students. Three credits and lab.

202 Plant Biology

An introduction to the diversity, form and function of plants emphasizing the biology of land plants. Organisms are treated from the perspectives of evolution, reproduction, physiology, and ecology. Prerequisites: an average of 55 in BIOL 111, 112 for biology majors, advanced majors or honours students. Three credits and lab.

203 Introductory Ecology

An introduction to the fundamental concepts of ecology, exploring how organisms interact with their environment and with each other, at the levels of populations, communities and entire ecosystems. Interactions from competition to food chains are considered from an evolutionary perspective recognizing the role of the physical environment and humanity. Prerequisites: an average of 55 in BIOL 111, 112 for biology majors, advanced majors or honours students. Three credits and lab.

204 Introduction to Genetics

An introduction to the mechanisms of inheritance, genome structure, and genetic analysis. Concepts include: DNA structure and function; gene regulation, mutation, repair, linkage; gene manipulation. Laboratory involves problem solving and genetic crosses with fruit flies. Prerequisites: an average of 55 in BIOL 111, 112 for biology majors, advanced majors or honours students. Three credits and lab.

215 Microbiology for Human Nutrition

An introduction to microorganisms from a human health perspective, that focuses on immunological concepts, viruses, bacteria and fungi. Laboratories cover basic microbiological techniques and tutorials cover microorganisms from the food perspective. Credit will be granted for only one of BIOL 215 or BIOL 115. Restricted to Human Nutrition students and Human Kinetics students with Nutrition minor. Cannot be used as science A for biology students. Prerequisites: BIOL 111. Three credits and lab/tutorial.

220 Biological Perspective of Health and Environmental Issues

This course is restricted to students in particular degree programs, as outlined below. This course concerns how scientific principles are established. Topics include evolution and diversity, ecology and food, human evolution and population, diabetes, homeostasis, HIV and vaccines, antibiotic resistance, and cancer. Acceptable for credit only in the Faculties of Arts and Business; in the BASc programs; in the HKIN programs; and as an open elective in the B.Sc. in Nursing and the B.Sc. in Human Nutrition. Direct all inquiries and override requests to Online Learning and Professional Studies. Online format delivery. Six credits.

221 Issues in Resource Management

This course introduces the basic science necessary to understand current resource issues such as wildlife, forestry and aquatic systems management with the goal of understanding resource decision making, and how human activities can alter terrestrial and aquatic ecosystems. Cross-listed as AQUA 221. Prerequisite: AQUA 101 and 102 or BIOL 112 or upper-year status in non-science programs. Cannot be used as science A for biology students. Three credits.

251 Human Anatomy and Physiology I

An integrated approach to the study of the anatomy and physiology of the following: the integumentary, skeletal, muscular, nervous and endocrine systems. The course provides students with a comprehensive working knowledge of the anatomic and physiologic aspects of these systems. Credit will be granted for only one of BIOL 251, BIOL 151, HKIN 151. Restricted to BSc and BASc Health students. Prerequisite: BIOL 111. Three credits and lab.

252 Human Anatomy and Physiology II

An integrated approach to the study of the anatomy and physiology of the following: cardiovascular, respiratory, immune, digestive, urinary and reproductive systems. The course provides students with a comprehensive working knowledge of the anatomic and physiologic aspects of these systems. Credit will be granted for only one of BIOL 252, BIOL 152, HKIN 152. Restricted to BSc and BASc Health students. Prerequisite: BIOL 251. Three credits and lab.

302 Evolution

Life on our planet, in all its wonderful diversity, has evolved to be this way. This course will introduce the student to the core concepts of Darwinian natural selection, the process of speciation, methods of phylogenetic construction, the relationship between phylogenetics and taxonomy, analysis of evolutionary patterns, the history of life on Earth, and selected topics including human evolution and social behaviour. Prerequisites: BIOL 204 and one of BIOL 201, 202, 203. Three credits and tutorial.

304 Comparative Physiology

This course uses an integrative approach to study the function of organ systems, including neural, cardiovascular, muscular, respiratory, renal, reproductive and endocrine. Examples of how animals, including humans, respond to different demands imposed by their environment and activities will be discussed. Prerequisite: BIOL 201 or BIOL 251/252. Three credits and lab.

308 Biology of Populations

This course covers the principles of plant and animal population dynamics. The great diversity in growth, survival, reproduction, and dispersal patterns in aquatic and terrestrial populations is examined. Contents include theory, evidence from experimental studies and the interaction between the environment and populations. Prerequisite: BIOL 203 or permission of the instructor. Three credits.

311 Coastal Marine Ecology

An introduction to coastal marine habitats and the factors that influence the population and community structure of primary producers and consumers. The course includes an overview of marine ecological theory, fieldwork, and laboratory observations, focusing on Nova Scotia shores. Prerequisite: BIOL 203. Three credits, lab and research project.

315 Introductory Microbiology

Provides a broad perspective on the microbial world and its role in the biosphere. The diversity, morphology and physiology of prokaryotic microorganisms will be discussed. Laboratories stress basic microbiological techniques including microscopic examination, isolation from natural environments, enumeration and examination of physiology. Prerequisites: BIOL 201, 204; and six credits of second year organic chemistry or biochemistry: CHEM 221/222(220) or CHEM 225 and 255 or (beginning in 2023-24) CHEM 221 and 255. Open to human kinetics and health students upon completion of BIOL 204 and six credits of chemistry as previously described. Three credits and lab.

320 Biology of Cancer

An introduction to the problem of cancer, emphasizing the cellular and molecular biology of carcinogenesis in humans. The multi-causal, multi-step nature of the process will be highlighted, including the role of viruses, oncogenes, carcinogens and ionizing radiations. Prerequisites: BIOL 204; BIOL 201 or BIOL 251/252. Three credits and lab.

331 Statistical Methods

An investigation of statistics and experimental design in the context of biological and health science issues. Topics include analysis of variance, categorical data; distribution-free tests; linear and multiple regression. Students will learn to analyze data and interpret conclusions using a statistical software package. Recommended strongly for all major, advanced major, and honours students. Credit will be granted for only one of STAT 331, PSYC 394, or PSYC 390. Cross-listed as STAT 331. Prerequisite: STAT 101 or 224 or 231. Three credits and a one-hour lab.

335 Developmental Biology

The course provides an introduction to the means by which animals replicate themselves. Students will be introduced to experimental methods, intercellular communication, the diversity of different ways that animals develop and the role of gene regulation therein. Laboratories will highlight topics covered in lecture and introduce students to some experimental techniques. Prerequisites: BIOL 201, 204. Three credits and lab.

342 Invertebrate Zoology

A comparative study of invertebrate animals and their adaptations, including their morphology, behaviour, physiology, ecology and evolution. Students will learn the remarkable diversity of both form and function in these animals. At the same time, students will refine their powers of observation, improve their ability to ask and answer critical questions about organisms, and design experiments that will lead to further insight into invertebrate zoology. Prerequisite: BIOL 201. Three credits and lab.

343 Comparative Anatomy of Vertebrates

A comparative study of the anatomy and evolution of chordate animals with emphasis on the vertebrates, including humans. In the laboratory, students will study the anatomy of representative vertebrates and will complete a project focusing on local wildlife. Prerequisite: BIOL 201. Three credits and lab.

345 Communities and Ecosystems

An outline of the essential theory of community and ecosystem ecology, including climate drivers, mineral cycles, energy flow and community structure. The concepts of succession, food webs and biodiversity are illustrated with comparative examples drawn from a variety of aquatic and terrestrial ecosystems. Prerequisites: BIOL 201, 202, 203. Three credits.

360 Global Change Biology

This course analyzes major anthropogenic phenomena that are currently affecting natural systems at a global scale. Topics include global warming, ocean acidification, species invasions, habitat fragmentation, and overfishing, focusing on the effects of such processes on aquatic and terrestrial organisms. Successful mitigation and conservation strategies are evaluated. Prerequisites: BIOL 201, 202, 203. Three credits.

374 Human Neuropsychology

Neuropsychology is the study of how damage to the brain causes changes in thoughts and behaviours. Cognitive changes associated with specific diseases/conditions will be the focus of the course (e.g., Alzheimer's disease, multiple sclerosis, Parkinson's disease, stroke, etc.). Examples of cognitive and behavioural symptoms will be presented via videos, audio recordings, and performance on neuropsychological tests. The assessment of cognitive processes will be introduced and relevant structural and functional neuroanatomy will be reviewed. Cross-listed as PSYC373. Prerequisites: 6 credits PSYC at the 200 level; PSYC 230 recommended but not required. Three credits.

381 Selected Topics

The topic for 2023-2024 is Biological Research Experience. An introduction to the fundamentals of biological research and ways of knowing about life, including two-eyed seeing. Students participate in interactive lectures and experiential learning activities in the laboratory and by field trips, conduct a semester-long group research project, and present their findings in written and oral forms. Prerequisites: BIOL 111, 112, and permission of the instructor. Three credits and lab.

382 Selected Topics

The topic for 2023-2024 is Evolutionary Medicine. Applying principles of evolutionary biology to medicine provides new insight into modern health challenges. This course introduces relevant core concepts, including human adaptation to past environments, human-pathogen coevolution, and why natural selection produces organisms that grow old and die. Case studies examine infectious and chronic diseases. Prerequisites: BIOL 204 and one of BIOL 201, 251, 252. Three credits.

391 Career Development Junior Seminar

Modular course helping students prepare for careers and programs that follow graduation. Various optional activities help in choosing a career, gaining admission to graduate or professional programs, getting involved in research, and developing

transferable professional skills. Honours students are guided in choosing a supervisor and preparing for thesis work. Required for all biology advanced major and honours students in their third year. Recommended but not required for major students in their third year. No credit.

395 Cell Biology

An introduction to the eukaryotic cell that will emphasize cellular responses to a changing environment, including relationships between biochemical mechanisms and organelle functions, and techniques used to study cell function. Prerequisites: BIOL 201, 204; CHEM 221/222(220) or 255. Three credits and lab.

398 Selected Topics

The topic for 2023-2024 is Exploring Native Microbiota. Microorganisms are more numerous and diverse than all "macroorganisms" put together and are able to survive in Earth's most inhospitable environments. With the recent development of DNA sequencing technologies, we now have powerful tools for identifying, growing, and studying the genetic diversity of this "unseen majority". In this field and lab-based research course, you will take samples from an environment of your choice and learn how to use modern tools to study the resident microorganisms. Prerequisite: BIOL 315 or permission of the instructor. Three credits and lab.

405 Comparative Endocrinology

This course provides an introduction to the major endocrine and neuroendocrine systems and their involvement in the control of physiological function in vertebrates. An emphasis will be on mammalian systems, however, examples from other vertebrate taxa will also be discussed. Areas of exploration will include the regulation of feeding and metabolism, ion homeostasis, stress, and reproduction. Prerequisites: BIOL 251 and 252 or BIOL 304. Three credits and a lab.

415 Biogeography

A lecture and seminar course on the description and interpretation of past and present distributions of plants and animals. There will be integration of evolutionary, ecological and historical concepts, and both aquatic and terrestrial organisms will be considered. Prerequisite: BIOL 203 or permission of the instructor. Three credits and tutorial.

452 Bioinformatics

Biology is now in the digital age. DNA and protein sequences are accumulating at an exponential rate. Bioinformatics uses computers to archive, organize, retrieve and analyze biological information. This course will focus on how data are generated, accessed and managed, how to retrieve particular types of data and what some of the end users of these data are. No computing background required. Prerequisite: permission of the instructor. Three credits.

453 Advanced Behavioral Neuroscience I: Neurobiology of Psychological Disorders

Topics in the field of behavioural neuroscience will be considered. The precise topics covered in the seminar will change from year to year, however the focus of the course content will be on various aspects of the behavioural neuroscience, including, but not limited to the etiology, diagnosis and treatment of neurological disorders, broadly defined. Credit will be granted for only one of BIOL 453 or BIOL 450. Cross-listed as PSYC 431. Prerequisite: PSYC 230 or permission of the psychology department chair. Lab component. Three credits.

454 Advanced Behavioral Neuroscience II: Contemporary Issues

This is a seminar course in which current topics in the field of behavioural neuroscience are considered. Credit will be granted for only one of BIOL 454 or BIOL 450. Cross-listed as PSYC 432. Restricted to advanced major and honours students. Prerequisite: PSYC 230 or permission of the psychology department chair. Three credits.

475 Honours Thesis I

Provides credit for background research and preparation of the Introduction to the Honours Thesis. Required for and restricted to honours students only, who must register in both BIOL 475 and 493. Three credits.

484 Animal Behaviour

An introduction to the principles of ethology drawing on examples from all animal phyla, with an emphasis on vertebrates. Students learn both the physiological and evolutionary bases of behaviour. Topics covered will span simple reflexes through complex social behaviours, including survival, predation, habitat selection, communication, and mating behaviours. Participation in field trips is required. Prerequisite: BIOL 201 or PSYC 230. Three credits and lab.

481 Selected Topics

The topic for 2023-2024 is Restoration Ecology. This integrative course introduces students to the variety of ways that degraded ecosystems, terrestrial and aquatic, can be restored by the application of ecological principles. These ideas are illustrated with Nova Scotia case studies involving invasive species, stream restoration, reforestation and contaminated sites. Credit will be granted for only one of BIOL 481 and BIOL 468. Prerequisites: BIOL 201, 202, 203; BIOL 345 recommended. Three credits.

491 Senior Seminar

Seminars on topics of major biological interest are presented by faculty members, staff, and visiting scientists. Provides an opportunity for deeper engagement with contemporary ideas from across all areas of biology. Required for all biology advanced major and honours students in their final year of study. Recommended but not required for major students in their final year of study. No credit.

493 Honours Thesis II

This course exposes undergraduates to original research, including the design of an investigation, data collection and analysis, and presentation of the findings. The course also provides in-depth training in critical thinking and communication skills that are broadly applicable following graduation. Preparation for the honours program begins in BIOL 391. For details, see the department website or contact the departmental coordinator of students. Three credits.

499 Directed Studies

Students with an average of at least 75 may, on a tutorial basis under the guidance of a professor, pursue an area of interest involving experimental research not normally offered by the department. Three or six credits and lab.

GRADUATE COURSES

		Credits
501	Advanced Biomechanics	3
502	Advanced Topics in Membrane Biology	3
504	Topics in Vertebrate Physiology	3
511	Advanced Marine Ecology	3
515	Topics in Microbiology	3
517	Topics in Molecular Biology	3
523	Bioinformatics	3
525	Advanced Cell Biology	3
533	Advanced Topics in Biometrics	3
545	Topics in Phycology	3
551	Advanced Population Ecology	3
571	Advanced Topics in Ecology	3
575	Winter Ecology	3
580	Seminars in Phycology	3
581	Selected Topics	3
585	Topics in Avian Biology	3
586	Advanced Topics in Animal Behaviour	3
587	Advanced Topics in Neuroethology	3
590	Topics in Botany	3
594	Thesis Proposal	3
595	Topics in Cell Biology	3
596	Research Methods in Biology	3
598	Research	6
599	Thesis	18

9.6 BUSINESS ADMINISTRATION (BSAD)

J. Alex, CPA, CA
D. Anthony, Ph.D.
T. Boyle, Ph.D.
L. Brennan, MBA
J. Fraser, CPA
M. Fuller, Ph.D.
J. Hood, MA
T.W. Hynes, Ph.D.
Johnson, T., MBA, CFA
M. Lent, Ph.D.
O. Leung, Ph.D.
S. Litz, Ph.D.
B. Long, Ph.D., CPA, CMA
K. MacAulay, Ph.D., CPA, CA
M. MacIsaac, MBA
R.F. Madden, MBA, FCPA, FCA
T. Mahaffey, Ph.D.
N. Maltby, Ph.D.
D. Mattie, M.Sc.
B. Morrison, Ph.D.
B. Mukerji, Ph.D.
R. McIver, B.Comm., CPA, CA
Y. Nguyen, Ph.D.
M. Oxner, Ph.D., CPA, CA, CFA
R. Palanisamy, Ph.D.
B. Parikh, Ph.D.
V. Vishwakarma, Ph.D.
Y. Wang, Ph.D.

Part Time
C. Boyd, LL.B.
B. Hatt, LL.B.
M. MacGillivray Case, LL.B.

Welcome to business administration at StFX, where students graduate with the knowledge, skills and attitudes needed to become effective contributors to a variety of organizational types (including for-profit, not-for-profit, entrepreneurial start-ups, and the public sector) or to begin graduate study. This program puts students on the fast track to careers in a wide range of business capacities, and we are known to produce some of the world's most influential business and industry leaders. To attain this objective, our programs combine the acquisition of conceptual knowledge with applied and experiential learning approaches that include projects, presentations, simulations, field trips, class discussions, case analyzes, lectures, readings, films, guest speakers, service learning, and much more. Students work with faculty who blend research excellence with significant practical business experience and whose research interests are relevant to practicing managers.

The BBA program provides three program options of major, advanced major and honours within each of the following seven streams or functional areas: accounting, enterprise systems, entrepreneurship, finance, international business, management and leadership, and marketing. The BBA program in partnership with NSCC also provides a collaborative program where students can earn in four years a BBA Advanced Major and Graduate Certificate in Business Intelligence and Analytics. Students can also earn a BBA joint honours in business administration and economics. All BBA students (except for those in business intelligence and analytics) must declare a major at the end of their second year in one of the streams previously listed, except for students who meet the eligibility criteria detailed in chapter 5 who may instead opt to apply for an advanced major or honours degree path in one of these streams.

Each stream in the BBA program consists of an integrated set of required courses in BSAD, ECON, MATH, and STAT, complemented by elective courses in the arts and/or sciences. Students may also choose a Co-op work-study option and/or may participate in an international exchange and earn credits abroad that may count toward their BBA degree.

To earn a BBA degree, students must successfully complete courses with a combined value of 120 credits. All BSAD courses are one-term, three-credit courses. Normally BBA students earn 30 credits per year for each of four years. At least 36 of each student's 63 BSAD credits must be earned at StFX.

The Post-baccalaureate Diploma in Enterprise IT Management is focused on designing, deploying, and managing information technology (IT) and enterprise systems in organizations. The program is offered to students who have already earned an undergraduate degree from any area. Students in this program must successfully complete 48 credits of BSAD courses. Normally, post-baccalaureate students earn 24 credits per year for each of two years.

Students who wish to study business administration and another discipline may choose the B.Sc. with advanced major in a science with business administration (see chapter 7), or the BA with major or advanced major in economics and a minor in business administration (see section 9.16). Students may also choose to complete a minor in disciplines outside business including sport management, see section 9.36.

Transfer students should consult with the academic advising office prior to registration to confirm their course selections.

Admission to the BBA Program

Admission to the BBA program may be restricted based on quotas, general average, and course grades. See chapter 1 for general admission requirements.

Admission to the Post-baccalaureate Diploma in Enterprise IT Management

Admission to the Post-baccalaureate Diploma in Enterprise IT Management program may be restricted based on quotas, general average, and course grades. See chapter 1 for general admission requirements.

Advancement in the BBA and Post-baccalaureate Diploma Programs

BSAD 200-level courses are prerequisites for 300-level courses. Admission to 400-level courses normally requires completion of one or more courses at the 300 level. Permission of the department chair to register in a course may override the normal prerequisites.

Substitutions

A BBA student may substitute courses in subjects other than business administration for BSAD electives. Substitutions are not automatic. Students must apply in writing to the department chair indicating the career or program rationale for requesting a substitution. For example, students with credit for MATH 106 or 126 may wish to substitute MATH 106 or 126 for the MATH 105 requirement. ECON 271 may also be substituted for MATH 105 for students who are interested in finance.

300- and 400-Level BSAD Electives

Many BSAD electives at the 300 and 400 level may be taken in either the third or fourth year of the BBA program or second year of the Post-baccalaureate Diploma program. Students should be mindful of the course prerequisites and consider the appropriate sequencing of their courses. Permission of the department chair to register in a course may override the normal prerequisites.

BBA in Business Intelligence and Analytics with Graduate Certificate

Data and business analysts use a mix of best practices, specialized technology, and creative problem solving to derive actionable insights from diverse sources of data. These insights help businesses become more agile, strategic, and competitive. This 4-year collaborative program with NSCC provides a seamless, experiential education in the growing and high demand area of business intelligence and analytics. In dynamic and hands-on learning environments, students will learn how to use, deploy, and manage the latest business intelligence and enterprise systems, such as PowerBI, Tableau, and SAP S/4HANA that help to the enhance the performance and competitiveness of businesses. Students will graduate with both a BBA Advanced Major and Graduate Certificate in Business Intelligence and Analytics.

There are two points of program entry. Students can start the program at StFX or NSCC. Below is the course sequence for the StFX entry pathway:

Year 1	BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2	BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives
Year 3	Students will study at the NSCC Pictou Campus. Students will complete courses in data reporting, data warehousing, data science, database management, and business intelligence, as well as a work placement.
Year 4	BSAD 382, 386, 482, 483, 487, 492; 12 credits arts/science electives

BBA in Entrepreneurship with B.Sc. in Human Nutrition

This five-year, two-degree program is for BBA students interested in alternative career paths who wish to pursue a degree in nutrition with a focus on entrepreneurship should follow the course pattern below. The double degree option will prepare BBA students to work within the food industry (product development and evaluation, food safety, etc.), marketing, or consumer affairs with various employers including their own start-ups, industry, not-for-profits and other related areas of practice. From the development of new plant-based food products to eco-friendly packaging and emergency preparedness initiatives, food and health-related businesses remain among the most popular start-ups in Canada. To complete both degrees in five

years the recommended course pattern involves:

Year 1 BSAD 111, 112; CHEM 101, 102; ECON 101, 102; MATH 105; STAT 101; 6 credits Arts X
Year 2 BSAD 221, 223, 261, 231, 281, 241; BIOL 111, 215; 6 credits Arts X
Year 3 BSAD 356, 332; 3 credits BSAD elective; HNU 142, 242, 262; BIOL 251, 252; CHEM 225, 255
Year 4 BSAD 456; HNU 146, 145, 351, 365, 384, 405, 475; 6 credits HNU electives
Year 5 BSAD 352, 453, 458, 471; 3 credits entrepreneurship elective, 3 credits BSAD elective; HNU 328, 445; 6 credits HNU electives

To obtain a second degree from StFX, students must complete a minimum of 30 additional StFX credits above the first-degree requirements (for a minimum total of 150 credits).

BBA with Minor in Sport Management

BBA students may earn a Minor in Sport Management, consisting of 24 credits which replace one 12-credit pair plus the 12 credits of arts/science in the BBA degree pattern. Students earn the minor concurrently with their chosen major/advanced major/honours in one of the areas listed above. Course requirements and the normal course progression are as follows; see the Sport Management, section 9.36 for additional information.

Year 1 SMGT 101
Year 2 HKIN 264, HKIN 352
Year 3 SMGT 322, SMGT 327; 3 credits SMGT designated courses
Year 4 SMGT 423; 3 credits SMGT designated courses

Co-operative Education Programs in Business Administration

This optional academic program offers BBA students the opportunity to gain 12 months of professional, paid work experience in a range of opportunities in industry, government and not-for-profit across Canada. Students can gain professional experience within the fields of accounting, finance, marketing, management, enterprise systems and more, to reinforce classroom-based instruction and to increase students' networks and employability. The Business Co-op Program is accredited by the Co-operative Education & Work-Integrated Learning Canada (CEWIL Canada). COOP 405 can be used as a BSAD elective or as an open elective. For further information on work term sequencing options and professional development training topics see section 9.13.

Post-baccalaureate Diploma in Enterprise IT Management

An enterprise system is a single large-scale technology solution that supports the key business processes, information flows, and data reporting of an entire organization. In addition to meeting the most basic information needs of organizations, enterprise systems also help to improve competitiveness through the inclusion of business intelligence, knowledge management, customer relationship management, supply chain management, and product life cycle management capabilities. Developing and managing enterprise systems solutions not only require detailed technical knowledge, but also an understanding of business process redesign, project management, and change management.

The Post-baccalaureate Diploma in Enterprise IT Management (PB DIP ENITM) is a 2-year diploma program focused on designing, deploying and managing information technology (IT) and enterprise systems in organizations.

The diploma program utilizes the latest and most well-known technology solutions and tools, such as SAP S/4HANA.The program provides instruction in a variety of business and technology areas and includes hands-on experience with software widely used by large global companies, such as SAP S/4HANA. Upon graduation, students will possess the knowledge and skills to work as enterprise systems consultants, IT consultants, or systems analysts.

The normal course sequence for the Post-baccalaureate in Enterprise IT Management is:

Year 1 BSAD 261, 281, 361, 382, 384, 385, 386, 3 credit BSAD elective
Year 2 BSAD 383, 387, 389, 482, 483, 484, 487, 3 credit BSAD elective

Students in the Post-baccalaureate Diploma in Enterprise IT Management can apply to complete Co-operative Education (Co-op).

Co-operative Education Program in Post-baccalaureate Diploma in Enterprise IT Management

This optional academic program offers PB DIP ENITM students the opportunity to gain 4 months of professional, paid work experience in a range of opportunities in industry, government and not-for-profit across Canada. PB DIP ENITM students can apply to Co-op Education in the summer before starting their first year of the program in the fall semester. PB DIP ENITM students complete professional development training, one four-month work term, and a capstone course, COOP 530. See section 9.13 for further information.

Affiliations with Professional Associations

The Schwartz School of Business maintains ongoing relationships with Chartered Professional Accountants (CPA) Atlantic and graduates may earn credit for all courses that serve as prerequisites which will allow for direct entry into the CPA Professional Education Program. The School is also affiliated by the Chartered Financial Analyst (CFA) University Affiliation Program. The CFA Institute affiliates select universities around the world that have embedded into their degree programs a significant percentage (more than 70%) of the CFA® Program Candidate Body of Knowledge. This recognition and affiliation signals that the degree's curriculum is closely tied to professional practice and is well suited to students preparing to sit for the CFA® examinations. Graduates may also earn credit for courses toward the Canadian Institute of Management designations (e.g. CIM), the Chartered Professional in Human Resources (CPHR) designation and other professional certification programs.

BBA Major Degrees

The BBA program offers majors in accounting, enterprise systems, entrepreneurship, finance, international business, management and leadership, and marketing.

Accounting

Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives
Years 3 & 4 BSAD 321, 322, 323, 324, 471; 9 accounting credits from list below*; 15 credits BSAD electives; 12 credits arts/science electives; 9 credits open electives

* Accounting credits may be earned from this list of eligible courses: BSAD 342, 344, 345, 346, 351, 358, 424, 425, 426, 427, 428, 450, 460.

Enterprise Systems

Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives
Years 3 & 4 BSAD 382, 384, 385, 386, 471, 482, 483; 3 enterprise systems credits from list below*; 15 credits BSAD electives; 12 credits arts/science electives; 9 credits open electives

* Enterprise systems credits may be earned from this list of eligible courses: BSAD 381, 383, 387, 389, 484, 487.

Entrepreneurship

Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives
Years 3 & 4 BSAD 332, 356, 456, 458, 471; 9 entrepreneurship credits from list below*; 15 credits BSAD electives; 12 credits arts/science electives; 9 credits open electives

* Entrepreneurship credits may be earned from this list of eligible courses: BSAD 321, 331, 333, 335, 352, 357, 358, 383, 386, 453.

Finance

Year 1 BSAD 111, 112; ECON 101, 102; ECON 271 or MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 261, 281; ECON 201, 202; 6 credits arts/science electives
Years 3 & 4 BSAD 342, 344, 346, 471; 12 finance credits from the list below*; 15 credits BSAD electives; 12 credits arts/science electives; 9 credits open electives

* Finance credits may be earned from this list of eligible courses: BSAD 323, 345, 348, 349, 444, 445, 449, 450, 453, 460, 497.

International Business

Year 1: BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2: BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives
Years 3 & 4: BSAD 357, 358, 451, 452, 471; 9 IB credits from list below*; 15 credits BSAD electives; 12 credits arts/science electives; 9 credits open electives

* International Business credits may be earned from this list of eligible courses: BSAD 349, 382, 433, 473, 474.

Management and Leadership

Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives

Year 2 BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives
Years 3 & 4 BSAD 358, 361, 363**, 461, 471; 9 management credits from list below*; 15 credits BSAD electives; 12 credits arts/science electives; 9 credits open electives

* Management and Leadership credits may be earned from this list of eligible courses: BSAD 332, 362, 366, 367, 386, 427, 456, 462, 466, 467, 472, 473, 474.
** Students in the Management and Leadership Major along with a Minor in Sport Management will substitute BSAD 363 for another management elective.

Marketing
Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives
Years 3 & 4 BSAD 331, 333, 335, 358, 471; 9 marketing credits from list below*; 15 credits BSAD electives; 12 credits arts/science electives; 9 credits open electives

* Marketing credits may be earned from this list of eligible courses: BSAD 332, 383, 431, 432, 433, 434, 435, 436, 437, 439, 482, 495.

BBA Advanced Major Degrees

The BBA program offers advanced majors in accounting, business intelligence and analytics, enterprise systems, entrepreneurship, finance, international business, management & leadership, and marketing. All advanced major degree options require the achievement of a grade average (specified in chapter 5) and the completion of additional courses within the stream, including a Consulting Project (BSAD 492; except for advanced majors in accounting and finance).

Accounting
Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives
Years 3 & 4 BSAD 321, 322, 323, 324, 342, 424, 471; 9 accounting credits from list below of which 6 credits must be from sublist A*; 9 credits BSAD electives; 12 credits arts/science electives; 9 credits open electives

* Accounting credits may be earned from this list of eligible courses: BSAD 344, 345, 346, 351, 358, 450, 460 [plus sublist A: 425, 426, 427, 428].

Business Intelligence and Analytics
Students can start the program at NSCC or StFX. Below is the course sequence for the StFX entry pathway.
Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives
Year 3 Students will study at the NSCC Pictou Campus. Students will complete courses in data reporting, data warehousing, data science, database management, and business intelligence, as well as a work placement
Year 4 BSAD 382, 386, 482, 483, 487, 492; 12 credits arts/science electives

Enterprise Systems
Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives
Years 3 & 4 BSAD 382, 384, 385, 386, 471, 482, 483, 492; 6 enterprise systems credits from list below*; 9 credits BSAD electives; 12 credits arts/science electives; 9 credits open electives

* Enterprise systems credits may be earned from this list of eligible courses: BSAD 381, 383, 387, 389, 484, 487.

Entrepreneurship
Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives
Years 3 & 4 BSAD 332, 356, 453, 456, 458, 471, 492; 9 entrepreneurship credits from list below*; 9 credits BSAD electives; 12 credits arts/science electives; 9 credits open electives

* Entrepreneurship credits may be earned from this list of eligible courses: BSAD 321, 331, 333, 335, 352, 357, 358, 383, 386.

Finance
Year 1 BSAD 111, 112; ECON 101, 102; ECON 271 or MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 261, 281; ECON 201, 202; 6 credits arts/science electives
Years 3 & 4 BSAD 342, 344, 346, 444, 471; 15 finance credits from the list below*; 9 credits BSAD electives; 12 credits arts/science electives; 9 credits open electives

* Finance credits may be earned from this list of eligible courses: BSAD 323, 345, 348, 349, 445, 449, 450, 453, 460, 497.

International Business
Year 1: BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives**
Year 2: BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives**
Years 3 & 4***: BSAD 357, 358, 451, 452, 471, 492; 12 IB credits from list below*; 9 credits BSAD electives; 12 credits arts/science electives**; 9 credits open electives

* International Business credits may be earned from this list of eligible courses: BSAD 349, 382, 433, 473, 474.
** Advanced major and honours students are required to complete 12 credits (one arts pair) in a second language; this requirement will be waived for multilingual students providing acceptable evidence.
*** Advanced major and honours students are required to complete a minimum of one term abroad with an international exchange partner.

Management and Leadership
Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives
Years 3 & 4 BSAD 358, 361, 363**, 461, 471, 473, 492; 9 management credits from list below*; 9 credits BSAD electives; 12 credits arts/science electives; 9 credits open electives

* Management and Leadership credits may be earned from this list of eligible courses: BSAD 332, 362, 366, 367, 386, 427, 456, 462, 466, 467, 472, 474.
** Students in the Management and Leadership Major along with a Minor in Sport Management will substitute BSAD 363 for another management elective.

Marketing
Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives
Years 3 & 4 BSAD 331, 332, 333, 335, 358, 471, 492; 9 marketing credits from list below*; 9 credits BSAD electives; 12 credits arts/science electives; 9 open electives

* Marketing credits may be earned from this list of eligible courses: BSAD 383, 431, 432, 433, 434, 435, 436, 437, 439, 482, 495.

BBA Honours Degrees

The BBA program offers honours in accounting, enterprise systems, entrepreneurship, finance, international business, management and leadership, and marketing, and a joint honours degree in business administration and economics. Honours degree options require the achievement of a grade average (specified in chapter 5) and the completion of an honours thesis (BSAD 494) along with a research methods course as its prerequisite (typically BSAD 391).

Accounting
Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives
Years 3 & 4 BSAD 321, 322, 323, 324, 342, 391, 424, 471, 494; 3 accounting credits from list below*; 9 credits BSAD electives; 12 credits arts/science electives; 9 credits open electives

* Accounting credits may be earned from this list of eligible courses: BSAD 425, 426, 427, 428.

Enterprise Systems
Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives
Year 2 BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives
Years 3 & 4 BSAD 382, 384, 385, 386, 391, 471, 482, 483, 494; 3 enterprise

systems credits from list below*; 9 credits BSAD electives; 12 credits arts/science electives; 9 credits open electives

* Enterprise systems credits may be earned from this list of eligible courses: BSAD 381, 383, 387, 389, 484, 487.

Entrepreneurship

Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives

Year 2 BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives

Years 3 & 4 BSAD 356, 391, 453, 456, 458, 471, 494; 9 entrepreneurship credits from list below*; 9 credits BSAD electives; 12 credits arts/science electives; 9 credits open electives

* Entrepreneurship credits may be earned from this list of eligible courses: BSAD 321, 331, 333, 335, 352, 357, 358, 383, 386.

Finance

Year 1 BSAD 111, 112; ECON 101, 102; ECON 271 or MATH 105; STAT 101; 12 credits arts/science electives

Year 2 BSAD 221, 223, 231, 241, 261, 281; ECON 201, 202; 6 credits arts/science electives

Years 3 & 4 BSAD 342, 344, 346, 391 (may be substituted with ECON 372), 444, 471, 494; 9 finance credits from the list below*; 9 credits BSAD electives; 12 credits arts/science electives; 9 credits open electives

* Finance credits may be earned from this list of eligible courses: BSAD 323, 345, 348, 349, 445, 449, 450, 453, 460, 497.

International Business

Year 1: BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives**

Year 2: BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives**

Years 3 & 4***: BSAD 357, 358, 391, 451, 452, 471, 494; 9 IB credits from list below*; 9 credits BSAD electives; 12 credits arts/science electives**; 9 credits open electives

* International Business credits may be earned from this list of eligible courses: BSAD 349, 382, 433, 473, 474.

** Advanced major and honours students are required to complete 12 credits (one arts pair) in a second language; this requirement will be waived for multilingual students providing acceptable evidence.

*** Advanced major and honours students are required to complete a minimum of one term abroad with an international exchange partner.

Management and Leadership

Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives

Year 2 BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives

Years 3 & 4 BSAD 358, 361, 363**, 391, 461, 471, 473, 494; 6 management credits from list below*; 9 credits BSAD electives; 12 credits arts/science electives; 9 credits open electives

* Management and Leadership credits may be earned from this list of eligible courses: BSAD 332, 362, 366, 367, 386, 427, 456, 462, 466, 467, 472, 474.

** Students in the Management and Leadership Major along with a Minor in Sport Management will substitute BSAD 363 for another management elective.

Marketing

Year 1 BSAD 111, 112; ECON 101, 102; MATH 105; STAT 101; 12 credits arts/science electives

Year 2 BSAD 221, 223, 231, 241, 261, 281; 12 credits arts/science electives

Years 3 & 4 BSAD 331, 333, 335, 358, 391, 471, 494; 9 marketing credits from list below*; 9 credits BSAD electives; 12 credits arts/science electives; 9 credits open electives

* Marketing credits may be earned from this list of eligible courses: BSAD 383, 431, 432, 433, 434, 435, 436, 437, 439, 482, 495.

BBA Joint Honours Degree

The normal course sequence for the BBA with joint honours in business administration and economics.

Year 1 BSAD 111, 112; ECON 101, 102; ECON 271 or MATH 106 or 126 or 105; STAT 101; 12 credits arts/science electives

Year 2 BSAD 221, 223, 241, 281; ECON 201, 202, 301, 302; 6 credits arts/science electives

Years 3 & 4* BSAD 231, 261, 391, 471, 494; ECON 493; 12 credits BSAD electives at the 300/400 level; 12 credits ECON electives at the 300/400 level; 18 credits arts/science electives

* If the honours thesis is done in the economics department, BSAD 494 is replaced by ECON 494, BSAD 391 may be replaced by ECON 372, and six credits ECON electives are replaced by six credits BSAD elective.

Business Administration Courses

All BSAD courses are one-term, three-credit courses. Normally BBA students take 200-level courses in second year, primarily 300-level courses in third year and primarily 400-level courses in fourth year. Not all BSAD electives at the 300 or 400 level are offered every year.

111 Introduction to Business

An introduction to the Canadian business environment including exposure to the issues, trends, forces, organizations and personalities affecting businesses in Canada. The course exposes students to the types of teaching/learning experiences they will encounter in the BBA program, including case studies, teamwork, exercises, presentations, simulations, readings and lectures. Credit will be granted for only one of BSAD 111 and BSAD 101. Three credits and lab.

112 Business Decision-Making

Introduces students to the challenge of making business decisions, to the primary areas of business (management, marketing, operations, finance), and to the role of the general manager. The course provides an introduction to the core vocabulary and analytical tools appropriate to the functional areas, and helps students develop their analytical, presentation, small group management, and self-management skills. Credit will be granted for only one of BSAD 112 and BSAD 102. Prerequisite: BSAD 101. Three credits and lab.

221 Introductory Financial Accounting

An introduction to the basic concepts, principles and procedures underlying financial accounting and financial statement preparation and interpretation. Prerequisites: BSAD 101, 102. Three credits.

223 Introductory Managerial Accounting

An introduction to the basic concepts of management accounting and the use of accounting information for managerial decisions. Prerequisite: BSAD 221, completed or concurrent. Three credits.

231 Foundations of Marketing

Customers do not buy products. They buy benefits, satisfactions, and solutions. Students will leave this course with the client focus central to effective marketing. The course introduces core marketing concepts, employs exercises and cases to develop students' analytical skills, and provides an opportunity to demonstrate these skills through development of a comprehensive marketing plan. Prerequisites: BSAD 101, 102. Three credits.

241 Financial Management I

Covers fundamental aspects of financial decision-making, including financial analysis and planning, valuing stocks and bonds, capital budgeting, accessing capital markets, the cost of capital, and working capital management. Prerequisites: BSAD 221; MATH 105 completed or concurrent. Three credits.

261 Organizational Behaviour

Organizational behaviour introduces students to the context, concepts, principles and theories of human behaviour in organizations. The topics explored range from motivation to teamwork to communication. The objective is twofold: to understand how an organizational member might experience, interpret, and manage human relations as an individual and a group member; and to understand how the influences on human behaviour in turn contribute to organizational effectiveness. Prerequisites: BSAD 101, 102 or PB DIP ENITM standing. Three credits.

281 Foundations of Business Information Technology

This course introduces information technology and management in modern organizations. Key topics include innovation and competitive advantage through IT, enterprise systems, cloud technology and social media, business intelligence and analytics, security, privacy and ethics. The course will use cases of technology intensive organizations to illustrate concepts. Credit will be granted for only one of BSAD 281 or INFO 102. Prerequisites: BSAD 101, 102 or PB DIP ENITM standing. Three credits.

321 Intermediate Managerial Accounting I

Develops the ability to request and use accounting information in the process of planning and control. Topics include cost accounting, cost and revenue analysis for decision-making, budgeting, and performance analysis. Prerequisite: BSAD 223. Three credits.

322 Intermediate Managerial Accounting II

Examines in greater depth the topics introduced in BSAD 321, applying the concepts to more complex cases. Essential for students pursuing a career in accounting;

useful to non-accounting students with an interest in managerial uses of accounting information. Prerequisite: BSAD 321. Three credits.

323 Intermediate Financial Accounting I

An examination of accounting and reporting issues of the public reporting companies as they relate to published financial statements. The course examines controversial aspects of financial accounting with reference to current writings and the pronouncements of professional accounting bodies including IFRS. Emphasis is placed on income measurement and accounting for assets. Prerequisite: BSAD 221. Three credits.

324 Intermediate Financial Accounting II

A continuation of the examination of accounting and reporting issues of the public reporting companies as they relate to published financial statements. Emphasis is placed on accounting for debt, equity and special topics. Prerequisite: BSAD 323. Three credits.

331 Marketing Management

Marketing strategies are developed to capitalize on marketplace opportunities and overcome marketplace threats in order to create and deliver value. The key components of an overall marketing strategy are segmentation, target market selection, positioning, product/service, pricing, distribution, and advertising/promotion. Students will leave the course with an enhanced understanding of customer personas and journeys by developing marketing strategies using cases, projects, and a simulation. Prerequisites: BSAD 231; 223 completed or concurrent. Three credits.

332 Research Methods and Insights

Research is about being curious and providing information needed for fact-based decision-making. This course examines the research process, including ethics approval, with a focus on both qualitative and quantitative data collection and analysis. Students will leave the course knowing how to use industry leading software tools such as Statista, Qualtrics, NVivo, and SPSS. Although the primary context is about understanding the customer experience (CX), the research process is applicable to all areas of business. Credit will be granted for only one of BSAD 332 or BSAD 391. Prerequisite: BSAD 231. Three credits.

333 Professional Sales: Effective Communication and Persuasion

This course addresses the nature of professional selling. The course covers changes in the traditional selling process; strategically planning sales within a larger account strategy; strengthening communications; and building partnerships. Prerequisite: BSAD 231. Three credits.

335 Consumer Behaviour

Marketers study consumer behaviour to understand and predict how and why products and services satisfy consumer's needs. Students will learn how to apply concepts from psychology, sociology, and anthropology while exploring topics such as perception, motivation, attitude, culture, and reference groups. Students will complete exploratory consumer behaviour exercises and assignments and use theoretical concepts to create marketing solutions to cases. Prerequisite: BSAD 231. Three credits.

342 Financial Management II

Enhances students' knowledge of the financial management topics covered in BSAD 241 through the application of financial decision-making techniques and theories to business cases. Topics include risk and capital budgeting, dividend policy, leasing, capital structure, cost of capital and debt financing. Prerequisite: BSAD 241. Three credits.

344 Investment Management

Examines marketable securities as an investment medium, and the analytical techniques that may be employed in selecting a security and meeting an individual investor's requirements. Credit will be granted for only one of BSAD 344 or BSAD 443. Prerequisite: BSAD 241. Three credits.

345 Personal Financial Management

This course draws on the principles of finance and applies them to decisions faced by individuals in the management of their personal finances. The course explores the planning process using readings, cases and problems. Prerequisite: BSAD 241. Three credits.

346 Financial Statement Analysis

This course provides participants with the tools to make informed managerial decisions regarding a company's investments, financings, and operations. Techniques learned in this course will be used to understand the biases, limitations, and messages conveyed via the financial statements of a business. The course will examine issues such as revenue recognition, cash flow, profitability, and business valuation principles. Credit will be granted for only one of BSAD 346 or BSAD 498 (2013-2014). Prerequisites: BSAD 221, 241. Three credits.

348 Financial and Banking Institutions

This course aims at providing students with general understanding of Canadian financial institutions like commercial banks, mutual funds, pension funds, insurance companies, brokerage firms, hedge funds, credit unions, savings institution and their importance for efficient working of the financial markets. The structure of each financial institution and regulations like capital adequacy and deposit insurance pertaining to each institution is explored. Major risks associated with financial institutions like interest rate risk, credit risk, off-balance sheet activities risk, liquidity risk, foreign exchange risk and other operational risks are also discussed. Emphasis is also placed on the management of these risks by different financial institutions. Credit will be granted for only one of BSAD 348 or BSAD 496 (2014-2015, 2015-2016). Prerequisites: BSAD 241, 342, completed or concurrent. Three credits.

349 International Financial Management

This course focuses on financial management of the firm in the international marketplace. It provides grounding in the academic literature on international financial management and develops professional decision-making skills. Students will read extensively, and class discussions will include current issues and business cases. Credit will be granted for only one of BSAD 349 and BSAD 448(prior to 2019). Prerequisite: BSAD 241. Three credits.

351 Business Law

Introduces the legal system in Canada and provides a practical examination of laws affecting Canadian businesses, including: forms of ownership; the management and composition of corporations; the powers and duties of the board of directors; contract law (sale of goods, employment, insurance, real estate); creditor-debtor rights including bankruptcy; and the initiation and conduct of civil court actions. Prerequisites: BSAD 241; third or fourth-year status. Three credits.

352 Social Entrepreneurship

The context, models, trends, opportunities, and challenges associated with social entrepreneurship focus on areas of public concern such as economic development, education, community welfare, and healthcare. These issues are examined using case studies, group projects, and experiential learning. Emphasis is on how entrepreneurship is combined with the tools of business to create effective responses to social needs and innovative solutions to social problems. Credit will be granted for only one of BSAD 352 or BSAD 457. Cross-listed as DEVS 352. Prerequisite: BSAD 241. Three credits.

356 Entrepreneurship

Learn to think and act like an entrepreneur. This course provides the foundation for your entrepreneurial journey, covering topics such as the entrepreneurial mindset, problem discovery, customer discovery, business model development, and pitches. Throughout, you will be introduced to the theories and tools modern entrepreneurs use to design their ventures and be challenged to develop your own skills through class discussions and a term project. Cross-listed as HNU 471. Prerequisite: BSAD 102. Three credits.

357 International Business

This course examines the theory and methods of engaging in business internationally. The course involves selected aspects of globalization, culture, international trade theory, political economy, foreign direct investment, regional economic integration, the global monetary system, global strategy and international operations. Prerequisite: BSAD 102. Three credits.

358 Business Ethics

An application of philosophical theory to a variety of current issues relevant to business. By examining the consequences of business decisions upon a wide range of stakeholders, students are provided with an overview of the many ways in which business interacts with society and the social and moral responsibilities that this interaction may generate. Classes feature a mix of lectures and lively discussion, debates, and analysis of current events. Prerequisite: BSAD 261 or permission of the instructor. Three credits.

361 Organizational Analysis

Introduces students to important organizational theories and organizational design principles. The course focuses on topics ranging from organizational strategy, structure and culture to organizational change. It also addresses the historical development of the modern business corporation and its changing role in society currently as an agent and vehicle of globalization. Classes feature lectures and discussions, student presentations, and case-based applications of the covered material. Prerequisite: BSAD 261. Three credits

362 Career Dynamics

Introduces students to key concepts, theories, and principles of career management from the perspective of the individual and the organization. The course focuses on topics ranging from occupational choice, individual career patterns, and organizational career systems to career performance. The course provides

students with conceptual knowledge which will be helpful not only for developing their own career strategies and tactics but also for making informed decisions as organizational leaders. Classes feature lectures, discussions, and workshops. Prerequisite: BSAD 261. Three credits.

363 Human Resource Management

A review of the many functions of human resource management, including but not limited to employee selection, development, appraisal and compensation, in addition to the broader social and legal context which influences the HR practice. This course makes a case for the strategic role that proper management of human resources plays in successful organizations while providing an important critique of the practice. Credit will be granted for only one of BSAD 363 or SMGT 322. Prerequisite: BSAD 261. Three credits.

366 Indigenous Business in Canada

A course that addresses contemporary successes and challenges in the doing of Indigenous business in Canada. The course covers such topics as the direct impact that history and policy, past and present, have on business and business education; meaningful consultation; cross-cultural relations; Indigenous models of management and leadership; the Truth and Reconciliation process and Calls to Action; colonization, decolonization, and indigenization processes; protection work towards climate just futures; and more. The course introduces students to the works of various Indigenous scholars and practitioners in business and business education. Prerequisite: BSAD 261. Three credits.

367 Gender and Management

Reviews the recent growth of women managers in today's organizational world. Students examine gender roles in organizations and identify some of the barriers women experience in reaching the top. The course explores the systemic discrimination facing women and presents potential management models for women and men. Cross-listed as WMGS 367. Prerequisite: BSAD 261. Three credits.

381 Operations Management

Value cannot be generated by organizations without production or service operations. Operations management focuses on how organizations create value for customers and includes the design, production, distribution, and quality of goods and services. This course introduces operations management and its application to both manufacturing and service organizations. Topics include quality management and assurance, lean, productivity, logistics and supply chain management, and operations planning and strategy. Concepts will be applied using Excel Solver and SAP S/4HANA. Prerequisite: BSAD 281. Three credits.

382 Introduction to Enterprise Systems

This course introduces enterprise systems and its role in achieving effective business process integration. The course will discuss enterprise systems theory, the limitations of conventional information systems, and the challenges and business value of effective integration across departments along the supply chain. The SAP S/4HANA enterprise systems will be used to illustrate course concepts, with students receiving exposure to SAP S/4HANA navigation, modelling ontology and administration. Credit will be granted for only one of BSAD 382, INFO 245 or INFO 348. Prerequisite: BSAD 281. Three credits.

383 Mobile Commerce

This course focuses on concepts that will help business managers to take advantage of the evolving world of mobile commerce (m-commerce) and social media opportunities. The various concepts include e-business models, e-business technology infrastructure, building e-commerce mobile presence, social networks and mobile platforms for marketing and advertising, digital content and media, online retail mobile commerce from various industries, supply chain management and collaborative commerce, m-commerce security and payments, and ethical issues in m-commerce. Credit will be granted for only one of BSAD 383 or BSAD 415/INFO 446. Prerequisite: BSAD 281. Three credits.

384 Data Management and Analytics

Databases and database management systems (DBMS) provide the foundation for virtually all modern information systems. In this course, students develop an understanding of databases with a focus on relational database technology. Students learn to use the 'language' of relational databases, Structured Query Language (SQL), and how to design and implement databases. The course outlines how databases are designed to support both transaction processing and business intelligence applications. A major component of the course is a group project where student collaborate to conceive, design and build a computer-based application and database. Credit will be granted for only one of BSAD 384 or CSCI/INFO 275. Prerequisite: BSAD 281. Three credits.

385 Business Application Programming Using ABAP

This course introduces business application programming using the ABAP programming language. Topics include basic business programming concepts, variables, parameters, flow control, events, internal tables, SQL, external files, error handling, and code debugging. Professional programming techniques and best practices will be emphasized. Students will code management and drill-down report programs using data generated by an SAP S/4HANA enterprise system. The course assumes no prior knowledge of programming and is open to students in all Business streams. Prerequisite: BSAD 281. Three credits.

386 Project Management and Practice

This course introduces the project lifecycle and the internal and external influences of project success. Topics include project scope and plan, project costing and time techniques, risk management and mitigation, and effective project team management. Credit will be granted for only one of BSAD 386 or BSAD 416/INFO 416. Prerequisites: BSAD 261, 281. Three credits.

387 Organization Design Using SAP S/4HANA

Effective organization design is critical to enhancing the performance and innovativeness of today's complex and global companies. This course introduces organization design theory and practice. Through a case study, students will use SAP S/4HANA to undertake key organization and personnel management processes such as creating structures, departments, and positions, and performing recruitment and qualification management activities. This course is open to students in all Business streams and recommended for students interested in HR Management. Prerequisite: BSAD 281. Three credits. Not offered 2023-2024.

389 Technology and Innovation Management

Technology is both an enabler and driver of change in organizations. This course explores the relationship between technology, innovation, and organizational change. Emphasis is placed on selecting technological opportunities and understanding the organizational challenges that prevent technologies from being successful. Topics include the industry dynamics of technological innovation, standards battles and platform competition, steps to protect technological innovations, technology deployment strategies, and technology life cycles and obsolescence. Prerequisite: BSAD 281. Three credits.

391 Foundations of Management Research

An introduction to academic research in business and management. Topics include positivist and interpretivist paradigms in management research; developing conceptual models and hypotheses; defining a thesis statement; conducting a literature search; evaluating research; and understanding the limitations of management research. The key deliverable will be a thesis proposal. Credit will be granted for only one of BSAD 391 or BSAD 332. Required for all honours students. Three credits.

424 Financial Accounting Theory

A study of the development of accounting theory and the relationship of theory to practice. Major contributions to accounting theory will be examined. Prerequisite: BSAD 323. Three credits.

425 Auditing

An examination of audit strategy, procedures, and risk, as well as reporting standards and ethical and legal considerations in the current business environment. Emphasis is placed upon the theory of auditing in the context of the attest function. Prerequisite: BSAD 323. Three credits.

426 Advanced Accounting I

Develops an understanding of the financial reporting process by examining theory and practice in the management of financial disclosure. The course also deals with the accounting treatment of inter-corporate investments and consolidations. Prerequisite: BSAD 324. Three credits.

427 Management Control Systems

Focuses on managing organizational performance to optimize the implementation of organizational strategies. Within an established framework, this course reviews the process through which an organization manages performance, and specific techniques that are used to control the implementation of strategy. Concepts are reinforced via case analysis. Prerequisite: BSAD 321. Three credits.

428 Advanced Accounting II

Examines such accounting topics as the financial reporting of foreign currency transactions, the translation of foreign operations, and the financial reporting of not-for-profit and public sector organizations. The reporting requirements for interim and segmented financial statements are also examined. Prerequisite: BSAD 426. Three credits.

431 Services Marketing

This course augments other marketing electives by focussing on (intangible) services. Services account for the majority of Canada's GDP and most graduates will work in a service firm. Unlike products, most services are intangible, time constrained, co-produced by the provider and the customer, perishable and highly

variable. These characteristics pose unique challenges to sectors as diverse as cloud service providers, insurance, sports, investment advice, entertainment, tourism, and healthcare. Course methods are experiential and include presentations, exercises, cases, and journals. Prerequisites: BSAD 331, 335. Three credits.

432 Retailing

This course focuses on the strategic management of retail institutions using a marketing orientation. Topics include but are not limited to, the retail environment including recent trends, omnichannel considerations, location decisions, merchandise management, pricing, promotion and retail image. Exercises, cases and projects will be used to develop analytic proficiency and emphasize evidence-based solutions. Prerequisites: BSAD 331, 335. Three credits.

433 International Marketing

This course will focus on understanding the application of marketing principles across national borders. Topics to be covered in this course are principles and theories of marketing in international context; segmentation and targeting approaches for International markets, new product development for multiple foreign markets, International pricing, promotional and distribution strategies. Prerequisite: BSAD 357 or 331. Three credits.

434 Integrated Marketing Communications

Focuses on the design and implementation of integrated marketing communication strategies. Advertising and sales promotion activities are emphasized. Topics include defining the roles and objectives of marketing communications; selecting media; creating advertisements; and evaluating results. Prerequisites: BSAD 331, 335. Three credits.

435 Sales Force Management

An introductory course in sales force management. Topics include organizing the sales effort; establishing territories and quotas; hiring, training, compensating and supervising sales people; analyzing and evaluating the sales effort; and the ethical responsibilities associated with a sales career. Prerequisite: BSAD 333. Three credits.

436 Brand Management

This course covers brand strategy development processes and helps students understand ways to position or reposition brands across all consumer touch points including online conversations and social media. It will also cover key concepts such as brand risk, brand health tracking, the role of the brand manager, and the unique considerations in corporate and product brand marketing. Credit will be granted for only one of BSAD 436 and BSAD 498(2016-2018). Prerequisites: BSAD 331, 335. Three credits.

437 Digital Marketing Strategy

Focuses on aligning and executing a digital marketing strategy sensitive to the ways in which consumers interact with their brands and make purchasing decisions in today's hyper-connected media environment. By embracing the changing digital marketing landscape, students will learn to shape a digital strategy that allows insights to come to life in the right channel, for the right consumer, at the right time. Prerequisite: BSAD 331. Three credits.

439 Customer Relationship Management and Loyalty Marketing

Customer relationships are the fundamental element of today's competitive strategy that is central to marketing activities. This course adopts both a consumer and manager perspective on the strategic implications of customer relationships. This course utilizes a mix of lectures, readings, cases, and projects to explore relationship marketing theory and practices. This course will provide students with the opportunity to discern and understand the role of customer relationships as a core component of marketing strategy and consumer experiences. Prerequisites: BSAD 331, 335. Three credits.

444 Advanced Financial Management

Considers a broad range of financial management issues using the theory and procedural skills developed in earlier courses and applied to comprehensive case situations. Topics include working capital management, capital structure, dividend policy, cost of capital, capital budgeting, and mergers and acquisitions. Prerequisites: BSAD 342, 344. Three credits.

445 Derivatives

This comprehensive course in derivative markets and instruments focuses on analyzing standard derivative instruments such as forwards, futures, swaps, and options. By the end of the course, students will understand how these products work, how they are used, how they are priced, and how financial institutions hedge their risks when they trade the products. Additionally, they will better understand the social and economic consequences of derivatives, and their implications for the larger investment community. Prerequisite: BSAD 344. Three credits.

449 Portfolio Management

This course provides an exploration of the theory and practice of portfolio management. Students will learn tools for managing risk, allocating funds among asset classes, and measuring the success of managers. Student will also learn how market factors, at both the macro and micro level, impact portfolio performance. By the end of the course, participants will be able to construct an investment portfolio based on a solid understanding of investment principles and be able to use available financial market information to assess its on-going performance. Prerequisite: BSAD 344. Three credits.

450 Personal Taxation

The Canadian economic environment is characterized by taxation legislation that impacts the financial decisions and cash flow planning of individual Canadians. The course examines the tax implications, as required by the *Income Tax Act*, on personal financial decisions. Credit will be granted for only one of BSAD 450 and BSAD 454. Prerequisite: BSAD 241. Three credits.

451 Cases in International Business

This course enables students to explore topics addressed in the introductory course BSAD 357 in more detail and requires students to apply the knowledge in a cross-functional manner for decision-making and problem solving. Students are required to systematically work in teams and analyze cross-functional problems from an international business perspective. Course methods: cases; simulations; exercises. Prerequisite: BSAD 261. Three credits.

452 Comparative International Strategy

The course examines topics at the intersection of international business and strategic management. This includes market variation; foreign market entry; and business strategies drawn from different theoretical perspectives set in a future-oriented context. Course methods may include a CEO panel interview experience, lectures, curated readings, guest speakers, and a variety of individual and team-based elective assignments. Prerequisites: BSAD 261; completion of second year BBA program. Three credits.

453 Entrepreneurial Finance

Entrepreneurial finance is designed for students who aspire to start or expand an entrepreneurial firm as well as others who anticipate working with the Small and Medium Sized Enterprise (SME) sector such as lenders, investors, accountants or suppliers. Students will learn about identifying appropriate financing sources and strategies across the venture lifecycle of the development, launch, survival, growth and maturity stages. Prerequisites: BSAD 241, 261. Three credits.

456 Small Business Management

This course examines the unique aspects of managing a small firm, its growth and its harvest. The course incorporates current theory and practice in dealing with a variety of general management topics, and students will gain practical decision-making experience in small business management issues. Prerequisite: BSAD 261. Three credits.

458 New Venture Development

Entrepreneurship is a dynamic way of thinking and acting that capitalizes on opportunities with innovation to create value and solve problems. This is a course about entrepreneurship and the related aim to create and extract value centered around your idea for a new business, social enterprise or project. Students will develop a proposal and plan for a new venture via an applied, project-centred experiential course. Prerequisite: BSAD 261 or permission of instructor. Three credits.

460 Corporate Taxation

The Canadian corporate economic environment is characterized by taxation legislation that impacts the financial performance, cash flow, investment valuations and structure of transactions of corporations operating in Canada. The course examines the tax consequences of corporate financial decisions as required by the *Income Tax Act* including corporate taxes, HST/GST and investment tax credits. Credit will be granted for only one of BSAD 460 and BSAD 454. Prerequisite: BSAD 241. Three credits.

461 Leadership

A theoretical and a practical exploration of leadership. Using a range of materials and individual examples, students will develop an understanding of the leadership role in organizations and the behaviours of exemplary leaders. Experiential learning techniques will allow students to perform, observe and reflect upon leadership to gain a better sense of themselves as a leader. Prerequisite: BSAD 361. Three credits.

462 Employee and Labour Relations

This course examines the history, current structure, and future of industrial relations in Canada, including trade unions and management, collective bargaining, and contract administration, plus topics in workplace health and safety and more.

Students will benefit from guest lectures and from engaging in negotiation-simulation exercises. Prerequisite: BSAD 363 or SMGT 322. Three credits.

466 Lessons in Leadership from Film & Literature

This course extends students' knowledge of leadership theory to analyze case studies in leadership. Cases are drawn largely from film, both fiction and non-fiction, and lessons are applied to a modern business context. Prerequisite: BSAD 361. Three credits.

467 Leading Change: The Challenge of Creating and Sustaining Organizational Change

A major challenge facing all organizations is how to adapt to change. Pressures for change come from many areas, including social, technological, demographic, environmental, and political. This course explores the challenge of leading and sustaining organizational change, including starting a change process, the challenges leaders face when initiating change, and sustaining change. Prerequisite: BSAD 361. Three credits.

471 Strategic Management

This is the capstone course in business and is required of all BBA students. The course takes a strategic approach to industry and firm analysis, alternative development, and implementation planning, through the lens of corporate, business, functional and operational levels of strategic management. From the perspective of senior executives, students study the sources of sustainable competitive advantages to enhance firm performance and growth. Case methods feature prominently and result in an in-depth team-based strategic analysis and a case-based individual examination. Prerequisites: BSAD 241; fourth year standing. Three credits.

472 Environmental Sustainability for Organizations

This course explores the relationship between organizations and the natural environment. Throughout, we build towards an assertion that when the internal functions of an organization are aligned to reach organizational sustainability goals, which are in turn aligned with global goals, we will be set on a more sustainable trajectory (that must be continually revisited as new information and knowledge emerges). The course explores topics such as the tragedy of the commons, environmental policy, sustainability leadership and strategy, operationalizing and measuring sustainability, and communicating sustainability. Cross-listed as CLEN 302. Prerequisite: BSAD 261. Three credits.

473 Advanced Topics in Responsible Management

This course introduces students to advanced topics in corporate social responsibility, providing students with deeper insights into management's responsibilities to various stakeholders. Topics discussed range from environmental, social and governance (ESG) performance to financial investing to the responsibility infrastructure which includes the UN Global Compact, Sustainable Development Goals and more. Classes feature seminar discussions, guest speakers, service learning and a team project. Prerequisite: BSAD 358. Three credits.

474 International Human Resource Management

Students will explore the challenges of managing human resources in an increasingly international business context. The course covers a range of topics relevant for IRHM practitioners including the role of culture, international business strategies and IHRM models, international recruitment, expatriation and repatriation, international compensation, and performance management. A comparative approach to selected topics like employment governance and industrial relations is included. Key international employment regulators and regulative frameworks are also covered. Methods: lectures, cases, presentations. Prerequisites: BSAD 363 or 357. Three credits.

482 Decision Intelligence and Analytics

Making insightful and ever-faster decisions from data can add agility and strategic advantage to organizations. Data analysts use a mix of best practices, specialized technology, and creative problem solving to derive actionable insights from diverse data sources. This course introduces decision intelligence and analytics, and related concepts, best practices, and software used by data analysts, IT professionals, and digital marketers. This course is open to students in all BBA streams and recommended for students in marketing or enterprise systems. Prerequisites: BSAD 281; third or fourth year standing. Three credits.

483 Systems Analysis and Design

This course introduces systems analysis as an IT discipline and describes the role of the systems analyst in the development of enterprise systems. The course introduces system development methodologies and key systems analysis and design tools and techniques, including requirements discovery methods and data and process modelling. Credit will be granted for only one of BSAD 483 or INFO 415. Prerequisites: BSAD 384, 385. Three credits.

484 SAP S/4HANA Implementation

This course provides a practical understanding of ERP configuration with reference to SAP S/4HANA. The course familiarizes students with ERP implementation methodologies and tools. Students will learn to configure the financial and materials management functionality enabling a company to do basic procurement, inventory management, and financial accounting activities. The implementation will be expanded to enable the capturing of costs (controlling) and manufacturing (production) functionality. Credit will be granted for only one of BSAD 484 or INFO 448. Prerequisite: BSAD 382. Three credits.

487 Advances in Information Technology

This course will explore from a managerial perspective recent technological advances and their implications to information systems design, deployment, or management. Topics may include the distributed enterprise, cloud and edge computing, blockchain, autonomic systems, hyper automation, composable applications, and digital transformation strategies. Prerequisites: BSAD 281; third or fourth-year standing. Three credits.

492 Consulting Project for Advanced Majors

Students work as a team of business consultants to provide a solution to a real-world client. Students interact with the client to understand the organization and articulate the problem or opportunity, then propose, validate, plan and present a solution. Students apply and integrate knowledge and skills learned from throughout the business program and gain practical experience in dealing with clients. Required for and restricted to all advanced majors in entrepreneurship, enterprise systems, international business, management and leadership, and marketing with fourth-year standing. Three credits over the full academic year.

494 Honours Thesis

Under the supervision of a faculty member, honours students will prepare and submit a thesis. Normally students develop and present draft proposals as part of BSAD 391, then complete the proposal, conduct the fieldwork and present/defend their theses as part of BSAD 494. Prerequisite: BSAD 391. Three credits over the full year.

495 Selected Topics

The topic for 2023-2024 is Social Media Marketing and Analytics. Social media has changed the way we communicate and how we interact with brands. Marketers are increasingly using social media to increase brand awareness, generate leads and build meaningful relationships with consumers. This course focuses on developing a social media marketing strategy with the use of analytics to inform and modify those strategies. Students will explore specifics of marketing in multiple social networks, develop their own personal social media brand, and develop and execute a social media marketing strategy. Prerequisite: BSAD 335 or permission from the department chair. Three credits.

496 Selected Topics

The topic for 2023-2024 is Innovations in Marketing. This case-based course will focus on current marketing issues, trends, and challenges. Topics may include social media marketing and analytics, digital marketing, personal branding, brand risk and equity, and/or green marketing. The course will make extensive use of case analyzes and include presentations and insights from senior marketing executives from a wide variety of companies. Prerequisites: BSAD 331, 335 or permission from the department chair. Three credits.

497 Selected Topics

The topic for 2023-2024 is Financial Modeling for Equities. Based on the theory and practice of financial and investment management, the course focuses on developing flexible computer-based models using excel that are used by analysts to value equities. The course covers a variety of techniques, such as sensitivity and scenario analysis and is offered as a computer lab. Prerequisites: BSAD 342, 344, (both completed or concurrent with fourth year standing). Three credits.

9.7 CATHOLIC STUDIES (CATH)

J. Khoury, Ph.D., Co-ordinator

Advising Faculty	Department
S. Baldner, Ph.D.	Philosophy
S. Gregory, Ph.D.	Art
L. Groarke. Ph.D.	Philosophy
P. Kikkert, Ph.D.	Public Policy & Governance
J. G. Lalande, Ph.D.	History
M. McGillivray, Ph.D.	English
W. Sweet, Ph.D., D. Th., D.Ph., FRSC	Philosophy

Catholic Studies, like all humanities programs, offers an understanding of humanity – our history, cultures, and values. What makes our program unique is that we acknowledge the 2000-year symbiotic relationship of Catholicism, and

Christianity generally, not only to the history of the West, but throughout the world. Our program offers a multi-disciplinary exploration of the diverse ways in which the Catholic traditions inform culture, institutions, and identity, from the earliest days to the contemporary world. Our interdisciplinary courses in history, artistic culture, theology, literature, and philosophy seek to understand and explore critically the institutions associated with Roman Catholicism.

Major Program

Students who major in Catholic studies must take CATH 101 and 102; 18 additional credits from the following core courses in Catholic studies; and 12 credits from the designated courses listed below.

Minor Program

24 credits of CATH.

101 The Catholic Story

An introduction to Catholic studies, the course focuses on a survey of major developments in the history of the Catholic Church: Early Christianity, the Papacy, Ecumenical Councils, Mission, Internal Reforms, Reformation and Counter-Reformation, the Enlightenment, World Wars, and the Catholic Church today. Intertwined in this chronology are several themes: Freedom, Faith and Reason, Concepts of History, Sacraments, Spirituality, and Faith. Credit will be granted for only one of CATH 101 or CATH 100. Three credits.

102 The Catholic Imagination

Through a study of key texts of the Catholic intellectual tradition, students will investigate and examine themes such as: persecution, martyrdom, sin, moral life, death, faith, and divine love. Texts used will draw from different historical periods, a range of genres (autobiography, drama, poetry, fiction and non-fiction prose), and various types of authors (male, female, saints, mystics, religious, and secular). Credit will be granted for only one of CATH 102 or CATH 100. Three credits.

241 Sin and Salvation

This course will study the themes of sin and salvation as they appear in the Bible, in literature, and in two great theological controversies, the Pelagian controversy of the 5th century, and the Protestant Reformation of the 16th century. Three credits.

245 Christ in the Catholic Tradition

This course will examine the person, nature, and work of Christ as these are understood in the Catholic tradition. Topics and texts will include: the Bible, theological works from different historical periods, literary presentations of Christ, and artistic depictions of Christ. Three credits.

251 The End of the World

The purpose of this course is to give students an interdisciplinary understanding of eschatology, which is the study of theological and religious views about 'last things' (death, heaven, purgatory, hell). This topic will be presented from three points of view: historical sources, including scripture; doctrinal issues; artistic depictions. Three credits.

261 Angels & Demons

This course will trace the evolution of the Catholic doctrine of angels, or 'angelology.' As a parallel to angelology, we will also study the nature and role of demons in Catholicism. By the end of the course, we will examine what the contemporary Church teaches about the role of angels in everyday life, about demons, and exorcism. Consideration of the testimony of other faiths – particularly Judaism and Islam – will also help us to cultivate a complete understanding of angels in Catholicism. Three credits.

297 Selected Topics

The topic for 2023-2024 is Christianity and Conflict. An examination of the conflicts that have helped to define Catholic doctrine and praxis, Catholicism's relation to other faiths, political institutions, and indigeneity. Topics will include: the Roman Catholic relationship with Eastern Orthodoxy; Catholicism and Islam; colonization and cultural genocide; and resistance to oppressive political regimes. On completion, students will have an informed understanding of the evolving tools of conflict resolution employed by the Church, and areas in which Catholicism can improve. Three credits.

298 Selected Topics

The topic for 2023-2024 is Christian Attitudes on Gender. Controversy and questions about gender are not new in religious conversation. The voices of transgender people, queer people and racialised women raise significant new questions in relation to official church teachings. In this course, students will look for the space in official teaching for more nuanced and generous discussions about the human body, gender, and created humanity. Three credits.

322 Contemporary Issues in Christianity & Science

This course examines the contemporary interaction between the sciences and Christianity. Topics may include: recent Christian responses to methodologies in the sciences; evolutionary theory and the interpretation of creation narratives in the book of Genesis; the meaning of human embodiment and its relevance to understanding sexuality and issues in bioethics; neuroscience and the phenomenon of religious experience; the impact of contemporary cosmology, technology, and biology on Christian theology. Credit will be granted for only one of CATH 322 or CATH 320. Three credits.

331 Catholicism and the Arts I

This course will trace Catholic themes and ideas about Catholicism in literary, musical, architectural, or artistic works from the beginnings of Christianity to the early Renaissance. Cross-listed as ART 331. Credit will be granted for only one of CATH 331 or CATH 330. Three credits.

332 Catholicism and the Arts II

This course will trace Catholic themes and ideas about Catholicism in literary, musical, architectural, or artistic works from the Renaissance until the contemporary era. Credit will be granted for only one of CATH 332 or CATH 330. Cross-listed as ART 332. Three credits.

341 Social Justice and the Catholic Traditions

Rooted in scripture, philosophy, and theology, Catholic social thought proposes principles of justice that emphasize the dignity of the person, the value of economic and political institutions, and the importance of a common good. This course explores these principles and their application to contemporary social, political, and economic issues with reference to official documents of the Catholic Church. Three credits.

398 Selected Topics

Three credits.

CATHOLIC STUDIES DESIGNATED COURSES

The following courses may be chosen as designated courses to complete the program in Catholic studies. Normally a student will take no more than 9 credits from any one of these subject areas. Should a student take CATH 331 and 332, only six further credits may be taken from the art electives. Courses are 3 credits unless otherwise indicated.

Art

ART 251	Medieval Art
ART 252	Baroque Art
ART 371	Italian Renaissance Art I
ART 372	Northern Renaissance Art
ART 373	Italian Renaissance Art II
ART 435	Seminar in Italian Renaissance Art

Celtic Studies

CELT 230	Celtic Christianity

English

ENGL 207	World Masterpieces II: Medieval and Renaissance
ENGL 212	Blindness and Insight in Shakespeare's Tragedies
ENGL 290	The Canterbury Tales
ENGL 308	Milton and His Times
ENGL 388	Heroic Literature of the Middle Ages
ENGL 389	Chaucer's Contemporaries

French

FREN 318	Classical French Theatre
FREN 319	Literary Works of the grand siècle (Les Moralistes)
FREN 410	Medieval French Literature
FREN 415	Renaissance French Literature

History

HIST 363	Reformation Europe

Philosophy

PHIL 245	Philosophy of Religion
PHIL 361	Early Medieval Philosophy
PHIL 362	Philosophy in the High Middle Ages

Religious Studies

RELS 212	Christianity
RELS 311	New Testament
RELS 312	Old Testament/Hebrew Bible
RELS 317	Paul and His Interpreters
RELS 325	Early Christian Women
RELS 363	Roman Christianity
RELS 365	Spirituality in Medieval Christianity

9.8 CELTIC STUDIES (CELT)

R. de Vries, Ph.D.
M. Linkletter, Ph.D.

Professor Emerita
Sr. M. MacDonell, Ph.D.

Celtic studies encompasses a wide range of history, geography, and culture. From the ancient Celts of continental Europe to the modern Celtic peoples of Scotland, Ireland, Wales, Cornwall, Brittany, and the Isle of Man - Celtic culture has left many traces in other medieval cultures and literatures (e.g., literature about King Arthur, Saint Brendan, and Irish computus-texts). It has also influenced modern popular culture, ranging from Tolkien to *Game of Thrones* and *The Wheel of Time*. Celtic music is popular the world over, and interest in Gaelic language and culture is growing; Gaelic is currently being taught as core language in Nova Scotia schools to more than 500 students. The Celtic Studies program focuses primarily on the Gaelic language, history, and culture of Scotland, Nova Scotia, and Ireland, and we offer both BA and MA degrees

Graduates have pursued advanced degrees in Celtic or related field; have found employment in the region involving Gaelic, for example as teachers, in museum settings or in the tourism industry; or have ended up in an international career.

Students may count courses in Celtic history (CELT 131, 132, 321, 331, 332) as courses in the Department of History.

Minor Program

24 credits of CELT.

Major Program

Major candidates are required to complete CELT 101, 102, 201, 202. See also chapter 4.

Honours Program

Honours candidates are required to complete: CELT 101 and 102; 131 and 132, or 327 and 328; 201 and 202; 300; 491 (thesis); plus 30 credits CELT.

Master of Arts

The Master of Arts degree may be offered in Celtic studies. See chapter 8.

101 Gaelic Language and Culture I

This course is an introduction to the Gaelic language and culture of Scotland and Nova Scotia for students with no prior knowledge of the language. Students will learn the basics of spoken and written Gaelic as well as aspects of Gaelic culture rooted in the language. Credit will be granted for only one of CELT 101 and CELT 100. Three credits.

102 Gaelic Language and Culture II

Through a variety of written, oral, and audio-visual activities, students will build on listening, speaking, reading, and writing skills from the first semester acquire a more advanced foundation in Gaelic grammar. Discussion of select Gaelic customs, practices, and traditions from Nova Scotia and Scotland will form part of this course. Credit will be granted for only one of CELT 102 and CELT 100. Prerequisite: CELT 101 or permission of instructor. Three credits.

111 Irish Language and Culture I

An introduction to the Gaelic language and culture of Ireland for students with no prior knowledge of the language. Students will learn the basics of spoken and written Irish as well as aspects of traditional Irish culture rooted in the language, including proverbs, songs, stories, holidays and foodways. Credit will be granted for only one of CELT 111, CELT 110, CELT 161 (2017-2018). Three credits

131 Celtic Civilizations I

This course will provide an introduction to the Celtic peoples from the earliest times to the Middle Ages. Topics will include history, language, art, literature and mythology. Acceptable as a course in history. Three credits.

132 Celtic Civilizations II

This course covers the Celtic cultures of Scotland, Ireland, Wales, Brittany, Isle of Man and Cornwall from the medieval to modern period. Topics will include history, language, music, folklore, and literature. Acceptable as a course in history. Three credits.

201 Gaelic Language and Culture III

Building on the communication skills and grammatical concepts learned at the 100 level, students will work on acquiring greater comfort and fluency in the language in the context of Gaelic culture in Nova Scotia and Scotland. Resources from the song and storytelling tradition will be used. Credit will be granted for only one of CELT 201 and CELT 200. Prerequisite: CELT 102 or permission of instructor. Three credits. Not offered 2023-2024.

202 Gaelic Language and Culture IV

Through a variety of written, oral, and audio-visual activities from Gaelic Nova Scotia and Scotland, students will build on their listening, speaking, reading, and writing skills acquired in CELT 101, 102, and 201. Students will also acquire a more advanced foundation in Gaelic grammar. Credit will be granted for only one of CELT 202 and CELT 200. Prerequisite: CELT 201 or permission of instructor. Three credits. Not offered 2023-2024.

220 Celtic Paganism

This course examines the religious practices and beliefs of the ancient Celtic peoples that we can glean from archaeology, classical sources, place-name evidence, and the mythology in medieval Irish and Welsh narrative tradition. Other topics include syncretism, adaptation of pagan festivals into Christian holidays, the persistence of elements of paganism into the Christian era, and neo-paganism today. Cross-listed as RELS 219. Three credits.

230 Celtic Christianity

This course is an exploration of the development of Christianity amongst the Celtic peoples. A major facet will be the medieval hagiographic tradition and saints' cults from the fourth to the twelfth centuries. Other topics include monasticism, peregrini, the Hiberno-Scottish mission to the continent, conflict with Roman Catholicism, material culture and the modern use of the term "Celtic Christianity". Cross-listed as RELS 229. Three credits.

300 Third-Year Scottish Gaelic

An advanced-level course with emphasis on attaining fluency. The course will concentrate on the Gaelic of Nova Scotia with readings from local publications. The class will also work on transcribing recordings of local speakers. Prerequisites: CELT 100, 200. Six credits. Not offered 2023-2024.

319 Celtic Music

This course is an examination of traditional music from the six Celtic countries with emphasis on Scotland, Ireland, and Cape Breton, including Gaelic song, bagpipe, fiddle, and harp music. We will also explore the development of the "Celtic Music" genre in North America. Credit will be granted for only one of CELT 319, CELT 219 or CELT 253. Cross-listed as MUSI 319. Three credits.

321 Celtic Art

Weave your way through Celtic knots and *horror vacui* "fear of empty space", and discover the art of the Celts. From the Battersea Shield to the Book of Kells, we will trace our way through the extraordinary legacy of weaponry, jewellery, illuminated manuscripts, Celtic crosses, and Sheela-na-Gigs to arrive at a deeper understanding of the people who made them. Acceptable as a course in history. Cross-listed as ANTH 321 and ART 321. Three credits.

323 Medieval Manuscripts: from Book of Kells to Book of Hours

Medieval manuscripts often took years of effort to complete. How were these works of art and scholarship created, and by whom? This course focuses on how medieval manuscripts were put together, and on how to transcribe manuscript texts in various languages spoken on the British Isles and Ireland, including Gaelic, Old English, French, Welsh, and Latin (no knowledge of these languages required). Cross-listed as ENGL 324. Three credits.

325 The Celts in Popular Culture

Banshees, leprechauns, fairies, magic, shamrocks, and white-robed druids cutting mistletoe by moonlight: these are only some of the popular images associated with the Celtic peoples. This course will explore the complexities of identity and the popular perception of Celtic culture, broadly defined, by examining various media including film, novels, and video games. Credit will be granted for only one of CELT 325 and CELT 361 (2013-2014). Three credits.

327 Celtic Kings, Heroes and Monsters- Medieval Ireland

From hot-headed heroes to terrifying monsters and death-tales, this course will examine topics and texts from medieval Irish literary tradition in detail. Credit will be granted for only one of CELT 327 and CELT 221. Cross-listed as ENGL 327. Three credits.

328 Celtic Kings, Heroes and Monsters-Medieval Wales

From King Arthur to Culhwch and from dragons to giants, this course will examine topics and texts from medieval Welsh tradition in detail. Credit will be granted for only one of CELT 328 and CELT 222. Cross-listed as ENGL 328. Three credits.

331 Scottish History

This course examines the (Gaelic) history of Scotland from earliest times to the present. Topics include the Dalriadic Scots and the kingdom of Alba, the Gaelic church, the Kingdom and Lordship of the Isles, rise of the clans, decline of Gaelic, the Scottish Wars of Independence, the Reformation and union with England. Acceptable as a credit in history. Credit will be granted for only one of CELT 331 or CELT 333. Three credits. Not offered 2023-2024.

332 The Scots in North America
This course will follow the fortunes of the Gaels of the Highland diaspora. Emphasis is placed on studying the Highland settlements of North America with an in-depth look at the history of the Gaels in the Maritime Provinces, particularly Nova Scotia, from the earliest settlements to more recent times. Acceptable as a credit in history. Credit will be granted for only one of CELT 332 or CELT 333. Prerequisite: CELT 331. Three credits. Not offered 2023-2024.

341 Scottish Gaelic Poetry I
This course familiarizes students with some of the masterpieces of Gaelic literature from medieval to early modern times and provides a grounding in the historical and cultural aspects of literary production in the Scottish Gaelic world. Topics to be considered include the uses of poetry, the role of the poet in medieval Gaelic society, and the origins and flowering of vernacular Gaelic verse in Scotland. Three credits. Not offered 2023-2024.

349 Medieval Medicine
This course examines the history of medicine in Western society, with emphasis on medieval Ireland, Wales and Scotland. Course topics include specific diseases, including the plague and dancing mania; and cures, including diet, charms and surgery. This course is of interest for students in Celtic studies, history, and those interested in the history of medicine. Credit will be granted for only one of CELT 349 and CELT 361 offered in 2015-2016. Three credits.

351 Irish Folklore
Studies in the oral traditions of Gaelic Ireland including the folktale, the storyteller, folklore collectors, folksong tradition, fairies and calendar customs. Credit will be granted for only one of CELT 351 or CELT 350. Three credits.

352 Folklore of Scotland and Nova Scotia
An introduction to the Gaelic folklore of Scotland and Nova Scotia, with an emphasis on wonder tales, clan sagas, Fenian tales, calendar customs, rites of passage, the supernatural and the history of folkloristics. Credit will be granted for only one of CELT 352 or CELT 350. Three credits.

361 Selected Topics
The topic for 2023-2024 is Celtic Cinema. This course explores the cinema of the Celtic countries and their diasporas, with a focus on contemporary film - feature films, short films, television, and web series - from Ireland, Scotland, and Wales. Key themes include nation and nationalism, language, identity, tradition and modernity, and the supernatural. Prerequisites: 9 credits. Three credits.

362 Selected Topics
The topic for 2023-2024 is Marginalized Voices: Celtic and Indigenous Literatures in Translation. This course considers the politics of writing and reading literature in marginalized or “endangered” languages from the mid-19th century to the present. With a focus on Celtic languages and Indigenous languages, the course will explore questions of authenticity, translation, linguistic and cultural revitalization, colonialism, and the relationship between tradition and modernity. All readings will be in English translation. Prerequisites: 9 credits. Three credits.

491 Honours Thesis
The topic for the thesis depends on the interest of the students and the areas of research of the thesis supervisor and might include topics related to medieval Gaelic or Welsh language, literature, medieval medicine, textual edition, early modern Gaelic, modern Gaelic, and Gaelic history and folklore. Student are required to contact their prospective supervisor in their third year to discuss potential thesis topic. Credit will be granted for only one of CELT 491 and CELT 490. Restricted to students in the honours program. Six credits.

499 Directed Study
A directed study course in advanced topics in Celtic studies. Possible topics include Old Irish, Middle Welsh, Advanced Scottish Gaelic, Gaelic poetry, medieval Celtic law. Consult with the department chair. See section 3.5. Three or six credits.

GRADUATE COURSES
Contact the Department Chair for additional information.

521 – Old Irish I
This course focusses on acquiring Old Irish grammar for the purposes of translating early Irish texts and obtaining a foundation in the historical and linguistic basis of the modern Gaelic languages. Emphasis will be placed on discussing written exercises and/or translations of Old Irish texts, mastering grammatical concepts, as well as demonstrating an understanding of prepared readings on Old Irish grammar. Three credits.

522 – Old Irish II
This course, which is a continuation of Old Irish I, focusses on acquiring further Old Irish grammar, and on translating basic Old Irish saga-texts and poetry. Three credits.

9.9 CHEMISTRY (CHEM)
M.A.S. Aquino, Ph.D.
E. Bertin, Ph.D.
J.F. Cormier, Ph.D.
A. Foo, Ph.D.
G. Hallett-Tapley, Ph.D.
D.G. Marangoni, Ph.D.
B.J. MacLean, Ph.D.
G. Orlova, Ph.D.
S. Razul, Ph.D.

Professor Emeritus
E. J. McAlduff, Ph.D.

Lab Instructors
S. Boucher, B.Sc.
P. Budicky, B.Sc., MBA
S. Bursey, B.Sc.
H. Fraser, B.Sc.
J. Fraser, B.Sc. B.Ed.

Chemistry deals with matter at the molecular and atomic levels, seeking to explain structures, properties, and reactions, and to develop syntheses of new substances and new uses for known substances. The study of chemistry prepares graduates for advanced work in biology, engineering, geology, medicine, and other professions; for careers in industry, government agencies, science journalism, and teaching. StFX chemistry graduates can be found carrying out tasks as varied as art conservation, pharmaceutical research, and industrial product development.

Faculty members are actively engaged in pure and applied chemistry research, and opportunities exist for students to participate. Chemistry laboratories are equipped with a wide range of modern instrumentation, including spectroscopic equipment chromatographic analyzers; and instrumentation to carry out calorimetry, capillary electrophoresis, differential thermal analysis, and thermogravimetric analysis. Junior and senior courses involve frequent practical experience with this equipment.

The department offers honours, advanced major and major programs at the B.Sc. level. Joint honours and advanced major programs are offered in conjunction with other science departments and business administration. General requirements are given in chapter 7.

Department Requirements
Students must choose their courses in consultation with the department chair; programs and required courses are listed below. Students considering an advanced major or honours degree must complete the physics and second mathematics requirements (see below) by the end of their second year and take CHEM 221, 222, 245, 265 in their second year. Potential honours students should also take CHEM 231, 232 in their second year. All chemistry students are required to take CHEM 325 in the first term of their junior year. For the recommended course sequence, see the department’s website https://www.mystfx.ca/chemistry/.

Chemistry students are required to attend all department seminars during their third and fourth years. Credit for a course may not be earned if the lab component is not reasonably completed. Students who are concerned that their health may be adversely affected by a lab should consult the professor or department chair. As well, students who are subject to a medical condition, e.g., frequent fainting, seizures, that may endanger them or others in a lab setting, are required to inform the professor, in confidence, so that steps can be taken to minimize the danger to the student and others in the lab.

Minor
24 credits of CHEM.

Major
The course pattern for major in chemistry is:

CHEM	6 credits introductory (101, 102 or 121, 122); 3 credits analytical (265); 3 credits inorganic (245); 6 credits organic (221, 222); 3 credits physical (231); 3 credits structural (325); 6 credits electives from 255, 321, 331, 332, 341, 342, 355, 361, 362, 421, 422; 6 credits CHEM (or other science with permission of the department chair); for a total of 36 credits; plus 391, 491(department seminars); if 331 is taken then CHEM 232 is also required
Science B	12 credits in another science
Science C	6 credits in another science (science B or C must be MATH and include MATH 106 or 121 or 126; MATH 107 or 122 or 127)
Arts X	12 credits in a humanities or social science discipline
Arts Y	6 credits in a humanities or social science discipline
Approved Elec	18 credits approved electives; unless it is taken as a science B

	or C course, these electives must include PHYS 121, 122. The balance must come from science, MATH, or CSCI courses or PHIL 213.
Open Elec	30 credits

Advanced Major

The course pattern for advanced major in chemistry is:

CHEM	6 credits introductory (101, 102 or 121, 122); 9 credits analytical (265, 361, 362); 6 credits inorganic (245, 341); 6 credits organic (221, 222); 6 credits physical (231, 232); 3 credits biochemistry (255); 6 credits electives from 331, 332, 342, 421, 422; for a total of 42 credits; plus 391 and 491
Science B	12 credits in another science
Science C	6 credits in another science (science B or C must be MATH and include MATH 106 or 121 or 126; MATH 107 or 122 or 127)
Arts X	12 credits in a humanities or social science discipline
Arts Y	6 credits in a humanities or social science discipline
Approved Elec	18 credits approved electives; unless it is taken as a science B or C course, these electives must include CHEM 325 (structural), PHYS 121, 122, and 6 credits must be from MATH 253, 254, 267, 367 (or 221). The balance must come from science, MATH, or CSCI courses or PHIL 213.
Open Elec	24 credits

Honours

The course pattern for honours in chemistry is:

CHEM	6 credits introductory (101, 102 or 121, 122); 9 credits analytical (265, 361, 362); 9 credits inorganic (245, 341, 342); 12 credits organic (221, 222, 421, 422); 12 credits physical (231, 232, 331, 332); 3 credits biochemistry (255); 6 credits honours thesis (490); 3 credits CHEM electives; for a total of 60 credits; plus 391 and 491
Science B	12 credits in another science
Science C	6 credits in another science (science B or C must be MATH and include MATH 106 or 121 or 126; MATH 107 or 122 or 127)
Arts X	12 credits in a humanities or social science discipline
Arts Y	6 credits in a humanities or social science discipline
Approved Elec	18 credits approved electives; unless they are taken as science B or C courses, these electives must include CHEM 325(structural), PHYS 121, 122, and 6 credits must be from MATH 253, 254, 267, 367 (or 221). The balance must come from science, MATH, or CSCI courses, or PHIL 213.
Open Elec	6 credits arts or science electives

The honours and advanced major degrees are accredited by the Canadian Society for Chemistry.

B.Sc. with Joint Honours and B.Sc. with Joint Advanced Major Degrees

Joint honours and joint advanced major degree programs are available between chemistry and each of the following: biology, computer science, Earth and environmental sciences, mathematics, physics, and business administration (advanced major only). Please note that a joint program may take more than four years to complete, and, where applicable, the physics and second six credits of mathematics must be completed by the end of the sophomore year. Interested students should consult the chair of the chemistry department.

Chemistry and Environmental Sciences

See section 9.19.

Master of Science

Research fields available include various aspects of analytical, environmental, inorganic, organic and physical chemistry. General requirements for graduate degrees are outlined in chapter 8. For specific requirements, consult the chemistry faculty or department chair.

Note: All 200-level and higher chemistry courses require CHEM 101, 102 (100) or 121/122 (120) as prerequisites.

101 General Chemistry I

Fundamental principles of chemistry, including the nature of atoms, ions and molecules, stoichiometry, and basic thermo-chemistry. Chemistry of aqueous solutions including oxidation-reduction reactions, equilibrium and acid/base chemistry with a focus on buffer solutions. The application of chemical principles in areas of interest to students in the life sciences, human nutrition and human kinetics are emphasized. Credit will be granted for only one of CHEM 101, CHEM 100, CHEM 120 or CHEM 121. Three credits and lab/tutorial.

102 General Chemistry II

Chemical kinetics, thermochemistry, and the electronic structure and properties of atoms and ions and bonding models used to determine molecular geometry. Basic concepts of organic chemistry, materials and environmental chemistry. Intended for students in the life sciences, human nutrition and human kinetics. Credit will be given for only one of CHEM 102, CHEM 100, CHEM 120 or CHEM 122. Prerequisite: CHEM 101. Three credits and lab/tutorial.

121 Principles of Chemistry I

Fundamental properties of matter and their correlation with modern principles of chemistry. Topics include atoms, molecules, and ions; chemical formulae and equations; reaction types and stoichiometry; the gaseous state; energy changes in chemical systems; electronic structure of atoms; models of chemical bonding; and change of state. Credit will be granted for only one of CHEM 121, CHEM 120, CHEM 101 or CHEM 100. Three credits and lab/tutorial.

122 Principles of Chemistry II

Topics covered in include a description of the solution state and intermolecular forces in solutions; rates of reaction, reaction mechanisms, equilibrium, acid-base reactions, electrolytes and voltaic cells, nuclear chemistry, and an overview of organic chemistry. Credit will be granted for only one of CHEM 122, CHEM 100, CHEM 102 or CHEM 120. Prerequisite: CHEM 121. Three credits and lab/tutorial.

151 Fundamentals of General Organic, Biological Chemistry

Topics include basic concepts of general chemistry; introduction to organic nomenclature and the reactivities of functional groups; coverage of the fundamentals of biological chemistry. May not be used as a prerequisite for any other chemistry course. Open to students in nursing, human kinetics(arts), and arts; may not be taken for credit by other science students. Restricted enrolment. Three credits and lab.

221 Introductory Organic Chemistry I

The properties, reactions and synthesis of hydrocarbons, alkyl halides and alcohols; relationships between the structures of organic compounds and their physical and chemical properties; reaction mechanisms, and stereochemistry. Credit will be granted for only one of CHEM 221, CHEM 220 or CHEM 225. Prerequisites: CHEM 101, 102 or CHEM 121, 122. Three credits and lab.

222 Introductory Organic Chemistry II

Continuation of CHEM 221, including the properties, reactions and synthesis of ethers, aromatics and carbonyl compounds; spectroscopy with an emphasis on nuclear magnetic resonance. Credit will be granted for only one of CHEM 222, CHEM 220 or CHEM 225. Prerequisite: CHEM 221. Three credits and lab.

231 Physical Chemistry I

An introduction to physical chemistry, this course begins with the properties of ideal and real gases; covers the fundamental principles of thermodynamics (the three laws of thermodynamics) and their application to physical and chemical transformations, and chemical reaction equilibrium and concludes with the chemical potential and its application to phase equilibria. Prerequisites: CHEM 101/102 or 121/122; MATH 106/126 and 107/127 or 121/122. Three credits and lab.

232 Physical Chemistry II

Building upon the principles developed in CHEM 231, this course describes the thermodynamics of real systems. Students will learn the applications of chemical thermodynamics, including phase equilibria in multi-component systems, ideal and real solutions, and electrochemistry; the principles governing the dynamics of systems, including the kinetic molecular theory of gases, transport properties, and the rates of chemical reactions. Prerequisite: CHEM 231. Three credits and lab.

245 Basic Inorganic Chemistry

An introductory course on the properties and uses of the main group elements; the practical and commercial uses of various inorganic compounds and elements; and the factors contributing to the energies and types of chemical bonds. Prerequisite: CHEM 101/102 or 121/122. Three credits and lab.

255 Introductory Biochemistry

Areas of study include the chemistry of carbohydrates, fats, proteins, nucleic acids and some enzymes. Biochemical energetics, metabolism pathways and some commonly used experimental biochemical techniques are also examined. Prerequisite: CHEM 222 completed (recommended) or concurrent or CHEM 225 or 220; or CHEM 221 completed in 2023 or later. Three credits and lab.

265 Basic Analytical and Environmental Chemistry

An introductory course which includes a survey of aqueous titration methods, the evaluation of analytical data, and an introduction to electrochemistry, UV visible absorption spectroscopy and chromatography. Prerequisites: CHEM 101/102 or 121/122. Three credits and lab.

325 Organic Structural Methods
Methods for deducing the structural features of organic compounds will be examined, with emphasis on the use of spectroscopic techniques. While the theory and instrumentation of each technique will be presented, the course will focus on the interpretation of spectral data to provide information on functional groups, bonding, and stereochemistry. Use will be made of spectral data correlation charts, compilations and databases. Prerequisites: CHEM 221/222 or 220, PHYS 121/122. Three credits and tutorial.

331 Introduction to Quantum Mechanics
The course deals with quantum mechanics and its applications to the structure of atoms and molecules. The topics covered are: the postulates of quantum mechanics and their applications to simple physical systems, including particle in a box; the quantum mechanical model for vibration and rotation of molecules; the hydrogen atom and many electron systems; introduction to the Variation Principle and Hückel's molecular orbital method. Credit will be granted for only one of CHEM 331 or CHEM 330. Prerequisite: CHEM 232. Three credits and tutorial.

332 Introduction to Molecular Spectroscopy & Statistical Thermodynamics
The course deals with the characterization of patterns of molecular quantized energy levels in rotational, vibrational and electronic spectra of both linear and non-linear molecules. Other topics include photoelectron spectroscopy and magnetic resonances; introduction to statistical thermodynamics including partition functions and calculations of various thermodynamics properties, equilibrium constants and rate constants. Credit will be granted for only one of CHEM 332 or CHEM 330. Prerequisite: CHEM 331. Three credits and tutorial.

341 Inorganic and Theoretical Chemistry I
An introduction to molecular symmetry and group theory and its applications to vibrational spectroscopy. Also included are basic coordination chemistry of the transition metals, including discussion of some common inorganic techniques, as well as electronic magnetic properties of transition medal compounds. Prerequisite: CHEM 245. Three credits and lab.

342 Inorganic and Theoretical Chemistry II
Electronic and magnetic properties of transition metal compounds. Introduction to organometallic chemistry, homogeneous and heterogeneous catalysis, inorganic reaction kinetics and mechanisms and bio-inorganic chemistry. Prerequisite: CHEM 341; CHEM 232 recommended. Three credits and lab.

355 Advanced Biochemistry
The course focuses on the biosynthesis and metabolism of important biological molecules. Topics include lipids, amino acids, nucleotides, other carbohydrate metabolism pathways, and plant hormones. Prerequisites: CHEM 221/222 or 220, 255. Three credits and lab.

361 Instrumental Analytical Spectroscopy
The course deals with instrumental design and the analytical application of UV/visible, atomic, and infrared absorption spectrometers, Raman spectrometers, and fluorimeters. Topics include sample preparation, data analysis, method optimization and radiochemistry. Credit will be granted for only one of CHEM 361 or CHEM 360. Prerequisite: CHEM 265. Three credits and lab.

362 Instrumental Separations & Analysis
This course deals with liquid and gas chromatography, capillary electrophoresis and electrochemistry. Included are sample preparation, data analysis, and method optimization. Credit will be granted for only one of CHEM 362 or CHEM 360. Prerequisite: CHEM 265; CHEM 361 recommended. Three credits and lab.

391 Chemistry Seminar I
Introduction to seminar techniques using topics in modern chemistry, chemical information sources, basic molecular modelling and drawing. Required for, and restricted to, students in degree programs where chemistry is science A. Required in the first term of the junior year. No credit.

421 Physical Organic Chemistry
A survey of theoretical models and experimental tools to correlated data related to the structure, property, and reactivity of organic compounds. This course is intended for advanced majors and honours students in chemistry. Topics include qualitative models (resonance, hybridization, VSEPR, qualitative molecular orbital theory), quantitative computational chemistry methods (Hartree-Fock, semi-empirical and density functional theory methods), and spectroscopic methods (IR and NMR). Extensive use is made of theoretical and spectroscopic studies in assignments, computational and experimental labs. Credit will be granted for only one of CHEM 421 or CHEM 420. Prerequisites: CHEM 221/222 or 220, 232; PHYS 121, 122 (120). Three credits and tutorial/lab.

422 Advanced Organic Chemistry: Structure & Mechanism
Building on the structures and energetics of organic reactive intermediates, this course will examine their role in reaction mechanisms. Several important classes of reactions will be analyzed in detail with respect to stereoelectronic effects. This course will also examine some of the methodology used to determine organic reaction mechanisms. The synergy between experimental and computational results will be discussed. Credit will be granted for only one of CHEM 422 or CHEM 420. Prerequisite: CHEM 221/222 or 220; CHEM 421 recommended. Three credits and lab.

423 Industrial Organic and Inorganic Chemistry
An introduction to the manufacture and use of common organic and inorganic materials. Sources, manufacturing processes and applications will be discussed. Credit will be granted for only one of CHEM 423 or CHEM 471(offered in 2018-2019). Prerequisites: CHEM 221/222 or 220 (completed or concurrent), CHEM 231. Three credits. Offered 2023-2024.

432 Electrochemical Methods
This course investigates modern electrochemical techniques, including potential step and potential sweep methods, pulse voltammetry, controlled-current experiments, hydrodynamic voltammetry, and AC impedance. Particular attention will be given to processes that occur at the electrode-solution interface in the use of these techniques (mass transport, charge transport kinetics, current-time and current-potential profiles). Topics of current interest, such as fuel cells, chemically modified electrodes, corrosion, ion-selective electrodes, ultramicroelectrodes, and catalysis are included. Prerequisite: CHEM 232. Three credits and lab. Not offered 2023-2024.

434 Colloids and Interfaces
Covers the properties of colloids, surfaces, interfaces, and polymers, and provides a qualitative description of the colloidal state, including colloids and their preparation and properties. Topics include experimental techniques used to determine colloidal properties; interfacial phenomena; the properties of surface-active agents; the stabilization of colloidal systems. Prerequisites: CHEM 231, 232. Three credits and lab. Offered 2023-2024.

435 Introduction to Polymer Chemistry
This course introduces the basic principles and techniques employed in polymer chemistry. The following topics are emphasized: polymerization reactions and mechanisms; kinetics of polymerization; molecular mass methods; molecular sizes and shapes; polymer morphology; thermal, mechanical and rheological properties; and the thermodynamics of polymer solutions. Prerequisites: CHEM 221, 222, 231, 232. Three credits. Not offered 2023-2024.

445 Introduction to Photochemistry and Applications in Sustainable Catalysis
An introduction to photochemistry with a focus on current catalytic applications. The course will focus on the fundamental concepts of photochemistry and light-induced chemistry of common organic functional groups. Modern applications of photochemistry in catalysis involving transition metals, semiconductors, supramolecular materials, and nanomaterials will also be discussed. Prerequisites: CHEM 221/222 or 220 or 225. Three credits.

455 Medicinal Chemistry
Topics include the drug development process, receptors, drug interaction, pharmacodynamics, pharmacokinetics and quantitative structure activity relationships. Chemical properties and mode of action of some of the following classes of drugs will be discussed: antibacterial drugs, drugs that work on the central nervous system, anticancer drugs, antiviral drugs, and analgesics. Case studies of current drugs going through approval processes will be included. Prerequisites: CHEM 221, 222, 255. Three credits and lab/tutorial. Offered 2023-2024.

462 Topics in Analysis and Spectroscopy
Topics are typically selected from the following: NMR, fluorescence, FTIR, Raman, methods used for surface analysis, capillary electrophoresis, mass spectrometry, flow injection analysis and process analytical chemistry. Lab experiments will be carried out to complement the course work. Prerequisites: CHEM 361, 362 (completed or concurrent). Three credits and lab. Not offered 2023-2024.

471 Selected Topics in Chemistry
This course examines current specialized chemistry topics not normally covered in other courses. Three credits. See section 3.5.

491 Chemistry Seminar II
Presentations by visitors, faculty, staff, senior honours and advanced major students on aspects of chemical science. Attendance is mandatory for students in all B.Sc. and M.Sc. degree programs where chemistry is science A. No formal credit is given for this course, but satisfactory completion of senior essays for students in

the major program, senior essays and presentations for students in the advanced major program, and presentations based on their theses for students in the honours program are requirements for the B.Sc. degree.

490 Honours Thesis

Based upon a program of experimental research involving the use of modern chemical techniques to solve a problem in the areas of analytical, inorganic, organic, or physical chemistry. An acceptable thesis based on the research must be submitted before the conclusion of lectures for the academic year to satisfy the department requirements for the B.Sc. with Honours in chemistry. Credit will be granted for only one of CHEM 490 and CHEM 493. Restricted to students in the honours program. Six credits and lab.

499 Directed Study

Designed for students with high academic standing. Explores current topics in chemistry and new methods in chemical research. See section 3.5. Three credits.

GRADUATE COURSES

		Credits
511	Computational Chemistry	3
521	Advanced Organic Chemistry	3
530	Physical Chemistry III	3
532	Electrochemical Methods	3
534	Colloids and Interfaces	3
535	Polymers	3
536	Advanced Topics in Colloid Chemistry	3
540	Advanced Topics	6
542	Advanced Inorganic Chemistry	3
543	Inorganic Materials	3
561	Advanced Analytical Chemistry I	3
562	Advanced Analytical Chemistry II	3
591	Advanced Instrument I: Bioanalysis	3
593	Advanced Instrument II: Capillary	3
594	Instrumentation III Electronic	3
595	Nucleic Acids	6
598	Research	6
599	Thesis	18

Additional courses are available depending on the requirements and interests of the student and the availability of faculty.

9.10 CLASSICAL STUDIES (CLAS)

D. Al-Maini, Ph.D., Co-ordinator
S. Baldner, Ph.D.
E. Carty, M.Litt.
K. Penner, Ph.D.

Students in arts, science, and applied programs may take any of the courses listed below as electives or use 12 credits for a pair in classical studies.

111 Introductory Latin I

For students with no knowledge of Latin, this course introduces students to Latin grammar and vocabulary. Recommended for students interested in classical languages, literature, philosophy, history, and religious studies. Credit will be granted for only one of CLAS 111 and CLAS 110. Three credits.

112 Introductory Latin II

This course is the sequel to CLAS 111, providing the second third of Latin grammar and vocabulary. Recommended for students interested in classical languages, literature, philosophy, history, and religious studies. Credit will be granted for only one of CLAS 112 and CLAS 110. Three credits.

120 Introductory Greek

The aim of this course is to familiarize students with the basic structural features of classical Greek. In addition to grammar and vocabulary, the class will consider simple texts from classical Greek philosophy and literature as well as from the New Testament. Six credits.

215 Introductory Latin III

This course is the sequel to CLAS 112, providing the final third of Latin grammar and vocabulary. At the completion of this course, students will be ready to read classical Latin texts. Recommended for students interested in classical languages, literature, philosophy, history, and religious studies. Credit will be granted for only one of CLAS 215, CLAS 230, and CLAS 399 offered in 2014-2015. Prerequisites: CLAS 111, 112. Three credits.

216 Classical Latin Texts

In this course, students who have learned Latin grammar and vocabulary, begin to ready classical Latin texts. Authors such as Cicero, Caesar, Catullus, and Ovid will be read. Recommended for students interested in classical languages, literature, philosophy, history, and religious studies. Credit will be granted for only one of CLAS 216 and CLAS 230. Prerequisite: CLAS 211. Three credits.

240 Greek Literature in Translation

The study of selected works of ancient Greek literature, read in translation, concentrating on the principal figures and themes of ancient Greek mythology. Texts will include the epic poetry of Homer and the tragedies of Aeschylus, Sophocles, and Euripides. Six credits.

241 Greek and Roman Mythology

This course covers narrative and artistic depictions of Greco-Roman Gods, demi-gods, and heroes, both in Hellenistic and early Roman periods, and in their contemporary reception in fiction and film. We will also cover how myths and grand narratives function in the service of and in tension with power, politics, gender, ritual, and culture. Cross-listed with RELS 241.Three credits. Offered in 2023-2024.

9.11 CLIMATE AND ENVIRONMENT (CLEN)

A. MacDougall, Ph.D., Co-ordinator

Advising Faculty	Department
C. Bishop, Ph.D.	Biology
L. Brennan, MBA	Business
K. Burnett, Ph.D.	Development Studies
L. Kellman, Ph.D.	Earth and environmental sciences
R. Olstead, Ph.D.	Sociology
P. Withey, Ph.D.	Economics

The Bachelor of Arts and Science in Climate and Environment is an interdisciplinary offering that seeks to support student development and intellectual capacity in problem-solving and academic discourse pertaining to climate and environment. The complexity of environmental issues facing societies across the planet as a result of the growth of technology, globalization of economies, and rapid increases in population and per capita consumption requires an integrative approach provided by the BASc structure.

Bachelor of Arts and Science in Climate and Environment

a) 24 credits of core courses: CLEN 101, 102, 201, 202, 301, 302, 401, 402.
b) BIOL 112; ECON 101; SOCI 101, 102; CSCI 161 or MATH 106.
c) EESC 265; SOCI 202.
d) 18 credits in arts: some credits from requirement (b) and (c); remaining credits from designated courses.
e) 18 credits in science: some credits from requirement (b) and (c); remaining credits from designated courses.
f) 12 credits in arts or science: credits from designated courses.
g) 12 credits from humanities designated courses.
h) 36 credits of open electives.
i) 100-level restriction: maximum of 30 credits at the 100-level of designated or required courses, not including core courses.
j) 300- and/or 400-level requirement: a combined minimum of 24 credits of 300- and/or 400-level courses in the designated, required or core courses.
k) In addition to the 12 credits of humanities, a minimum of 24 credits of arts courses. Designated, required, and elective courses may be used to complete arts requirements.
l) A minimum of 24 credits of science courses. Designated, required, and elective courses may be used to complete science requirements.
m) 12 credits must be courses with laboratory components at the 200-level or above. Designated, required, and elective courses may be used to complete laboratory requirements.

Bachelor of Arts and Science with Honours in Climate and Environment

The requirements are the same as those for the program above, with the following exceptions:

a) CLEN 490 is required as part of the core courses, for a total of 30 credits in the core.
b) There are 30 credits of open electives.
c) The honours program requires a combined minimum of 18 credits of 300- and/or 400-level courses (including CLEN 490).

Major

Typical Course Pattern:

Year 1: CLEN 101, 102; BIOL 112; CSCI 161 or MATH 106; ECON 101; SOCI 101, 102; 6 credits designated courses; 3 credits humanities

Year 2: CLEN 201, 202; EESC 265; SOCI 202; 9 credits designated courses; 3 credits humanities; 6 credits open electives
Year 3: CLEN 301, 302; 6 credits designated courses; 3 credits humanities; 15 credits open electives
Year 4: CLEN 401, 402; 6 credits designated courses; 3 credits humanities; 15 credits open electives

Honours

Typical Course Pattern:
Years 1, 2 & 3: same as program above
Year 4: CLEN 401, 402, 490; 6 credits designated courses; 3 credits humanities; 9 credits open electives

Minor (for BA, BSc, BBA, HKIN programs)

a) CLEN 101, 102, 201
b) one of CLEN 202, 301, 302, 303, 304
c) additional 12 credits of CLEN core and/or designated arts and science courses. Only cross-listed or designated courses at the 200-level or above can be counted toward the minor. No more than six credits of CLEN cross-listed or designated courses may be from a single department. None of the cross-listed or designated courses may be in the student's declared major subject.

Co-operative Education Program in Climate and Environment

This optional academic program allows BASc in Climate & Environment students the opportunity to gain 12 months of professional, paid work experience in a range of opportunities in industry, government and not-for-profit across Canada. Students can gain valuable technical and professional experience in field and lab work, research, policy and education to reinforce classroom-based instruction and to increase students' networks and employability. COOP 405 can be used as a primary or secondary concentration elective, or an open elective. For further information on work term sequencing options and professional development training topics see section 9.13.

101 Introduction to the Climate System

This course introduces the climate system. It provides students with an overview of the origin, operation and history of Earth's climate system including the atmosphere, ocean, ice and weather systems. Specifically, it focuses on understanding the processes determining Earth's climates covering greenhouse gases, clouds, atmosphere and ocean circulation, emergence and complexity. The course is intended for students who are new to the study of climate. Three credits and lab.

102 Introduction to Environmental Systems

This course introduces students to the global environmental systems and processes necessary to address scientifically complex and diverse issues associated with environmental change. Through the study of interconnected global biogeochemical, atmospheric, landscape scale, and hydrological processes, students will learn about the science that underpins many environmental issues associated with resource availability and contamination. Case studies will be used to illustrate concepts, and students will develop an understanding of the fundamentals of environmental measurement, and an introduction to major groups of environmental contaminants. Credit will be granted for only one of CLEN 102, ENSC 115 or EESC 271. Three credits and lab.

201 Climate Change and People

Conducted from a global perspective, this course is intended for students who wish to broaden their understanding of the present and future impacts of climate change on societies, including the social justice elements of the issues. The course also focuses on the interventions that are being made to combat the impacts of climate change - from global policies to community-level actions. Students will be equipped to articulate the world-wide impacts of climate change, how it impacts people at a community level, and how citizen led action can lead to positive change. Cross-listed as DEVS 203. Prerequisite: CLEN 101, or permission of the coordinator. Three credits.

202 Understanding Climate Change

An understanding of the impacts of climate change has become crucial for areas of governance, business, engineering and diverse fields of science. This course will provide students with a qualitative understanding of climate processes and climate models as well as an understanding of uncertainty in future climate change and limitations to model simulations. In addition, the impacts of climate change to many aspects of human societies will be explored. Cross-listed as EESC 272. Prerequisite: CLEN 101 or EESC 172. Three credits and lab.

301 Science and Public Policy

This course introduces concepts, approaches, and trends associated with science policy and science-based policy decision making in Canada. Students will be introduced to key concepts and structures in Canadian public administration, the evolution of key policy actors and organizations that have contributed to science policy decisions in Canada with a focus on the federal level of government, learn the development of science policy in Canada, as well as understand Canadian approaches to science-based policy decisions with a focus on environment-related examples and case studies. Credit will be granted for only one of CLEN 301 and PSCI 389 offered from 2016-2018. Cross-listed as PGOV 307. Prerequisites: PGOV 101 or 3 credits PSCI; ECON 101, or permission of the coordinator. Three credits.

302 Environmental Sustainability for Organizations

This course explores the relationship between organizations and the natural environment. Throughout, we build towards an assertion that when the internal functions of an organization are aligned to reach organizational sustainability goals, which are in turn aligned with global goals, we will be set on a more sustainable trajectory (that must be continually revisited as new information and knowledge emerges). The course explores topics such as the tragedy of the commons, environmental policy, sustainability leadership and strategy, operationalizing and measuring sustainability, and communicating sustainability. Cross-listed as BSAD 472. Prerequisites: CLEN 201, 202. Three credits.

303 Climate Dynamics

An exploration of the fundamental properties of the Earth systems that generate planetary climate. The course explores the intricate links between the hydrosphere, atmosphere, cryosphere and biosphere. It includes an introduction to the fundamental theories of the properties and dynamics of atmospheric systems. Simple intuition-building mathematical models are used to explore climate phenomena including: atmospheric structure, the greenhouse effect, seasons, Milankovic cycles, and long-term planetary climate stability. Prerequisites: CLEN 101 or EESC 172; MATH 106 or; PHYS 101 or 121; EESC 265 or 246 or CSCI 161; or permission of the coordinator. Three credits and lab.

304 Regional Weather and Climate

An introduction to the processes which generate micro, local and regional scale climate and weather. Topics include surface energy balance, atmospheric stability and structure, turbulence, climates of coastal regions, forests, grasslands, and soils. Laboratory component is centred on multi-week outdoor field based projects. Prerequisites: CLEN 101 or EESC 172, PHYS 101 or 121 or MATH 106 or CSCI 161, EESC 265 or ENGR 224/STAT 231 or permission of the coordinator. Three credits and lab.

401 Strategies for Addressing Climate and Environmental Issues

This course provides students with the tools and strategies necessary to solve problems in climate and environment. Through case studies students will learn about best practices for addressing interdisciplinary problems in climate and environment. Students will then apply these principles to develop and workshop a proposal. Restricted to fourth-year students in the BASc Climate and Environment program. Three credits.

402 Addressing Climate and Environmental Issues – Senior Practicum

This capstone course is designed to empower students with interdisciplinary and skills to deploy ideas. In this course, interdisciplinary groups of students will work to launch initiatives and take a project from conception to an outcome. The students will work closely with faculty advisors, and in some cases other outside experts, to define goals, methods, outcomes, and indicators of success. Restricted to fourth-year students in the BASc Climate and Environment program. Prerequisite: CLEN 401. Three credits.

403 Advanced Topics in Climate Dynamics

An advanced examination of current topics in climate science intended to acquaint students with the state-of-the-art in climate science and modelling. Topics include: the stability of meridional overturning circulation, permafrost carbon cycle feedbacks to climate change, climate ice-sheet interactions and sea-level rise, abrupt climate change, and climate intervention. The laboratory component will include practical exercises intended to introduce the students to handling, analyzing and displaying large data sets from global and regional climate model simulations. Prerequisite: CLEN 303 or 304. Three credits and lab.

490 Honours Thesis

Students undertake an independent research project related to climate or environment, under the supervision of a faculty member associated with the CLEN program. Students will have the opportunity to gain hands-on experience in conducting original research. Students will also develop skills in written and oral communication by submitting a scholarly paper, and defending their Thesis by presenting the results of their research in a public presentation. Restricted to students in BASc Climate and Environment honours program. Six credits.

DESIGNATED AND REQUIRED COURSES

Courses are three credits unless otherwise indicated.
Departmental prerequisites will apply.

Arts Courses

Foundational courses
ECON 101 Introductory Microeconomics
ECON 102 Introductory Macroeconomics
PGOV 101 Modern Challenges in Public Policy and Governance
PSCI 101 Introduction to Power and Politics
PSCI 102 Introduction to Comparative and Global Politics
SOCI 101 Foundations of Sociology
SOCI 102 Key Issues in Contemporary Sociology

Demography and Overconsumption
SOCI 243 Consumerism
SOCI 364 Food and Society

Issues in Environment and Sustainability
IDS 305/306 Service Learning
PHIL 333 Environmental Ethics
SOCI 247 Environmental Social Science I: Problems and Paradigms
SOCI 433 Advanced Problems in Environment and Society

Socio-Political Perspectives
DEVS 303 Topics in Globalization and Development
DEVS 321 People and Development
PGOV 355 Learning from Disaster
PSCI 325 Indigenous Politics
SOCI 202 Social Research Methods
SOCI 307 Qualitative Research Methods
SOCI 329 Climate Justice

Resource Management and Policy
ECON 281 Environmental Economics
ECON 381 Natural Resource Economics
SOCI 248 Environmental Social Science II: Power and Change

Special Topics
AQUA 398 Selected Topics: Sustainability of Aquatic Resources
DEVS 392 Selected Topics: Agricultural Systems and Development

Co-operative Education
COOP 405 Work Term and Integrated Learning

Science Courses

Foundational courses
BIOL 111 Introductory Cell Biology
BIOL 112 Diversity of Life
CHEM 101 General Chemistry I
CHEM 102 General Chemistry II
CSCI 161 Introduction to Programming
EESC 171 Understanding the Earth
or EESC 173 Natural Hazards
MATH 106/126 Calculus I
MATH 107/127 Calculus II
PHYS 101 Physics for the Life and Health Sciences I
or PHYS 121 Physics for the Physical Sciences and Engineering I
PHYS 102 Physics for the Life and Health Sciences I
or PHYS 122 Physics for the Physical Sciences and Engineering I

Chemistry, Monitoring and Contaminants
CHEM 265 Basic Analytical and Environmental Chemistry
EESC 305 Geochemistry
EESC 406 Environmental Biogeochemistry

The Climate System
CLEN 303 Climate Dynamics
CLEN 304 Regional Weather and Climate
CLEN 403 Advanced Topics in Climate Dynamics
EESC 472 Climate Interactions
PHYS/EESC 278 Introduction to Atmospheric Physics

Communities, Ecologies, and Ecosystems
BIOL 203 Ecology
BIOL 311 Coastal Marine Ecology
BIOL 345 Communities and Ecosystems
BIOL 360 Global Change Biology
BIOL 468 Restoration Ecology
BIOL 472 Freshwater Ecology

Geosciences
EESC 265 Data Analysis in Earth and Environmental Sciences
EESC 266 Hydrology
EESC 277 Earth in Everyday Life
EESC 279 Earth History and Crustal Materials
EESC 304 Sedimentology and Stratigraphy
EESC 365 Geomorphology and Quaternary Geology
EESC 376 Environmental Earth Sciences Field Course
EESC 377 Earth Observing

Issues in Environment and Sustainability
BIOL 201 Animal Biology
BIOL 221 Issues in Resource Management
EESC 273 Health and the Environment
EESC 274 Health Impacts of Climate Change

Modelling
MATH 253 Matrix Algebra
MATH 287 Natural Resource Modelling
MATH 367 Differential Equations

Resource Management and Policy
BIOL 407 Integrated Resource Management
HNU 405 Food Availability

Water Resources
AQUA 201 Rivers, Lakes and Freshwater Governance
AQUA 202 The Ocean's Commons and Society
AQUA 298 Selected Topics: Managing Water Resources

Co-operative Education
COOP 405 Work Term and Integrated Learning

HUMANITIES

CATH 322 Contemporary Issues in Christianity & Science
DEVS 303 Topics in Globalization and Development
ENGL 100 Introduction to Literature and Critical Writing
ENGL 111 Literature and Academic Writing I
ENGL 223 Creative Writing: Nature, Ecology, Climate Change
ENGL 248 Climate Fiction and Environmental Literature
HIST 111 Introduction to Global History 1300-1795
HIST 112 Introduction to Global History from 1789
HIST 121 Global Race & Ethnicity I, 1300-1776
HIST 122 Race/Ethnicity in Global History, 1776-Present
HIST 132 Global History, Illicit Cargos and the Making of the Modern World
HIST 141 Empire & Plague 1300-1800
HIST 142 Revolution: Global from 1750
HIST 255 History of Colonial Latin America
HIST 326 History of Cuba from Independence to the Revolution
HIST 346 American Social Movements, 1865-1945
HIST 347 American Social Movements, 1945-Present
HIST 355 The Sixties: A Social History
PHIL 100 Introductory Philosophy
PHIL 213 Philosophy of Science
PHIL 251 Critical Thinking
PHIL 331 Introduction to Ethics
PHIL 333 Environmental Ethics
PHIL 342 Logic
PHIL 372 Philosophy of Law
RELS 103 World Religions: What you Need to Know
RELS 221 Religion and the Environmental Crisis
Any Modern Languages course
Any Celtic Studies course

9.12 COMPUTER SCIENCE (CSCI)

T. Darwish, Ph.D.
J. A. Delamer, Ph.D.
I. Gondra, Ph.D.
J. Hughes, Ph.D.
M. King, Ph.D.
J. Levman, Ph.D.
M. Lin, Ph.D.
T. J. Smith, Ph.D.

Computer science is the study of computation. For any given problem, a central question is whether a solution can be computed, and, if so, what are the most efficient and practical ways to carry out the computation. Computer science also involves questions that have the potential to change how we view the world. What is the nature of intelligence and can we reproduce it in a machine? How do we represent the knowledge we have about the world and apply this knowledge to help make better decisions?

A computer is a mechanical device that manipulates symbols according to specified rules. As a discipline, computer science lies at the intersection of mathematics, science, and engineering, but it also has very strong ties to many other disciplines. Bioinformatics employs computers for storing and analyzing protein and genome sequences in order to interpret and predict biological structure and function. Business is served by providing the means to perform complex calculations and to interpret large amounts of data to make informed business decisions. The film industry relies on computer-generated graphics for three-dimensional animation. Psychology and philosophy share with computer science the desire to understand the nature of reasoning, learning and intelligence. Computer science has many subfields, such as algorithms, artificial intelligence, automated theorem proving, databases, graphics, high-performance computing, networking, programming languages, robotics, security, and verification. A common misconception is that computer science is equivalent to programming. Programming is a necessary tool, but it is not the focus.

The Department of Computer Science offers courses leading to BA and B.Sc. degrees with major, advanced major, and honours in computer science as well as a B.Sc. Advanced Major degree in Computer Science with Business. The Department of Computer Science also offers a Post-Baccalaureate Diploma in Artificial Intelligence (PB DIP AI) as well as both a research-based Master of Science (M.Sc.) in Computer Science and a course-based Master of Applied Computer Science (MACS). Students must meet the general requirements of both the faculty and the department in which they are registered.

Students completing a program in computer science have a wide variety of options, including graduate studies in emerging areas of computer science such as big data, robotics, computer-aided vision, and artificial intelligence; and employment in areas such as systems and network analysis, software engineering and computer programming, database, information technology consulting, and data communications. Students are advised to choose their program of study in consultation with faculty and the chair of the Department of Computer Science.

Students pursuing a major or advanced major or honours degree in computer science must take certain core courses: CSCI 161, 162, 255, 275, 277, 491. B.Sc. students are required to complete MATH 106 or 126 and 107 or 127. BA students may replace MATH 106 or 126, 107 or 127 by MATH 101 and 102. For advanced major and honours students MATH 106/126 or MATH 107/127 and MATH 101, 102 cannot be counted in the advanced major or honours credits. For major, advanced major and honours students CSCI 128, 135(235), may be available only as approved or open electives. Students must choose a concentration and satisfy all the requirements for the concentration. The computing concentration is the traditional computer science degree.

Those students planning a career in secondary education with computer science as their second teachable must take at least 18 CSCI credits; it is recommended that these credits be chosen from: CSCI 135, 161, 162, 215, 255, 263, 275, 277, 364. In addition, it is highly recommended that they take either MATH 101 and 102, or MATH 106 or 126 and MATH 107 or 127.

Degrees Offered

BA with Major, Advanced Major, Honours
BA with Joint Major, Joint Advanced Major, Honours with Subsidiary
B.Sc. with Major, Advanced Major (including an option with Business Administration), Honours
B.Sc. with Joint Advanced Major, Joint Honours; see sections 7.1.6 and 7.1.7 for options.
B.Sc. with Minor, Major or Advanced Major concurrently with a Diploma in Engineering
Post-baccalaureate Diploma in Artificial Intelligence
Master of Science
Master of Applied Computer Science

Students interested in any of these programs should consult with the relevant department chairs.

General requirements for these degrees are in chapters 4 and 7.

Department Regulations

The following pairs or groups are considered so similar that a student may only receive credit for 1 in each group: CSCI 125, 161, ENGR 147; CSCI 275, BSAD 384.

Minor or Subsidiary in Computer Science

Students pursuing a minor or subsidiary in computer science must take 24 credits in CSCI.

Major in Computer Science (Computing Concentration)

In addition to the core requirements, students must take CSCI 263, 375, and an additional 15 credits chosen from CSCI.

Major in Computer Science (Analytics Concentration)

In addition to the core requirements, students must take CSCI 223; MATH 253 or 223; STAT101or 231 and an additional 18 credits chosen from CSCI.

Major in Computer Science (Pre-education Concentration)

In addition to the core requirements, students must take CSCI 215, 263 and an additional 9 credits chosen from CSCI 128, 135, 223, 345, 364, 375; MATH 253; STAT101 or 231.

Advanced Major in Computer Science (Computing Concentration)

In addition to the core requirements, students must take CSCI 263, 355, 368, 375, 485; MATH 253; 3 credits of STAT, plus an additional 3 credits of CSCI at the 300- or 400-level. BA students require an additional 3 credits chosen from CSCI. B.Sc. students require an additional 9 credits chosen from CSCI.
Typical Course Pattern:

Year 1	CSCI 161, 162; MATH 106 or 126, 107 or 127 (B.Sc. or BA) or MATH 101, 102 (BA)
Year 2	CSCI 255, 263, 275, 277; MATH 253; STAT 101 or 231
Year 3	CSCI 355, 368, 375; additional CSCI courses
Year 4	CSCI 485, 491; additional CSCI courses

Advanced Major in Computer Science (Analytics Concentration)

In addition to the core requirements, students must take CSCI 223, 263; STAT101 or 231, STAT 331; MATH 253 or 223 and 12 credits chosen from CSCI. In addition, BA students must take 3 credits, and B.Sc. students must take 9 credits, chosen from: CSCI 215, 225, 335, 340, 355, 364, 455, 467, 495, MATH 254, STAT 357(435), 445.
Typical Course Pattern:

Year 1	CSCI 161, 162; MATH 106 or 126/112 (B.Sc. or BA) or MATH 101, 102 (BA)
Year 2	CSCI 223, 255, 263, 275, 277; MATH 223 or 253; STAT101 or 231
Year 3	STAT 331; additional CSCI/MATH/STAT courses
Year 4	CSCI 491; additional CSCI/MATH/STAT courses

B.Sc. Advanced Major in Computer Science with Business Administration

Science A	CSCI 161, 162, 255, 263, 275, 277, 368, 375, 485, 491; 3 credits of CSCI at 300/400 level; 6 additional CSCI credits
BSAD	BSAD 111, 112, 471; 12 credits from BSAD 221, 223, 231, 241, 261, 281; 9 additional BSAD credits
Science B	MATH 106/126, 107/127, 253; STAT 231
Science C	6 credit
Arts X	12 credits humanities or social science (could be ECON)
Arts Y	6 credits (could be ECON)
Approved electives	CSCI 135; 9 credits from MATH/STAT, CSCI, BIOL, CHEM, EESC, PHYS
Open electives	6 credits (must be ECON if not in arts X or arts Y)

The degree awarded is a Bachelor of Science with Advanced Major.

Honours in Computer Science (Computing Concentration)

In addition to the core requirements, students must take CSCI 263, 355, 356, 368, 375, 485, 490; MATH 253 or 223; 3 credits STAT; 6 credits chosen from CSCI 455, 467, 487, 495; and an additional 15 credits of CSCI electives.
Typical Course Pattern:

Year 1	CSCI 161, 162; MATH 106 or 126, 107 or 127 (B.Sc. or BA) or MATH 101, 102 (BA)
Year 2	CSCI 255, 263, 275, 277; MATH 253; STAT101 or 231
Year 3	CSCI 355, 356, 368, 375; additional CSCI courses

Year 4 CSCI 485, 490, 491 and 6 credits of 455, 467, 487, 495; additional CSCI courses

Honours in Computer Science (Analytics Concentration)

In addition to the core requirements, students must take CSCI 215, 223, 263, 455, 495, 490; STAT 331; MATH 253 or 223; 3 credits STAT; 9 credits chosen from: CSCI 225, 340, 355, 364, 467, MATH 254, STAT 357, 445; and an additional 15 credits of CSCI electives. Students are encouraged to take as many courses from the previous list as possible.

Typical Course Pattern:

Year 1 CSCI 161, 162; MATH 106 or 126, 107 or 127 (B.Sc. or BA) or MATH 101, 102 (BA)
Year 2 CSCI 215, 223, 255, 263, 275, 277; MATH 223 or 253; STAT101 or 231
Year 3 STAT 331; additional CSCI/MATH/STAT courses
Year 4 CSCI 455, 490, 491, 495; additional CSCI/MATH/STAT courses

Co-operative Education Program in Computer Science

This optional academic program allows BA or BSc in CSCI students the opportunity to gain 12 months of professional, paid work experience in a range of opportunities in industry, government and not-for-profit across Canada. Students can gain valuable technical and professional experience in areas including (but not limited to) various programming languages and systems analysis to reinforce classroom-based instruction and to increase students' networks and employability. The Computer Science Co-op Program is accredited by the Co-operative Education & Work-Integrated Learning Canada (CEWIL Canada). COOP 405 can be used as a CSCI elective or as an open or approved elective. For further information on work term sequencing options and professional development training topics see section 9.13.

Post-Baccalaureate Diploma in Artificial Intelligence (PB DIP AI)

This diploma in artificial intelligence is a two-year credential for individuals who have graduated from an undergraduate degree in a field that is not computer science and have one programming course. Students complete 48 credits of computer science courses normally taken over two academic years. A recognized statistics course must be completed prior or before year two to be awarded the diploma. General requirements are outlined in chapter 7.

Year 1 CSCI 162, 215, 223, 225, 255, 263, 277, 350; 3 credits STAT*
*Students are only required to complete 3 credits of statistics if they have not completed a recognized statistics course prior to being admitted to the program. If required to complete a statistics course, we recommend students take STAT 224 or 231.
Year 2 CSCI 275, 340, 444, 485, 495; two of CSCI 345, 364, 455, 527; 3 credits MATH/STAT/CSCI elective at the 200-level or above.

Master of Science (M.Sc.)

This research-based M.Sc. program is designed to equip graduate students with the necessary skills to either work in industry or to continue with academia in a research career. The focus is on research under the supervision of a faculty member. Students must earn a total of 36 graduate credits. Course work counts for 12 credits. Research and thesis work count for 24 credits. Graduate Seminar - 0 credits. General requirements for graduate degrees are outlined in chapter 8. For specific requirements, consult the department chair or visit department website.

Master of Applied Computer Science (MACS)

The MACS is a course-based master's program designed to equip graduate students with the necessary skills to work in industry. Students have the flexibility to select from numerous elective courses to meet their professional interests and aspirations. Students complete 36 credits of graduate-level courses. Students have the option to complete an elective, project-based course in a workplace environment. General requirements for graduate degrees are outlined in chapter 8. For specific requirements, consult the department chair or visit department website.

Students must complete 10-11 CSCI courses at the 500-level. Each course is worth the equivalent of 3 credits, with the exception of CSCI 594: Computer Science Graduate Seminar, which is a mandatory 6 credits and taken during the student's first Fall semester, and CSCI 595 Project, an optional experiential project-based course, which is also worth 6 credits. To complete the program, students must complete 1 mandatory course (CSCI 594) and 9-10 elective courses totalling 36 credits.

Year 1 CSCI 594; 12 additional CSCI credits at the 500-level.
Year 2 18 CSCI credits at the 500-level (or 15 CSCI credits at the 500-level if 3 of the credits is CSCI 595)

128 Computing Literacy and Coding for Problem Solving

This course introduces coding for everyday problem solving. Programming fundamentals are introduced with an intuitive programming language and a simple programming environment. The students will obtain first-hand experience with live coding examples and exercises. Students from all disciplines can learn to develop their programming abilities without any prior knowledge. B.Sc. Advanced Major and Honours students may only count this course as an approved or open elective. Students who have received credit for CSCI 161 or equivalent are not permitted to enrol in CSCI 128. Three credits.

135 Computer Application Technology

This course enables students to use a variety of software tools to assist in their post-secondary studies and future careers. The course covers a broad range of information and communication tools essential for analyzing and presenting data, communicating information, organizing and writing papers, and preparing talks, slide presentations and posters. Webpage management is introduced. Topics covered support students in education, business, humanities and the health/social/physical sciences. B.Sc. Advanced Major and Honours students may only count this course as an approved or open elective; there is no such restriction for students in Arts or Business programs. Credit will be granted for only of CSCI 135 or CSCI 235. Three credits.

161 Introduction to Programming

An introduction to computers, algorithms and programming. Topics include problem analysis, algorithm development, data representation, control structures, arrays, and file manipulation. Credit will be granted for only one of CSCI 161, CSCI 125, ENGR 144, 147 or INFO 255. Three credits and a two-hour lab.

162 Programming and Data Structures

Continuing from the material in CSCI 161, this course covers memory management and data abstraction via classes and objects, and introduces the linear data structures lists, stacks, and queues. Structured programming is encouraged via modular development. Credit will be granted for only one of CSCI 162 and INFO 256. Prerequisite: CSCI 125 or 161 or ENGR 147. Three credits and a two-hour lab.

215 Social Issues in the Information Age

This course exposes students to the various impacts of technology on modern society with the goal of further developing their critical thinking and their ability to make informed decisions in this rapidly changing information age. Topics covered include privacy and security, biotechnology, cybercrime, genetic engineering, artificial intelligence, digitization and intellectual property, ethical issues in computing. Other topics and/or their emphasis may vary by semester. Students from every background will benefit from this course. Three credits.

223 Introduction to Data Science

The course will provide students with the basic understanding of the theory and practice of data science and its applications in different real-world domains. Student will also gain practical skills in handling structured and unstructured data, analyzing and visualizing data, data mining, as well as gain hands-on experience of software tools and apply the basic techniques to their own different scientific, engineering and business applications. Prerequisite: One of CSCI 125, 128, 161 or 225. Three credits.

225 Coding for Health Analytics

Technological development has transformed modern healthcare. The large amounts of health data currently acquired and analyzed has the potential to positively affect a patient's quality of life. This interdisciplinary course focuses on developing practical coding skills used in the healthcare domain, a rapidly growing field of computing that can have a beneficial impact on patient care and public health. Suitable for students from a variety of backgrounds planning a career involving health-related data. Open to students in all degree programs. Prerequisite: CSCI 128 or CSCI 125 or CSCI 161 or with permission of department chair. Three credits.

255 Advanced Data Structures

This course provides a deep investigation of foundational data structures and algorithms. Criteria for selecting appropriate data structures and algorithms for a given problem are presented. General problem solving is emphasized throughout the course. Specific topics include stacks, queues, lists, trees, searching, sorting, traversals, recursion, graphs, hashing, and complexity analysis. Prerequisite: CSCI 162. Three credits and a two-hour lab.

263 Computer Organization

This course covers basic computer arithmetic, architectures, and instruction sets; in-depth study of the central processing unit, memory and input/output organization; and microprogramming and interfacing. Credit will be granted for only one of CSCI 263 or INFO 225. Prerequisite: CSCI 162. Three credits and a two-hour lab.

275 Database Management Systems
An introduction to the theory and practice associated with the design and implementation of databases. Topics include database models (relational model in detail), design, normalization, transactions, SQL, and a DBMS (Oracle). Credit will be granted for only one of CSCI 275, BSAD 384 or INFO 275. Prerequisite: CSCI 162. Three credits.

277 Discrete Structures
An introduction to sets, binary relations and operations; induction and recursion; partially ordered sets; simple combinations; truth tables; Boolean algebras and elementary group theory, with applications to logic networks, trees and languages; binary coding theory and finite-state machines. Cross-listed as MATH 277. Prerequisites: MATH 101, 102 or 107 or 127 or 122 or CSCI 162. Three credits.

335 Management Science
This course prepares students for careers as analysts and consultants in industries with a focus on enhancing business value through operations, logistics and supply chain management. A variety of successful implementations of management science/ operations research tools in different application areas will be studied. Tools such as linear programming, project scheduling with uncertain activity times, various inventory models and simulation will be introduced and coupled with application in the fields of managing operations in manufacturing, long term financial planning and management of healthcare systems. Cross-listed as MATH 335. Prerequisite: MATH 105 or 106/126 or CSCI 161. Three credits. Not offered 2023-2024.

340 Evolutionary Computation
Evolutionary computation is a family of powerful optimization algorithms often used to find solutions to computationally intractable problems. The study of these algorithms and their application to problems is a large research area within computer science. Course topics include combinatorial optimization, genetic algorithms, particle swarm optimization, search space analysis, multi-objective optimization, and neuroevolution. Research practices and technical writing will be emphasized for course assignments/projects. Prerequisites: CSCI 255, CSCI 223 or 275; or permission of chair. Three credits.

345 Computer Graphics
Covers fundamental mathematical, algorithmic, and representational issues in computer graphics. Topics include graphics programming, geometrical objects and transformations, 2-D and 3-D data description, manipulation, viewing projections, clipping, shading and animation. Prerequisites: MATH 253; CSCI 255. Three credits and a two-hour lab. Not offered 2023-2024.

350 Biomedical Computation
Technological development has transformed modern biomedical data analysis. The large amounts of biomedical data currently acquired has the potential to have real world positive impacts, however, the underlying nature of the data presents major challenges for computational biomedical analysis techniques. This course focuses on advanced technologies applied to biomedical computation, a rapidly growing field with tremendous potential for having a beneficial impact on patient care and public health. Prerequisite: CSCI 161 or with permission of department chair. Three credits.

355 Algorithm Design and Analysis
An introduction to the design, analysis, and implementation of algorithms to solve common computational problems. Basic algorithm design techniques such as the greedy strategy, divide-and-conquer, and dynamic programming, as well as network flows, intractability, and NP-completeness will be discussed. Prerequisites: CSCI 255, 277. Three credits and a two-hour lab.

356 Theory of Computing
An introduction to the theoretical foundations of computer science, examining finite automata, context-free grammars, Turing machines, decidability and undecidability, and complexity theory. Strategies will be developed to help categorize problems as tractable or intractable. Prerequisites: CSCI 255, 277. Three credits.

361 Natural Language Processing
This course presents students with methods to automatically analyze text written in a natural language. It explores traditional statistical methods for natural language processing before focusing on more modern techniques such as embedding-based models. This course represents approaches and their applicability across different tasks, such as, sentiment analysis, machine translation, and document classification. Students are expected to code solutions for assignments and a final project. Prerequisite: CSCI 255; 223 recommended. Three credits. Offered 2023-2024 and in alternate years.

364 Mobile Application Development
A mobile application (mobile app) is a software application designed to run on smartphones, tablet and other mobile devices. The android mobile platform has become one of the most popular mobile platforms used by millions around the world. This course introduces application development for the Android OS that can run on mobile devices. The course covers the Android system, the Android development tools, Activity Lifecycle, User Interfaces in Android, and Android application development that uses SMS, databases, location tracking, and/or multimedia. Credit will be granted for only one of CSCI 364 or CSCI 471. Prerequisite: CSCI 162 or INFO 256. Three credits and two-hour lab. Offered 2023-2024 and in alternate years.

368 Data Communications and Networking
This course covers communication systems; environments and components; common carrier services; network control, design and management; distributed and local networks. Credit will be granted for only one of CSCI 368 or INFO 465. Prerequisite: CSCI 255. Three credits and a two-hour lab.

371 Selected Topics
This course explores current topics in computer science, such as big data, distributed computing, bioinformatics and machine learning. Three credits.

375 Operating Systems
An overview of operating systems functions: file management, CPU scheduling, process management, synchronization, memory management, and deadlock handling. UNIX will be introduced and used in this course. Prerequisite: CSCI 263, completed or concurrent. Three credits and a two-hour lab.

435 Algorithms and Complexity
A survey of advanced topics in algorithms and complexity theory. Topics include online, randomized, approximation, and parameterized algorithms as well as other advanced algorithm design techniques, average-case analysis, and amortized analysis. Prerequisite: CSCI 355 or permission of the chair. Three credits. Not offered 2023-2024.

444 Machine Learning
This course covers modern technologies in computational machine learning. Validation of machine learning algorithms will be taught alongside computational design considerations for the creation of reliable and robust machine learning models. Machine learning techniques will be taught in detail from a computational technology perspective, including decision trees, bootstrapping, bagging, super learners, AdaBoost, artificial & convolutional neural networks and methods for minimizing error on unseen data. Classical learning techniques will also be presented. Prerequisites: CSCI 161, STAT 224 or 231 or 101 or permission of department chair. Three credits.

455 Parallel and Distributed Computing
Introduces parallel programming techniques as a natural extension to sequential programming. Students will learn techniques of message-passing parallel programming; study problem-specific algorithms in both non-numeric and numeric domains. Topics will include numeric algorithms; image processing and searching; optimization. Prerequisites: CSCI 263; 375 recommended. Three credits and a two-hour lab. Offered 2023-2024 and in alternate years.

467 Cyber Security
Covers the theory and practice of computer and network security, including cryptography, authentication, network security, and computer system security. Topics include secret and public key cryptography; message digests; authentication, including password-based, address-based, and cryptographic; network security; system security, including intruders, malicious software, and firewalls. Students will use and implement algorithms. Prerequisite: CSCI 368, completed or concurrent. Three credits. Not offered 2023-2024.

471 Topics in Computer Science
This course explores current topics in computer science, such as big data, distributed computing, bioinformatics and machine learning. Three credits. See https://www.mystfx.ca/computer-science/ for more information.

483 Interactive Programming with Java
This course introduces the object-oriented language Java and its application to interactive programming. Topics include Java syntax and object inheritance structure, exception handling, GUI and Applet programming, Java networking and multithreading. Credit will be granted for only one of CSCI 483 or INFO 355. Prerequisite: CSCI 162; 255 is recommended. Three credits and a two-hour lab. Offered 2023-2024 and in alternate years.

485 Software Design
The course covers techniques for the design and management of large software projects, including structured programming, debugging, and testing methodologies. Examples of large systems will be provided and a programming project will be completed. Prerequisite: CSCI 162; 483 is recommended. Three credits.

487 Organization of Programming Languages
Topics include structure of language definitions, control structures, data types and data flow, compilers vs interpreters, introduction to lexical analysis and parsing. Prerequisite: CSCI 263, and 375 completed or concurrent. Three credits and a two-hour lab. Offered 2023-2024 and in alternate years.

491 Senior Seminar
The purpose of this non-credit course is to assist students in carrying out research, composition, and oral presentation. Students will present a project topic in the fall term and their project in the spring. Attendance at departmental seminars is mandatory. No credit.

490 Honours Thesis
Students will prepare and present a thesis based on original research conducted under the supervision of a faculty member. Credit will be granted for only one of CSCI 490 and CSCI 493. Restricted to students in the honours program. Required for honours students. Six credits.

495 Artificial Intelligence
An introduction to the core concepts of artificial intelligence, including state space, heuristic search techniques, knowledge representation, logical inference, uncertain reasoning, and machine learning. Specific methods covered include neural networks, genetic algorithms, and reinforcement learning. Prerequisites: CSCI 255, 263, 277. Three credits.

GRADUATE COURSES

Credit will be granted for only one of an undergraduate or graduate level course in each group: CSCI 455, 522; CSCI 485, 523; CSCI 364, 524; CSCI 356, 541; CSCI 495, 545; CSCI 350, 546; CSCI 340, 547; CSCI 467, 561; CSCI 345, 562; STAT445, CSCI 555; CSCI 444, 525; CSCI 361, 532.

521 Real Time Systems
This course covers analysis techniques and development methodology for real-time systems. Topics include: real-time process and control, soft and hard real time systems, real-time scheduling algorithms, schedulability analysis theory, resource access control, real-time operating systems, real-time communications, performance analysis, requirement specification and system specification, verification of real-time systems, and formal development process of time critical real-time systems. Three credits.

522 High Performance Computing
This course is designed for graduate level parallel computing courses. This is not only a course which is linked to real parallel programming software, but also a course which covers many theoretical aspects on architectures, algorithms and applications. This course concentrates on parallel program to be executed not only on special multiprocessor systems or supercomputers, but also on networked workstations (Linux) or PCs using freely available parallel software tools such as Message Passing Interface (MPI) and Parallel Virtual Machine (PVM). Some emerging topics such as cluster computing, grid computing, cloud computing, peer-to-peer computing, as well as multicore systems will be introduced. Three credits.

523 Software Engineering
This course covers major concepts in software engineering. The fundamental characteristics of the software life cycle as well as tools and techniques for development and maintenance of large software systems will be presented. A major objective of this course is to give the student real-life software development experience. This objective is accomplished through the student's participation on a team that will develop a single software product over the course of the term. Product development will follow the full software life cycle from requirements analysis through product delivery. The focus will be on an object-oriented development strategy. Three credits.

524 Mobile Application Design/Development
Mobile applications are software applications designed to run on mobile devices. The Android mobile platform has become one of the most popular platforms used by millions of devices around the world. This course introduces App development for the Android OS. The course covers the Android system, fundamental components of Android Apps, how to create user interfaces in Android, and how to create Android Apps that use databases, location, and networking, multimedia and/or other services. Three credits.

525 Machine Learning Design
This course covers modern technologies in computational machine learning with advanced applications in deep learning. Validation of machine learning algorithms will be taught alongside computational design considerations for the creation of reliable and robust machine learning models. Technologies taught will include autoencoders, deep learning for segmentation (U-Nets etc.), recurrent neural networks, long short-term memory learning machines and explainable artificial intelligence. Classical machine learning techniques will also be presented for breadth of background. Three credits.

526 Embedded Systems
This course will study embedded programming with a focus on wireless sensor networks, and the state of the art in mobile communication research. Students are expected to present research papers from the recent literature, and to learn TinyOS programming with NesC and application development in MICA2 platform. Three credits.

527 Big Data
The emphasis of this course is to introduce big data concepts. Course topics include reliable and big data storage, efficient big data processing and analytics. Students will gain abilities to design highly scalable systems that can store, process, and analyze a big volume of unstructured and/or semi-structured data in batch mode and/or real time. Three credits.

528 Advanced Data Analytics
The course will introduce advanced algorithms for structured data analytics and their applications in real-world problems. Course topics include classification, cluster analysis, association analysis, and anomaly detection. Students will learn these algorithms with hands-on implementation and gain abilities to derive value from collected data by applying the advanced data analytics algorithms. Three credits.

529 Mobile Robotics
This course will introduce basic concepts and techniques used within the field of mobile robotics. Classical motion planning algorithms, such as A* and RRT will be taught. During this course, machine learning models related to robotics will also be taught. The fundamental challenges for autonomous intelligent systems will be analyzed and an approximation method to calculate a solution will be discussed. The concepts taught will include Bayesian filters, Kinematics, Sensors, Markov Decision Process, POMDP and Reinforcement Learning. Three credits.

531 Reinforcement Learning
This course will introduce the fundamentals of Reinforcement learning and Deep learning techniques. The course will cover the Tabular solution methods, such as the finite Markov Decision Processes and Temporal-Difference learning. It will also cover approximation solution methods, as on-policy and off-policy approximations. By the end of the course, new deep-learning techniques will be introduced. Strong fundamentals in calculus and data structure are recommended. Restricted to MACS and MSc-CSCI students. Three credits.

532 Advanced Natural Language Processing
This course presents students with methods to automatically analyze text written in a natural language and considers ethical concerns on biased data. It explores modern techniques such as embedding-based and neural models. This course presents approaches and their applicability across different tasks, such as, sentiment analysis, language modeling, and document classification. Students are expected to code solutions for assignments. Three credits.

541 Theory of Computing
An advanced course building on foundational ideas in the theory of computing. Further properties of regular and context-free languages, language classes beyond context-free, parsing, randomness and probabilistic computation, relativized computation, complexity hierarchies, and circuit complexity will be discussed. Prior experience with theory of computing at the undergraduate level is recommended. Three credits.

542 Representation & Reasoning
This course provides a survey of general methods for analyzing knowledge about the real world and mapping it to a computable form. Principles of knowledge representation and their role in adapting logic and ontology to the task of constructing computable models of an application domain are introduced. Methods for representing dynamically changing processes and events are presented. Ways of dealing with vague, uncertain, imprecise or inconsistent facts are discussed. Three credits.

543 Specification and Verification
A treatment of formal logic with applications to computer science, starting with a rigorous discussion of propositional and predicate logic (with equality) and culminating in proofs of soundness and completeness. Several automated theorem proving methods such as semantic tableaux, natural deduction, and resolution will be compared. Extensions to other logics will be discussed. Three credits.

544 Computational Logic
This course focuses on automated theorem proving. We start with a rigorous treatment of propositional and first order calculus (with equality) and the method of natural deduction, giving a thorough investigation of the soundness and completeness proofs and decidability. Then we compare and contrast several automated theorem proving methods such as tableau, resolution, sequent style calculus and rewrite systems. Extensions to other logics will be discussed. Students will implement one of the automated theorem proving methods. Three credits. Not offered 2023-2024.

545 Artificial Intelligence
This course covers advanced core concepts in artificial intelligence (AI). Topics covered include intelligent agents, uninformed and informed (heuristic) search,

logical and probabilistic knowledge representation, logical and probabilistic inference, essentials of machine learning, neural networks, reinforcement learning, and evolutionary computation. Project requires and in-depth study of a topic related to AI. Three credits.

546 Biomedical Computation
Technological development has transformed modern biomedical data analysis. The large amounts of biomedical data currently acquired has the potential to have real world positive impacts, however, the underlying nature of the data presents major challenges for computational biomedical analysis techniques. This course focuses on advanced technologies applied to biomedical computation, a rapidly growing field with tremendous potential for having a beneficial impact on patient care and public health. Three credits.

547 Evolutionary Computation
Evolutionary computation is a family of powerful optimization algorithms often used to find solutions to computationally intractable problems. The study of these algorithms and their application to problems is a large research area within computer science. Course topics include combinatorial optimization, genetic algorithms, particle swarm optimization, search space analysis, multi-objective optimization, and neuroevolution. Research practices and technical writing will be emphasised for course assignments/projects. Three credits.

550 Approximation Algorithms
An introduction to the study of approximation algorithms, highlighting key algorithm design techniques for approximation algorithms and the complementary study of hardness of approximation. Topics include greedy algorithms and local search, dynamic programming, deterministic and randomized rounding of linear and semidefinite programs, and the primal-dual method. Three credits.

554 Matrix Computation
Through the use of lectures, discussions, the text, assignments, and labs, this course will familiarize students with the advanced knowledge of triangular systems, positive definite systems, banded systems, sparse positive definite systems, general systems; Sensitivity of linear systems; orthogonal matrices and least squares; singular value decomposition; eigenvalues and eigenvectors; and QR algorithm with their applications. Three credits.

555 Data Mining and Machine Learning
The course covers the most current techniques used in data mining and machine learning and their background theoretical results. Two basic groups of methods are covered in this course: supervised learning (classification or regression) and unsupervised learning (clustering). The supervised learning methods includes Recursive Partitioning Tree, Random Forest, Linear Discriminant and Quadratic Discriminant Analysis, Neural Network, Support Vector Machine. The unsupervised learning methods include Hierarchical Clustering, K-means, K-nearest-neighbour, model-based clustering methods. Furthermore, the course also covers the dimensional reduction techniques such as LASSO and Ridge Regression, and model checking criteria. Three credits.

561 Computer and Network Security
The objective of the course is to provide a broad overview of issues and approaches, while exposing students to recent advancements in computer and network security. This course will cover the theory and practice of computer and network security. While covering the theory of computer communication security, the course will focus on using and in some cases implementing various algorithms as well. Three credits.

562 Computer Graphics
Fundamental mathematical, algorithmic and representational issues in computer graphics. Graphics programming. Geometrical objects and transformations. 2-D and 3-D data description and manipulation. Viewing, Projections, Clipping, Shading, Animation. Three credits.

563 Advanced Database Systems
Explores advanced and evolving issues in database management systems. Topics include advanced database design and normalization, database implementations and optimizations, advanced and embedded SQL, ODBC and JDBC, XML, data warehousing, and emerging database trends. A major project is a key component of the course. Three credits.

564 Constraint Processing and Heuristic Search
The course will examine combinatorial problem solving and optimization with constraint processing and heuristic search methods for a variety of real world applications. It contains two main parts. The first part covers basic and advanced search techniques and the second part studies constraint processing techniques and constraint programming. Three credits.

594 Computer Science Graduate Seminar
This seminar course prepares graduates for industry or academia by developing knowledge and skills that will be applicable in a variety of professional contexts. Among these skills will be professional communication with industry and non-industry audiences, social and ethical issues in the field, grant and proposal writing, job search skills, research skills, and current innovations in research. The course is facilitated by computer science faculty members and includes presentations by invited experts. Pass/Fail. Six credits.

595 Project
The main objective of this course is to give the student real-life software development experience. The student will work with an industry or academic partner and develop a computing solution to a real-world problem. The student will be responsible to manage the project from development to execution. The student will gain practical experience on methods, languages, and tools in software design and development. Six credits.

598 Research
Six credits.

599 Thesis
Eighteen credits.

9.13 CO-OPERATIVE EDUCATION (COOP)
J. MacDonald, MLIS, M.Ad.Ed., M.Ed., Manager

Co-operative education utilizes experiential learning partnerships between the university and employer to provide students with opportunities for relevant, paid employment while completing academic studies. A combination of professional development training and practical work experience empowers students to apply and further develop the knowledge and skills they have acquired in their academic program. Currently, Co-operative education is an option for seven undergraduate, one graduate, and one post-baccalaureate diploma program.

Co-op Education in Undergraduate Programs
Co-operative education is an option for students enrolled in biology, business, climate & environment, computer science, health, human nutrition and mathematics. Students enrolled in a BA must commit to a major in computer science or mathematics to continue in the co-op education program. Students enrolled in BSc must commit to a major in biology, computer science, or mathematics to continue in the co-op education program. Students' degree programs and registration will be monitored and academic averages will be assessed annually to determine eligibility to continue in the program. Participation in the cooperative education program is voluntary, obtaining a cooperative education work assignment is competitive, and students are not guaranteed a cooperative education work placement.

Students are eligible to join the co-operative education program after at least one full year of academic study. Students may apply to the program at any time but must apply before the published deadline in early May. Admission to the program is based on academic requirements and the student's ability to be flexible regarding work term options. A minimum overall first year average of 65% is required for students joining the program in their second year. For students joining the program in third year, the student must meet our first year average requirement and a minimum overall second-year average of 70%. To remain in the co-op education program, students must be actively engaged, must be registered in a minimum of 12 credits per term while completing co-op requirements, and maintain a 70% average. The co-op education program begins and ends on an academic term. After completing the minimum of 12 months of co-op work experience, students are required complete a minimum of 12 credits (including COOP 405) at StFX.

International students may apply for the co-op program if they have a valid study permit. The co-op work permit is required for international students to go on co-op work term and can be obtained from Immigration, Refugees and Citizenship Canada (IRCC). Students should be aware that work permit processing timelines can be lengthy (6-8 months). If you have not submitted your co-op work permit application by the date indicated by the Co-op Education program or obtained a valid co-op work permit, you will not be able to participate in the co-op job search and will probably extend the length of your academic studies if you wish to complete the co-op program.

Students enrolled in the program complete their professional development training within the first four months in the program. The professional development training assists with students' success within the program and their work terms. Students are notified of the professional development training schedule when they apply to the co-op program. Students must adjust their calendars in order to ensure they are available to complete the training when it has been scheduled. Students must successfully complete the mandatory professional development training and required assignments to be eligible for co-op work terms.

Students have the option to complete their co-op work terms as an alternating or internship model. The alternating model consists of 4-month plus 8-month or 8-month plus 4-month. The 12-16 month work term is considered a co-op

internship and must be with one employer. Work terms must occur in at least two of the three "academic semesters" and must be preceded and followed by an academic term(s). "Academic semesters" are January to April, May to August, and September to December. Within the first month of being in the program, the co-op office and academic advising will help you make a work term plan that is right for you. The co-op office will use this work plan to direct student when they need to secure their work terms. All work placements must be approved by the co-op office in advance. Failure to obtain the required approval of the work term from the co-op office may result in the work term not counting toward the co-op work term requirements. Successful completion of work term is required to continue in the co-op program. For some work terms, students will be required to provide the employer a confirmation of enrollment letter. Students may request the letter the through Services@StFX. In the comments section of this form, indicate you are enrolled in the Co-op program. Co-op students should not use the confirmation of enrollment letter available in myData.

Students may withdraw from the co-operative education program by completing the online withdrawal form found on the co-operative education program Moodle page. There will be no refund of fees collected for professional development seminars or work terms completed prior to the date of withdrawal. For students who withdraw during a PDS session or while completing a work term, normal refunding rules will apply. Students who want to withdraw from the program while on work term must notify the co-op office of their intention to withdraw. The co-op office will review the student's employment contract as some roles require the student to be enrolled in a co-op program. The co-op office will notify the student if they must complete their work term and necessary assignments before the formal withdrawal from the co-op program will be processed.

Students who successfully complete all co-op requirements and all academic requirements for their degrees will receive a certificate of completion with their degree parchment. In addition, a co-operative education designation will be displayed in the degree awarded section of their official transcript. The co-operative education programs in biology, business, computer science, human nutrition are accredited by the Co-operative Education & Work–Integrated Learning Canada (CEWIL Canada). Climate & environment, health and mathematics co-op programs also follow the same guidelines as our accredited programs.

110 Discovering Career Development for a Changing and Complex World

This seminar lays discusses career development. Students discover the skills they need for future employability. Through career management strategies, students will establish goals that will enable them to achieve their career goals and develop career resiliency. Topics covered include career development, self-assessment, reflection, and mission statements. Students will also be introduced to the electronic portfolio development process and the important role it can play in the career development process. Pass/fail. No credit.

120 Achieving your Professional Presence from Vision to Action

In this seminar students will build upon and connect the foundational material addressed in COOP 110. Students will be presented with models for, identifying and assessing their knowledge, skill and abilities, setting goals, developing an effective cover letter, resume, and social media presence and networking. Students will discover and apply effective job search strategies that will assist with building a competitive application that stands out from the crowd. Prerequisite: COOP 110. Pass/fail. No credit.

130 Enhancing Your Engagement in the Workplace

Landing a job can be challenging in the competitive labour market. Typically, the resume gets you in the door, but the interview is where you close the deal. COOP 130 offers students an overview of interviews and assists students with developing interview strategies that will lead to employment success. Students are introduced to relevant workplace topics that will assist with better or promote positive transitions into the workplace. Prerequisites: COOP 110, 120. Pass/fail. No credit.

401-404 Co-operative Education Work Terms

COOP work terms parlay professional development theory and academic knowledge into practice in employment that is related to student's degree program. While on work term, the co-op program staff and the student's supervisor will monitor and evaluate the student's progress. Students will document their work term learning objectives, participate in a work site evaluation by the Co-op staff, submit formal performance evaluation and write a reflective essay. Pass/fail. No credit.

405 Co-operative Education Work Term and Integrated Learning

After the final work term, students reflect on their co-op experience. This course is used to satisfy major subject elective or open or approved elective requirements in the BA and BSc degrees, and to satisfy BSAD elective or open elective requirements in the BBA degrees. In the BASc degrees, this course can be used to satisfy primary or secondary concentration designated elective or open elective requirements. Prerequisites: COOP 110, 120, 130, 401, 402 and 403. Three credits.

Co-op Education in Graduate and Post-baccalaureate Diploma Studies

Currently, Co-op Education is an option for students enrolled in the Master of Applied Computer Science (MACS) and Post-Baccalaureate Diploma in Enterprise IT Management (PB DIP ENITM).

Once students have confirmed acceptance into their program, the co-op education office will notify students by email of the co-op application process by mid-summer. Admission to the Co-op Education program is based on the academic requirements of the MACS/PB DIP ENITM programs. Students will actually apply for the Co-op Education program in September before the posted deadline via our online application form. Students are notified by their StFX email of their acceptance into the program and the professional development-training schedule. Students who begin their program in January are not eligible for the Co-op Education program.

The co-op work permit is required for international students to go on co-op work term and can be obtained from Immigration, Refugees and Citizenship Canada (IRCC). In order to obtain a co-op work permit, students must have a valid study permit and be enrolled in the StFX Co-op Education program. Students should be aware that work permit processing timelines could be lengthy (6-8 months). If you have not submitted your co-op work permit application by the date indicated by the Co-op Education program or obtained a valid co-op work permit, you will not be able to participate in the co-op job search.

Students' degree programs and registration will be monitored and academic averages will be assessed by term and annually to determine eligibility to continue in the program. Participation in the cooperative education program is voluntary, obtaining a cooperative education work assignment is competitive, and students are not guaranteed a cooperative education work placement. For continuation in the Co-op Education program, MACS students must achieve a passing grade of 60% in their academic courses, maintain an average of 70% throughout their master's program, be actively engaged with the Co-op Education program, and be registered in a minimum of 9 MACS credits per term while completing co-op requirements. For PB DIP EITM students must achieve a passing grade of 60% in their academic courses, maintain an average of 70% throughout their diploma program, be actively engaged with the Co-op Education program, and be registered in 12 credits per term while completing co-op requirements.

Students enrolled in the program complete their professional development training within the fall semester of joining the co-op education program. The professional development training assist students' success within the program and their work term. Students must successfully complete mandatory professional development training to be eligible for co-op work terms.

MACS students complete 8 months of work (summer and fall) which begin in the summer after first year. PB DIP ENITM students complete one work term in the summer between first and second year. All work placements must be approved by the co-op office in advance. Failure to obtain the required approval of the work term from the co-op office may result in the work term not counting towards the program. The co-op education program begins and ends on an academic term.

While on work term, students complete mandatory work term assignments and are monitored/evaluated by the Co-op Program staff and their direct reporting manager at the workplace. To complete a work term successfully, Co-op students must obtain at least a satisfactory grade on their performance evaluation and complete all co-op assignments with quality and submitted on time. For some work terms, students will be required to provide the employer a confirmation of enrollment letter. Students may request the letter the through Services@StFX. In the comments section of this form, indicate you are enrolled in the Co-op program. Co-op students should not use the confirmation of enrollment letter available in myData.

Students may withdraw from the co-op education program by completing the online withdrawal from found on the co-op education program Moodle page. There will be no refund on fees collected for professional development seminars or work terms completed prior to the date of withdrawal. For students who withdraw during a PDS session or while completing a work term, normal refunding will apply. Students who want to withdraw from the program while on work term must notify the co-op office of their intention to withdraw. The co-op office will review the student's employment contract as some roles require the student to be enrolled in a co-op program. The co-op office will notify the student if they must complete their work term and necessary assignments before the formal withdrawal from the co-op program will be processed.

Students who successfully complete all co-op requirements and all academic requirements for their degrees will receive a certificate of completion with their degree parchment. In addition, a co-operative education designation will be displayed in the degree awarded section of their official transcripts.

500 Developing Professional Identity and Workplace Effectiveness I

This seminar addresses workplace readiness topics (i.e. emotional intelligence, reflection, workplace identity) that will assist students with the transition from school to the workplace. Students discover and nurture their professional identity in order to facilitate co-op work experience. Pass/fail. No credit.

501 Developing Professional Identity and Workplace Effectiveness II

This seminar addresses workplace topics (e.g. bullying, harassment, conflict management, onboarding, performance management, negotiation) that will assist students with the transition from academics to the co-op workplace. Prerequisite: COOP 500. Pass/fail. No credit.

510 Co-operative Education Work Term I

COOP work terms parlay professional development theory and academic knowledge into practice in employment that is related to student's degree program. While on work term, the co-op program staff and the student's work term manager will monitor and evaluate the student's progress. Students will document their work term learning objectives, participate in a work site evaluation by the co-op staff, submit formal performance evaluation, and write a reflective essay. Prerequisites: COOP 500, 501. Pass/fail. Three credits.

520 Co-operative Education Work Term II

COOP work terms parlay professional development theory and academic knowledge into practice in employment that is related to student's degree program. While on work term, the co-op program staff and the student's work term manager will monitor and evaluate the student's progress. Students will document their work term learning objectives, participate in a work site evaluation by the Co-op staff, submit formal performance evaluation, and write a reflective essay. Restricted to MACS co-op students. Prerequisites: COOP 500, 501, 510. Pass/fail. Three credits.

530 Co-operative Education Integrated Learning

Following the completion of work term requirements, students reflect, discuss and report on their co-op experience. MACS prerequisites: COOP 500, 501, 510, 520. PB DIP ENITM prerequisites: COOP 500, 501, 510. Pass/Fail. No credit.

9.14 DEVELOPMENT STUDIES (DEVS)

S. Dodaro, Ph.D., Co-ordinator

Advising Faculty	Department
N. Allen, Ph.D.	Political Science
K. Burnett, Ph.D.	Development Studies
S. Chattopadhyay, Ph.D.	Development Studies and Women's and Gender Studies
J. Langdon, Ph.D.	Development Studies
S. Vincent, Ph.D.	Anthropology
R. Wyeth, Ph.D.	Biology

This interdisciplinary program in development studies examines the local and global social, economic, political, ecological and cultural contexts in which development takes place. Students engage with the theory and practice of development, explore issues that pertain to social justice, and learn about different approaches and initiatives, including the Antigonish Movement and the work of the Coady International Institute. Students are prepared to pursue careers related to development or to integrate what they learn in whatever other career path they choose to pursue.

Students may complete an honours with subsidiary, a joint advanced major or a joint major in development studies and another subject, a subsidiary or a minor in development studies. In addition, students may pair DEVS courses or take them as electives to gain a different perspective. Students who intend to pursue development studies, or to gain some understanding of what the program has to offer, are strongly encouraged to take DEVS 101 in their first year. Students graduating with honours, joint advanced major or joint major in development studies and another subject must complete ECON 101 and 102 during the course of their degree. These 6 credits are treated as electives. A 3 credit social science research methods course is required for students graduating with an honours or joint advanced major degree. These 3 credits are also treated as electives. To satisfy prerequisite requirements, students should take at least one of the following during their first year: ANTH 111/112, PSCI 101/102, SOCI 101/102. As well, it is recommended that students graduating with honours, joint advanced major or joint major in development studies gain competency in a second language relevant to their studies (e.g., French or Spanish).

Note: For honours, joint advanced major and joint major, no more than 12 credits of development studies cross-listed or designated courses (see below) may be in a single subject. Also, none of the development studies cross-listed or designated courses may be in the student's other declared subject.

Honours in Development Studies with a Subsidiary

See section 4.1 for general regulations on degree requirements.

Requirements:

a) 48 credits in DEVS (subject A) and 24 credits in the subsidiary subject (subject B). Students must complete the following:
   - i) DEVS 101, 201, 202, 302, 303, 311, 321, 401, 405, 412 — 30 credits
   - ii) DEVS 490 (thesis) — 6 credits
   - III) DEVS core, cross-listed or designated courses — 12 credits
   - iv) ECON 101, 102 — 6 credits
   - v) Social Science Research Methods Course* — 3 credits

*Social science courses that satisfy the DEVS research methods requirement include ANTH 304, ANTH 305, PSCI 397, SOCI 202, and SOCI 307. Other courses may be considered with the permission of the Development Studies Coordinator.

b) Course Pattern: see section 4.1.3

Joint Advanced Major in Development Studies

Requirements:

a) 36 credits in DEVS (subject A) and 36 credits in another subject (subject B; see definition of subject at 4.1.2) or 36 credits in another subject (subject A) and 36 credits in DEVS (subject B). The program or department requirements for advanced majors are applicable in both subjects.
   Students using DEVS as subject A or B must complete the following:
   - i) DEVS 101, 201, 202, 302, 303, 311, 321, 401, 405 — 27 credits
   - ii) DEVS core, cross-listed or designated courses — 9 credits
   - iii) ECON 101, 102 — 6 credits
   - v) Social Science Research Methods Course* — 3 credits

*Social science courses that satisfy the DEVS research methods requirement include ANTH 304, ANTH 305, PSCI 397, SOCI 202, and SOCI 307. Other courses may be considered with the permission of the Development Studies Coordinator.

b) Course Pattern: see section 4.1.3

c) A senior paper is required for all advanced major students. The senior paper will be written in either DEVS 401 or 405 when development studies is subject A. When development studies is subject B, the senior paper will be written for the department or program that is subject A.

Joint Major in Development Studies

Requirements:

a) 36 credits in DEVS (subject A) and 36 credits in another subject (subject B). The program or department requirements for majors are applicable in both subjects.
   Students must complete the following:
   - i) DEVS 101, 201, 202, 302, 303, 311, 321 — 21 credits
   - ii) Minimum of 3 credits from 401, 405 — 3 credits
   - iii) DEVS core, cross-listed or designated courses — 12 credits
   - iv) ECON 101, 102 — 6 credits

b) Course Pattern: see section 4.1.3

Subsidiary in Development Studies

Requirements:

24 credits in DEVS and 48-60 credits in the honours subject. No more than six credits of DEVS cross-listed or designated courses may be from a single department. None of the development studies cross-listed or designated courses may be in the student's honours subject.

Students must complete the following:
- i) DEVS 101, 201, 202 — 9 credits
- ii) Minimum of 6 credits from 302, 303, 311, 321 — 6 credits
- iii) DEVS core, cross-listed or designated courses — 9 credits

Minor in Development Studies

Requirements:

24 credits in DEVS. No more than six credits of DEVS cross-listed or designated courses may be from a single department. None of the cross-listed or designated courses may be in the student's declared major subject. Students must complete the following:
- i) DEVS 101, 201, 202 — 9 credits
- ii) DEVS core, cross-listed or designated courses — 15 credits

Pair

- i) DEVS 101 — 3 credits
- ii) One of DEVS 201 or 202 — 3 credits
- ii) DEVS core, cross-listed or designated courses — 6 credits

DEVELOPMENT STUDIES CORE COURSES

101 Introduction to Development Studies
This course offers students an introduction to the field of development studies. It explores core concepts about 'development' and its real-world applications. . Along with an introduction to international development institutions, topics covered include colonialism and its legacies, Indigenous people, gender and development, environment and climate change, food insecurity, human rights and diversity, human displacement and migration, and economic relations. Discussion of these topics will be situated in the context of local, national and global case studies. Three credits.

201 International Development: The Global South
An introduction to development theory and practice as it applies to inequality between countries, and within countries of the Global South. The course provides students with a critical analytical framework for understanding and evaluating development theories, policies, programs, trends, and impacts, especially since the formation of the Bretton Woods institutions. Students will explore the concepts of sustainable development and of social and economic justice as they relate to global development. Prerequisite: DEVS 101, or 24 credits, or permission of the co-ordinator. Three credits.

202 International Development: Canada
In this course, Canada's path to development, and the challenges it currently faces will be explored. These include Canada's current economy and how it is rapidly changing, its colonial history and the ramifications of that history, including for indigenous peoples and racialized communities, and the persistence of social, economic, and geographic inequalities that raise questions about the distribution of the benefits of development, the challenge of sustainability, given the stresses Canada place on the global physical and social environment, and the country's changing demographics and its implications, including the role of migration and refugees. Prerequisite: DEVS 101, or 24 credits, or permission of the co-ordinator. Three credits.

302 Globalization and Development
The course analyzes the forces affecting the globalization process, its evolution over time, and its impacts on development. It takes a broad view, from an interdisciplinary perspective, of the factors at work, their nature and their consequences. Topics considered include the fact and policy dimensions of globalization, questions that pertain to equity and fairness, issues concerning production, consumption, global markets, governance, and the role of various international institutions. It also analyzes the mechanisms linking the global to the local level. Prerequisites: DEVS 201, 202 or ECON 101, 102. Three credits.

303 Power, People, Planet, and Profit
The course considers the interrelationship of social, economic, and ecological considerations that pertain globalization processes that impact development. The course is grounded in theoretical consideration of the central role consumption plays in globalization, markets, ecological crises, and (in)equity. It provides an interdisciplinary analysis of such issues as: local and global markets, 00, ecological stability, the significance of power, culture, norms, and various stakeholders in how consumption impacts sustainable and equitable development. It looks at particular initiatives including gender and the garment industry, boycotts, and child labour. Prerequisites: DEVS 201, 202 or permission of the instructor. Three credits.

311 Issues in Development Practice
In this seminar course, students make the link between theoretical discussion of development and actual development practice, both locally and internationally. An in-class component addresses the practicalities of development interventions and the major issues that affect them, such as: gender/ethnic/class stratification; power relations within and between localities and external agents; and indigenous versus dominant forms of knowledge. Student will then apply this in an experiential learning component in a local or international context. Prerequisites: DEVS 201, 202; or permission of the instructor. Three credits.

315 Gender and Development
This course will examine a number of ways to understand what gender and development mean, and the ways in which the two intersect. For instance, the course will explore such questions as, how can thinking intersectionally change the practices of development and of international institutions of development?; and, how local and gendered actors respond to development policies? This course shows the significance of feminist movements to development and a gender-sensitive turn in development policies. Sub-themes in the course include women and work, gender and health, empowerment, environment, sustainable development, and others. Credits will be granted for only one of DEVS 315 and DEVS 391(ST: Gender and Development). Cross-listed as WMGS 315. Prerequisite: WMGS 100 or DEVS 201 and 202. Three credits.

321 People and Development
This course critically examines how development policy and practice have affected target populations. Students will develop critical analytical skills and knowledge by examining the strengths and weaknesses of strategies such as those promoting popular participation, gender equality, small-scale business, local knowledge and democratic reform, as well as of different forms of development institutions. The course uses case studies based on long-term, first-hand participant observation that place development processes in larger historical, political and economic contexts. Cross-listed as ANTH 320. Prerequisites: ANTH 111, 112 or DEVS 201, 202. Three credits. Offered every year.

401 Theories of Development
This seminar takes an interdisciplinary approach to the study of theories that have shaped the conceptualization and practice of development around the world. The seminar focuses on current versions of general development theories such as: modernization, structuralism, Marxism, dependency theory, neoclassical and neoliberal theory, alternative development, and post-development. Examples of current theories that focus on key development issues are also covered. Prerequisites: DEVS 201, 202. Three credits.

405 Community-Based Development: Strategies and Practice
This seminar is an examination of community-based development. It explores and evaluates strategies, practices and techniques used to strengthen people's capacity to build sustainable livelihoods, and examines the role of different agencies (e.g. local citizens, government, non-government organizations, and the private sector) in stimulating development at the community level. The course will include development strategies used in the Global South and practices used in Canada, especially Atlantic Canada. Prerequisites: DEVS 201, 202. Three credits.

412 Internship in Development Studies
This internship builds on DEVS 311. Students may extend their placement from 311 or undertake a new posting. The class will be largely experiential. Students will be required to blog regularly, to submit critical reflection papers, to produce a research product of use to their host organization, to make an oral presentation and to submit a final written report. Students will do their internship during the spring and summer before their senior year and complete this course in the fall term of their senior year. Prerequisite: DEVS 311 and permission of the instructor. Three credits.

490 Thesis
Students will work under the supervision of a faculty member who guides the selection of a thesis topic, use of resources, research methodology, and quality of analysis. Restricted to honours students. Six credits.

499 Directed Study
Students will work with a course instructor on a topic which is not available through other course offerings. Prerequisites: DEVS 201, 202 and six additional credits in core development studies courses. See section 3.5. Three credits.

DEVELOPMENT STUDIES CROSS-LISTED COURSES

203 Climate Change and People: Issues, Interventions, Citizen-led Actions, and Solutions
Conducted from a global perspective, this course is intended for students who wish to broaden their understanding of the present and future impacts of climate change on societies, including the social justice elements of the issues. The course also focuses on the interventions that are being made to combat the impacts of climate change – from global policies to community-level actions. Students will be equipped to articulate the world-wide impacts of climate change, how it impacts people at a community level, and how citizen led action can lead to positive change. Cross-listed as CLEN 201. Prerequisite: CLEN 101, or permission of the instructor. Three credits.

211 Local and Community Development Economics
Beginning with theories of local and community economic development and welfare, this course provides an economic analysis of community needs and resources (human resources, capital and natural resources, infrastructure). Students will examine interactions within the community and between the community and the outside world, exploring approaches to local and community economic development and planning. Cross-listed as ECON 211. Three credits.

223 Local and Global Livelihoods
Globalization has affected economies at all scales, from the household to international trading and investments. This course will examine how people make a living in this context. Ethnographic studies will be used to explore such aspects as international labour migration, global commodity chains, tourism, and the sending and investing of money. Cross-listed as ANTH 223. Prerequisite: ANTH 111, 112 or DEVS 201, 202. Three credits. Not offered 2023-2024.

257 Canada and the "Global South": Connections and Disconnections in the 20th Century

This course examines economic, political, military, and cultural ties between Canada and the Global South during the 20th century. The course explores how Canada's relationships with the Global South was shaped by its own colonial history and then examines different aspects of governmental, organizational, and person-to-person relations. Topics will include policies on immigration and refugees, business investments, concerns related to human rights, and international aid. Cross-listed as HIST 257. Three credits.

305 Economic Development I

Starting with an overview of the present state of the world, this course explores economic development strategies and prospects . Topics include perspectives on economic development; poverty and inequality; past and present theories of growth; alternate approaches to economic development; models of development and underdevelopment; population growth; rapid urbanization, rural-urban migration and the informal economy. Cross-listed as ECON 305. Three credits.

306 Economic Development II

This course provides an overview of the most pressing issues and problems facing present day developing countries. Topics include education and health in economic development; rural development and agricultural transformation; the environment and its impact on development; development policymaking and the roles of markets, state and civil society; international trade, globalization and development; foreign aid and MNCs; and fiscal policy for development. Cross-listed as ECON 306. Prerequisites: ECON 101, 102. Three credits.

352 Social Entrepreneurship

The context, models, trends, opportunities, and challenges associated with social entrepreneurship focus on areas of public concern such as economic development, education, community welfare, and healthcare. These issues are examined using case studies, group projects, and experiential learning. Emphasis is on how entrepreneurship is combined with the tools of business to create effective responses to social needs and innovative solutions to social problems. Credit will be granted for only one of BSAD 352 or BSAD 457. Cross-listed as BSAD 352. Prerequisite: DEVS 201, 202. Three credits.

354 Global Political Economy

This course examines the politics of international economic relations. Topics include transnational corporations and the globalization of production, the multilateral trade system and regionalism, the global monetary and financial system, and economic development in the global South. Cross-listed as PSCI 354. Prerequisites: PSCI 101/102 (100) or DEVS 201, 202; PSCI 251/252 recommended. Three credits.

355 Global Issues

This course examines the state's supremacy and its capacity to manage such global issues as: transnational flows of goods, services, money, and ideas; the phenomenon of failed states in the post-Cold War period; global environmental issues; weapons proliferation; terrorism and other forms of transnational crime; and the rise of transnational social activist groups. Cross-listed as PSCI 355. Prerequisites: PSCI 101, 102(100) and 6 credits of PSCI at the 200-level (251/252 recommended) or DEVS 201, 202. Three credits.

371 Political Economy of Development

Countries in the developing world face a distinct set of political challenges, particularly as they relate to fostering economic growth and providing effective public services. This course will explore the political determinants of development as well as the effect of economic conditions on political outcomes. Key issues include the origins of state weakness, the relationship between political institutions and economic growth, the causes of corruption, and the effect of diversity on governance outcomes. Credit will be granted for only one of DEVS 371 or DEVS 370. Cross-listed as PSCI 371. Prerequisites: PSCI 100 or PSCI 101, 102 or DEVS 201, 202. Three credits.

DEVELOPMENT STUDIES DESIGNATED COURSES

Courses are three credits unless otherwise indicated.
Departmental prerequisites will apply.

Anthropology
ANTH 218 Anthropology of Health & Illness
ANTH 223* Local and Global Livelihoods
ANTH 234 Introduction to Indigenous Anthropology
ANTH 310 Anthropology of Tourism
ANTH 320* People and Development
ANTH 323 Feminist Anthropology
ANTH 332 Mi'kmaq Studies
ANTH 415 Anthropology of HIV/AIDS
ANTH 425 Power and Change
ANTH 435 Advanced Indigenous Issues

Aquatic Resources
AQUA 201 Rivers, Lakes and Freshwater Governance
AQUA 202 The Ocean's Commons and Society

Biology
BIOL 221 Issues in Resource Management
BIOL 345 Communities and Ecosystems
BIOL 407 Integrated Resource Management

Business Administration
BSAD 352* Social Entrepreneurship
BSAD 357 International Business
BSAD 358 Business Ethics

Catholic Studies
CATH 341 Catholic Social Thought

Earth and Environmental Sciences
EESC 272 Global Change and Climate System
EESC 273 Health and the Environment
EESC 274 Health Impacts of Global Climate Change

Economics
ECON 211* Local & Community Development Economics
ECON 241 Canadian Economic Prospects and Challenges
ECON 281 Environmental Economics
ECON 305* Economic Development I
ECON 306* Economic Development II
ECON 361 Human Resources and Labour Economics
ECON 365 International Trade
ECON 366 International Payments and Finance
ECON 381 Natural Resource Economics

English
ENGL 245 Postcolonial Literature
ENGL 347 Literature of Africa and the African Diaspora

History
HIST 228 History of Maritime Provinces, Pre-Confederation
HIST 229 History of Maritime Provinces, Post-Confederation
HIST 233 French Imperialism
HIST 255 History of Colonial Latin America
HIST 256 History of Modern Latin America
HIST 257 Canada and the Global South
HIST 283 Making Britain Great
HIST 303 The Working Class in Early Canadian Society
HIST 304 The Working Class in Modern Canada
HIST 317 Canadian Women and Gender History: From Colony to Nation
HIST 318 Canadian Women's and Gender History: Modernity
HIST 322 Canadian Immigration, Race & Ethnicity to 1896
HIST 326 Cuba from Independence to Revolution
HIST 337 History of Modern Mexico
HIST 347 American Social Movements, 1945-Present
HIST 355 The Sixties: A Social History
HIST 360 Gender & Sexuality in Modern European Empires
HIST 374 The People's Republic of China
HIST 462 Seminar in Latin American History

Human Nutrition
HNU 405 Food Availability

Interdisciplinary Studies
IDS 305 Immersion Service Learning
IDS 306 Service Learning: Theory and Practice

Philosophy
PHIL 333 Environmental Ethics
PHIL 371 Social and Political Philosophy

Political Science
PSCI 211 Comparative Politics I
PSCI 212 Comparative Politics II
PSCI 241 Business and Government
PSCI 251 Foundations of Global Politics
PSCI 252 Contemporary Global Politics
PSCI 291 Violence, Conflict and Politics
PSCI 315 Democratization

PSCI 316	Dictatorships
PSCI 322	Atlantic Canada
PSCI 325	Indigenous Politics in Canada
PSCI 335	Human Rights & International Justice
PSCI 344	Citizenship and Identity
PSCI 345	Women and Politics
PSCI 353	International Organizations
PSCI 354*	Global Political Economy
PSCI 355*	Global Issues
PSCI 358	International Security
PSCI 363	Politics of East Asia
PSCI 371*	Political Economy of Development
PSCI 372	Iran and the Muslim World
PSCI 391	Democratization & Development in Latin America
PSCI 395	Mexican Politics

Nursing

NURS 364	Social Justice and Health

Sociology

SOCI 203	Gender (6 credits)
SOCI 212	Social Dissent
SOCI 217	Race and Identities
SOCI 242	Technology & Society
SOCI 243	Consumer Society
SOCI 247	Environmental Social Science I: Problems & Paradigms
SOCI 248	Environmental Social Science II: Power and Change
SOCI 254	Social Class as Lived Experience
SOCI 209	Social Inequality in Canada
SOCI 309	Power and the State
SOCI 328	Social Inequality
SOCI 335	Canada's Indigenous Peoples
SOCI 356	Intercultural Relations: Contexts & Controversies
SOCI 360	Social Policy (6 credits)
SOCI 364	Food and Society
SOCI 366	Coastal Communities
SOCI 424	Women and Work
SOCI 433	Advanced Problems in Environment and Society

Spanish

SPAN 255	Cultural Production & Human Rights in Latin America

Women's and Gender Studies

WMGS 203	Gender (6 credits)
WMGS 217	Race and Identities
WMGS 345	Women and Politics
WMGS 364	Social Justice and Health

Notes: *Cross-listed as DEVS courses.
Other courses, not listed here, may be considered designated courses with permission of the development studies co-ordinator (selected topics courses or on a development theme or issue).

9.15 EARTH AND ENVIRONMENTAL SCIENCES (EESC)

H. Beltrami, Ph.D.
J. Braid, Ph.D.
C. Cunningham, Ph.D
L. Kellman, Ph.D.
D. Risk, Ph.D.

Senior Research Professor
A. Anderson, Ph.D.
M.J. Melchin, Ph.D.
B. Murphy, Ph.D.

We are intimately connected to the physical Earth and its environment. From the atmosphere, lithosphere, hydrosphere and biosphere we derive; the materials that fill our homes and offices; the energy that powers our movements; the food and water we consume; and the technology that powers our innovations. Earth and environmental sciences provide a multidisciplinary approach to understanding Earth's systems employing physical, chemical, biological, and mathematical methods to study the Earth's environment, materials, dynamics and evolution.

The Earth is complex and has changed dramatically over its 4.6-billion-year history. Earth scientists study these changes as they apply to the movement of continents and water, changing climate and the evolution of life. Catastrophic events such as earthquakes and volcanic eruptions influence our lives today but have also had a dramatic impact on the evolution of our planet over billions of years. Human activities that harness planetary resources have significantly altered the functioning of environmental systems in ways we are still trying to understand.

Scientists in this field study and interpret the Earth's evolution as revealed by its atmosphere, ocean and fresh waters, soils, rocks, minerals, and fossils; explore and develop valuable resources; and evaluate and measure the environmental changes arising from human activities. This degree prepares students for post-graduate studies, as well as a wide range of careers in geology, climatology, environmental science, resource exploration, renewable energy development, government, industry, and financial institutions where Earth and environmental sciences knowledge is vital for investments and economic planning..

Options in the B.Sc. encompass Earth science, geoscience, and environmental systems, joint programs, and non-specialist courses for students interested in acquiring a better understanding of our planet. An important component of the instruction includes exercises involving real data acquisition and analysis in the field and lab, and the development of data analysis skills.

Department Requirements

Recommended course selections for major, advanced major and honours Earth and environmental sciences programs are shown below; deviation from the recommended content requires the permission of the department chair and/or the Dean of Science. See chapter 7 for information on the degree patterns, declarations of major, advanced major and honours, and advancement and graduation requirements. Students wishing to pursue a career in Earth sciences or a related field and who wish to register as a Professional Geoscientist (PGeo) in the future should follow the geoscience program concentration and should ensure they have consulted the appropriate professional body to identify the current knowledge requirements. The advanced major and honours are designed to include most if not all the current PGeo knowledge requirements. Students intending to pursue PGeo should also meet with a departmental advisor in the first term of year one and once a year in subsequent years.

Students must follow one of three options:

Earth and Environmental Sciences

Candidates must follow the degree regulations and program patterns outlined in chapter 7 and complete:

Foundations: CHEM 101/102 or 121/122; 6 credits of PHYS 101, 102, 121, 122 and/or BIOL 111, 112

Fundamentals: EESC 172, 171 or 173, 245, 265, 266, 272, 277, 279, 375 or 376; 15 credits EESC electives at the 300-400 level

Advanced major program must follow all requirements and complete EESC 303, 304, 305 or 377, 491; 6 credits EESC electives

Honours program must follow advanced major requirements and complete EESC 435, 490; 12 credits of EESC electives (or other science courses approved by the department chair

Earth and Environmental Sciences with Geoscience Concentration

Candidates must follow the degree regulations and program patterns outlined in chapter 7 and complete:

Foundations: CHEM 101/102 or 121/122; 6 credits of PHYS 101, 102, 121, 122 and/or BIOL 111, 112

Fundamentals: EESC 171,172, 245, 265, 277, 279, 303, 304, 375; 9 credits EESC at the 300-400 level

Advanced major program must follow all requirements and complete EESC 301, 302, 305, 365, 377, 491

Honours program must follow advanced major requirements and complete EESC 435, 490, 9 credits of EESC electives (or other science courses approved by the department chair)

Earth and Environmental Sciences with Environmental Systems Concentration

Candidates must follow the following degree regulations and program patterns outlined in chapter 7 and complete:

Foundations: BIOL 112; CHEM 101/102 or 121/122; PHYS 101 or 121; BIOL 203; 9 credits from CHEM 265, CLEN 303 or 304, CSCI 161, EESC 245, MATH 287, PHYS 102 or 122, STAT 231

Fundamentals: 6 credits from two of the following groups: EESC 172, 273 or 274; CLEN 101, 102; EESC 171 or 173, and EESC 265, 266, 272, 277, 279, 376; 9-15 credits EESC electives or approved Science A courses at the 300-400 level to meet degree requirements

Advanced major program must follow all requirements and complete EESC 365, 377, 406, 472, 473, 491; 6 credits EESC electives or approved Science A courses

Honours program must follow advanced major requirements and complete EESC 490; 6-12 credits of EESC electives or approved Science A courses to meet degree requirements.

Joint Honours and Joint Advanced Major Programs

Joint honours and joint advanced major programs are offered in biology, chemistry, computer science and mathematics/statistics. Joint advanced major program is offered with the department of physics. For general information on course patterns see section 7.1. Students should consult the appropriate department chair or program co-ordinator.

Co-operative Education Program in Earth and Environmental Sciences

This optional academic program allows students the opportunity to gain 12 months of professional, paid work experience in a range of opportunities in industry, government and not-for-profit across Canada. Students can gain technical and professional experience in field and lab work research, policy and education to reinforce classroom-based instruction and to increase students' networks and employability. COOP 405 (3-credits) can be used as EESC elective or as an open or approved elective. For further information on work term sequencing options and professional development training topics see section 9.13.

Minor in Earth and Environmental Sciences

EESC 171, 172 and 18 additional EESC credits.

Master of Science Program

See chapter 8 for admission regulations.

171 Understanding the Earth

An introduction to the study of rocks and minerals and the materials that make up planet Earth; the Earth's origin and internal structure and composition; the plate tectonic and continental drift theory, crustal processes (the early history of the Earth and its atmosphere, evolution and extinction of life forms; composition and structure of the Earth, origin of continents, oceans, volcanoes, earthquakes, mountains), crustal deformation and mountain building; resources from Earth. Three credits and tutorial.

172 Environment, Climate, and Resources

An introductory treatment of the processes driving Earth's ocean, atmosphere, hydrosphere and cryosphere. Course includes study of the environment and problems such as soil erosion, ozone layer, waste disposal, Earth's energy resources (solar, geothermal, etc.), surface and ground waters, water quality in humanity's future, an introduction to biogeochemical cycles, and a current examination of climate change, future scenarios and issues of impact, migration and adaptation to climate change. Three credits and tutorial.

173 Natural Hazards

An introduction to the processes leading to natural hazards such as earthquakes, volcanic eruptions and tsunamis. This course will explore the geophysical and geological processes behinds such events, their impacts on human society, the historical reasons of why some of these events collide with human settlements more often than others, historical and present occurrences, and how to potentially minimize negative consequences from these catastrophic events. Three credits.

245 Structural Geology

An introduction to the deformation of the earth's crust, mechanisms and concepts of deformation; classification and interpretation of folds; faults, fractures. Students will learn interpretation of geologic structure through the stereographic analysis of three-dimensional structures, creation of geological maps, and map interpretation. Prerequisite: EESC 171 or 173 or permission. Three credits and lab.

265 Data Analysis in Earth and Environmental Sciences

An assortment of data analysis methods used by the Earth and environmental scientists, in both industry and research. This course will introduce students to mathematical tools that form the foundation of data analysis and to techniques for data analysis using modern scripting languages. The course provides an introduction to matrices and arrays, data conditioning, analysis and statistics, visualization, and elementary numerical methods. Credit will be granted for only one of EESC 265 or EESC 246. Prerequisite: One of EESC 171, 172, CLEN 101, 102; or permission. Three credits and lab.

266 Hydrology

A study of the water cycle on land, this course covers the processes controlling: stream flow, soil water, groundwater flow, glaciers and ice sheets, and the exchange of water between natural reservoirs and the atmosphere; applications of chemical tracers to hydrology; aspects of human interaction with these systems, including flood hazards, water resource usage, and contamination. Credit will be granted for only one of EESC 266 or EESC 366. Prerequisite: One of EESC 172, CLEN 101, 102, AQUA 101, 102; or permission. Three credits and lab.

272 Understanding Climate Change

An understanding of the impacts of climate change has become crucial for areas of governance, business, engineering and diverse fields of science. This course will provide students with a qualitative understanding of climate processes and climate models, as well as an understanding of uncertainty in future climate change and limitations to model simulations. In addition, the impacts of climate change to many aspects of human societies will be explored. Cross-listed as CLEN 202. Prerequisite: One of EESC 172, CLEN 101, 102, AQUA 101, 102; or permission. Three credits and lab.

273 Health and the Environment

Understanding the relationship between environment and health is a significant challenge for current and future generations. Environmental agents play key roles in the development of many common illnesses and conditions. Most of these environmental agents are the result of human interference in the natural processes and fluxes of elements in the planetary system. This course will explore many scientific aspects of the connections between human and planetary health. Cannot be used as a science credit by students in geoscience or Earth science streams. Three credits.

274 Health Impacts of Global Climate Change

Many planetary-scale environmental changes are altering Earth system processes in ways that have direct and indirect consequences for human health. This course will explore some of these issues, with an emphasis upon the scientific causes, projections, and health implications of global climate change. Additional topics include the study of global pollutants, atmospheric composition, climate sensitive diseases, global land use change, and global water resources. Cannot be used as a science credit by students in geoscience or Earth science streams. Three credits.

277 The Earth in Everyday Life

This course will explore the relationships between the earth, human evolution and modern society. Students will investigate advancement and evolution in our attempts to harness and understand the earth from historic metallurgy, indigenous ways of knowledge to modern mining. Students will explore geological and environmental components of different parts of our daily lives including food, cell phones and water. Three credits.

278 Introduction to Atmospheric Physics

This course aims at developing an understanding of the physical processes that influence our climate. It is suitable for science students interested by atmospheric composition, planetary atmospheres, introduction to molecular spectroscopy and photochemistry, radiation balance - natural variability and anthropogenic effects, greenhouse effect, ozone depletion, clouds, methods of sounding atmospheric constituents, instrumentation, introduction to climate modeling. Cross-listed as PHYS 278. Prerequisites: MATH 107 or 127 or 122; CHEM 101/102 or 121/122, and one of PHYS 101/102 or 121/122. Three credits. Not offered 2023-2024.

279 Earth History and Crustal Materials

An overview of the evolution of planet Earth from its origin some 4.5 billion years ago to the present. Students will examine changes in the distribution and character of continents and ocean basins, mountain ranges, continental glaciers and other features of the Earth's surface, in light of plate tectonic theory, while studying the evolution and composition of the Earth's crust by learning origin, composition, classification and identification of igneous, sedimentary, and metamorphic rocks. Laboratory study of rocks in hand sample. Prerequisites: EESC 171 or 173 or permission. Three credits and lab.

301 Genesis of Igneous Rocks

An advanced treatment of the rheological properties of magma, fluid dynamics, crystal growth, crystal-melt-fluid equilibria, igneous rock suites and their genesis, petrogenetic modeling. Applications of thermodynamic principles and phase equilibria to the genesis of igneous rocks. Prerequisites: EESC 279, 303. Three credits and lab. Offered 2023-2024 and in alternate years.

302 Genesis of Metamorphic Rocks

Topics include determination of pressure; temperature and fluid conditions of metamorphism; applications of chemical equilibria and thermodynamic principles; Schreinemaker's methods of phase diagram construction; equilibrium and disequilibrium metamorphic textures; kinetics of crystal growth; determination and rates of metamorphic reactions; variations of metamorphism through geological time; pressure-temperature-time relationships. Prerequisites: EESC 279, 303. Three credits and lab. Not offered 2023-2024.

303 Crystal Chemistry and Mineralogy

The course provides a broad introduction to the subject of mineralogy with review of the most common silicate mineral and non-silicate minerals, a study of crystallography and symmetry and the relationship of plate tectonics to mineral formation. Students will also investigate the optical properties of minerals in both theory and practice and the application of microscopic techniques. Prerequisites: EESC 275, 279. Three credits and lab.

304 Sedimentology and Stratigraphy
Study of sedimentary facies analysis and interpretation of ancient depositional environments, petrology of clastic and carbonate sedimentary rocks, sequence stratigraphy, methods of stratigraphic analysis and correlation in surface and subsurface settings, petroleum systems, and tectonics of sedimentary basins. Prerequisite: EESC 279 or permission. Three credits and lab.

305 Geochemistry
Covers of the processes of geochemistry, including equilibrium, saturation, precipitation, crystallization, partitioning, fractionation, dissolution, buffering, pH, and redox processes as these relate to the geochemistry of water, the atmosphere, and the solid Earth. Application of thermodynamic principles to geochemistry. Prerequisite: EESC 279. Three credits and lab. Offered 2023-2024 and in alternate years.

365 Geomorphology and Quaternary Geology
Covers landform processes and development; glaciation and glacial deposits; slopes and mass movements; drainage basin form and process; Quaternary stratigraphy, paleoclimatology, and paleoecology. Prerequisite: EESC 171 or 172 or 173. Three credits and lab. Offered 2023-2024 and in alternate years.

375 Geological Field Methods
An introduction to field techniques; geological mapping on small and large scales; stratigraphic and structural interpretations. Topics include aerial photographs, topographic, maps; basic field mapping techniques; systematics of rock and mineral identification. Includes a 10-day introductory field camp, normally held at the beginning of third year. Prerequisites: EESC 245, 279. Three credits. Not offered 2023-2024.

376 Environmental Earth Science Field Course
A field and lab course which introduces field techniques in environmental Earth sciences, including sampling, collection, analysis, and interpretation of climatological, geochemical, biogeochemical, hydrological, geophysical, and surficial geological data. Topics include spatial variability in natural physical and chemical processes; field sampling techniques and tools; lab and computer-aided analysis of data. A 10-day course held in May. Prerequisites: EESC 266, 272/CLEN 202 or permission. Three credits.

377 Earth Observing
An introduction to the methods of acquiring, processing, and mapping spatial data for the study of natural processes or human factors. This practical hands-on course covers: satellite and airborne (including by Unmanned Aerial Vehicle or UAV) remote sensing applications and imagery; geographic positioning systems and techniques; computational and data processing tools; and mapping using Geographic Information Systems (GIS). Prerequisite: EESC 265 or CSCI 161. Three credits plus hands-on laboratory component involving field and in-class assignments.

406 Environmental Biogeochemistry
An advanced examination of selected topics in environmental geochemistry and biogeochemistry, including chemical cycling and transformation in atmospheric, soil and aquatic environments. Topics may include stable isotopes, redox processes, heavy metals, sulphur, carbon and reactive nitrogen. Prerequisites: EESC 266 or with permission. Three credits and lab. Not offered 2023-2024.

426 Ore Deposits
Covers classification, petrology, ore mineralogy, and mode of occurrence of mineral deposits. Laboratory stresses familiarity with the large and small-scale characteristics of mineral deposits and interpretation of the controls of ore formation. Prerequisites: EESC 245, 301, 302, 303, concurrent if necessary. Three credits and lab. Not offered 2023-2024.

435 Advanced Structure and Tectonics
Topics include regional structures; mechanics of deformation; geometric analysis; tectonics and metamorphism; interpretation of single and polyphase deformation; structural interpretations of ore zones; overview of tectonic processes; tectonic principles and dynamics; tectonic elements, zones, and terranes; the origin and development of orogenic belts; Phanerozoic, Proterozoic, and Archean tectonics. Prerequisites: EESC 245, 301, 302, 303, 304. Three credits and lab. Not offered 2023-2024.

472 Climate Interactions
This course introduces students to a unified treatment of ocean and atmospheric processes. The mathematical treatment of the phenomena will be central to this course and students will gain an in-depth understanding of the fundamental physical behaviour of large-scale ocean-atmosphere interactions. Prerequisites: EESC 265; 272 or CLEN 202; or permission. Three credits and lab. Not offered 2023-2024.

473 Sustainable Energy Systems and Infrastructure
Societies' dominant forms of energy systems are changing as we move from fossil fuels and toward renewables. This course provides a broad science-based treatment of energy systems and the energy transition, covering: forms of energy, including resources and renewables; the science of energy extraction and conversion; understanding climate footprints; decarbonization and the energy transition; smart energy systems; and the roles of energy policy, regulation, and economics. Prerequisite: EESC 272 or permission of the instructor. Three credits and lab. Offered 2023-2024 and in alternate years.

476 Advanced Geological Field Methods
A seven-day field camp in Southern Spain. Students will complete independent mapping, field analysis and observation of important geological processes. Field trips to the Iberian pyrite belt, Neves Corvo mine and the suture of Pangea. Prerequisites: EESC 375, 301, 302, 303, 304. Three credits and lab. Not offered 2023-2024.

490 Senior Thesis
Restricted to honours students. Six credits.

491 Senior Seminar
This course will foster discussion and analysis of current topics in Earth and environmental sciences. No credit.

499 Directed Study
Designed for advanced students interested in fields of study not normally covered in courses. The research may be field-, laboratory- or library-based. Under the supervision of a faculty member, students will plan and conduct research and produce a research paper. Prerequisite: permission of the department chair. Three credits. See section 3.5.

GRADUATE COURSES

		Credits
501	Special Topics in Petrogenesis of Igneous Rocks	3
502	Special Topics in Petrogenesis of Metamorphic Rocks	3
506	Special Topics in Geochemistry	3
526	Special Topics in Ore Deposits	3
535	Special Topics in Tectonics	3
545	Special Topics in Structural Geology	3
546	Special Topics in Sedimentology and Basin Analysis	3
565	Special Topics in Hydrogeology	3
569	Advanced Quantitative Methods in Earth Sciences	3
571	Special Topics in Earth Systems Science I	3
572	Special Topics in Earth Systems Science II	3
575	Special Topics in Geophysics	3
576	Field Research Methods in the Earth Sciences	3
585	Special Topics in Paleontology	3
586	Special Topics in Climatology	3
591	Research Methods in the Earth Sciences	3 or 6
598	Research	6
599	Thesis	18

Additional courses are available depending on the requirements and interests of the student and the availability of faculty.

9.16 ECONOMICS (ECON)

D. Alessandrini, Ph.D.
S. Dodaro, Ph.D.
T. W. Leo, Ph.D.
B. Malloy, Ph.D.
Z. Ozkok, Ph.D.
J. Rosborough, Ph.D.
F. Summerfield, Ph.D.
G. Tkacz, Ph.D.
P. Withey, Ph.D.

Department Requirements
Students can earn a BA, a B.Sc. or a BBA with a concentration in economics; an honours degree in economics with a subsidiary subject; or an honours degree in another program with economics as a subsidiary subject. Students in economics can complete a minor in business administration. Programs of study must be approved by the department chair.

Minor Program
a) ECON 101, 102, 201, 202;
b) 12 credits ECON

Students who take a minor in economics typically combine the minor with major in English, history, philosophy, political science, or sociology, or with the BBA degree.

BA Major Program
See chapter 4 for information on the degree pattern, declarations of major, advanced major and honours, advancement and graduation requirements.
a) ECON 101, 102, 201, 202;

b) 24 credits ECON with 18 at the 300 or 400 level;
c) 3 credits MATH or STAT;
Other subjects and electives should be chosen in consultation with the department chair.

BA Advanced Major Program
a) ECON 101, 102, 201, 202, 301, 302, 493;
b) 6 credits of MATH or STAT; 3 credits must be calculus;
c) 15 credits ECON with 9 at the 300 or 400 level.
d) Registration in at least one 300- or 400-level ECON course in the winter term of the final year. A senior paper must be written in this course. At least 25% of the grade calculated for the winter term of the course must derive from this paper.

Other subjects and electives should be chosen in consultation with the department chair. Students interested in graduate work in economics are advised to apply for the honours program or take equivalent courses in the mathematical or quantitative area.

BA Major or Advanced Major in Economics with Minor in Business Administration
Candidates for a major or advanced major in economics may take a minor in business administration by fulfilling the normal requirements for the major or the advanced major degree and completing 24 credits in BSAD. The student will normally complete BSAD 111, 112; 12 credits from 221, 223, 231, 241, 261, 281 and six credits of BSAD electives.

BA Honours Program
a) ECON 101, 102, 201, 202, 301, 302, 371, 472, 493, 494; 30 credits ECON electives with at least 18 credits at the 300 or 400 level;
b) a thesis supervised by a department member;
c) 6 credits of calculus.

Students planning to pursue graduate work in economics are encouraged to take additional MATH courses.

BA Honours with a Subsidiary Subject
An honours degree in economics may be completed with a subsidiary subject. Candidates must follow the degree regulations established by the university and the requirements established by both departments; s*ee section 4.1 and the relevant department chairs*. Honours degrees with a subsidiary subject are offered in a wide range of disciplines.

The Department of Economics offers the following programs:
BA Honours in Economics and Aquatic Resources
BA Honours in Economics and Political Science
BA Honours in Economics and History
BA Honours in Economics and Mathematics and Statistics

When economics is the primary subject, not the subsidiary subject, students are required to complete:
a) ECON 101, 102, 201, 202, 301, 302, 371, 472, 493, 494;
b) 18 credits of ECON electives with at least 12 credits at the 300 or 400 level;
c) a thesis supervised by a department member;
d) 6 credits of calculus.

When economics is the subsidiary subject, students are required to complete:
a) ECON 101, 102, 201, 202, 301, 302;
b) normally 18 credits ECON electives with at least 6 credits at the 300 or 400 level;
c) ECON electives may include ECON 493 with approval of the department chair;
d) A course in quantitative methods (ECON 371; 472; STAT 101, 224, 231) is strongly recommended.

Honours in Economics with a subsidiary in Mathematics and Statistics or Computer Science
Students must include ECON 401, 402, 471 as ECON electives.

Honours in Mathematics and Statistics or Computer Science with a subsidiary in Economics
ECON 401, 402, 471 are recommended as ECON electives. Depending on the nature of the individual thesis, joint supervision by an economist and a mathematician may be appropriate.

BBA Joint Honours
In conjunction with the Department of Business Administration, the Department of Economics offers a joint honours program in business and economics. See sections 5.1 and 9.1 for degree regulations.

B.Sc. Advanced Major in Economics
See degree regulations in chapter 7. Degree requirements are:
a) ECON 101, 102, 201, 202, 301, 302, 371, 472, 493;
b) 15 credits ECON electives, including 6 at the 300 or 400 level;
c) a minimum of 12 credits in MATH including STAT 231 and 6 credits of calculus.
d) the 18 credits of approved electives are normally taken in math or science subjects;
e) PHIL 213 is recommended.

B.Sc. Honours in Economics
See degree regulations in chapter 7. Degree requirements are:
a) ECON 101, 102, 201, 202, 301, 302, 371, 401, 402, 471, 472, 493, 494 and 21 credits ECON electives with at least 9 credits at the 300 or 400 level;
b) a thesis supervised by a department member;
c) a minimum of 12 credits in MATH, including 6 credits of calculus.
d) the 18 credits of approved electives are normally taken in math or science subjects;
e) PHIL 213 is recommended.

B.Sc. Joint Honours
The Department of Economics offers a joint honours program in economics and several science disciplines. See section 7.1 for degree regulations and eligible disciplines.

Co-operative Education Programs in Economics
This optional academic program allows students the opportunity to gain 12 months of professional, paid work experience in a range of opportunities in industry, government and not-for-profit across Canada. Students can gain technical and professional experience in research, policy and education to reinforce classroom-based instruction and to increase students' networks and employability. COOP 405 (3-credits) can be used as ECON elective or as an open or approved elective. For further information on work term sequencing options and professional development training topics see section 9.13.

Note: ECON 101 and 102 are prerequisites for all other courses unless otherwise stated. Students lacking other prerequisites may request department approval to enrol in a course.

101 Introductory Microeconomics
This course provides an introduction to microeconomic concepts and methodology. Students will learn about basic concepts such as scarcity and opportunity cost, and economic efficiency. The other central themes of the course include theories of supply and demand; the theory of production and costs, the functioning and the performance of competitive markets versus monopolies and oligopolies; labour markets and the markets for public goods. Three credits.

102 Introductory Macroeconomics
The second half of introductory economics provides an introduction to macroeconomic concepts. The course examines pressing problems and issues in the Canadian economy and the world. Students will learn about alternate economic systems, national income accounting and the components of the national economy; the role of money in the economy; inflation; unemployment; international trade and trade policy; and the role of government in managing the economy. Three credits.

201 Intermediate Microeconomic Theory I
An introduction to the basic concepts of microeconomic theory, this course examines and derives components of the demand-supply model using consumer theory and producer theory. The course focuses on the purely competitive model. Theory is taught and tested with numerical examples and graphs. Prerequisites: ECON 101, 102. Three credits.

202 Intermediate Macroeconomics I
This is the first of a two-course sequence on intermediate macroeconomics. Students will learn the structure and behaviour of contemporary national economies with an emphasis on the policies developed to gear them towards the public interest. This course focuses on the Keynesian and classical models of the closed economy for explaining what determines national income, employment, unemployment, prices, inflation, and the interest rate. Prerequisites: ECON 101, 102. Three credits.

211 Local and Community Development Economics
Beginning with theories of local and community economic development and welfare, this course provides an economic analysis of community needs and resources (human resources, capital and natural resources, infrastructure). Students will examine interactions within the community and between the community and the outside world, exploring approaches to local and community economic development and planning. Cross-listed as DEVS 211. Prerequisites: ECON 101, 102. Three credits.

241 Canadian Economic Prospects and Challenges
Addresses policy issues and challenges in the Canadian economy. Topics include employment and unemployment; poverty and income distribution; higher education; health care and the social welfare safety net; crime and punishment; insurance markets; money, prices and inflation; social security and retirement; representative government, policy preferences and voting. Topics that reflect strong student interest and/or new issues may be added. Prerequisites: ECON 101, 102. Three credits.

242 International Economic Prospects and Challenges
This course covers policy issues and problems in the International economy. Topics include: standard international trade theory; barriers to trade (tariffs, quotas, and subsidies); exchange rate policy; immigration and emigration; trade wars; international monetary, economic and political unions; inequality and standards of living; income and purchasing power. Topics that reflect strong student interest and/or new issues may be added. Prerequisites: ECON 101, 102. Three credits.

271 Quantitative Methods in Economics
This course introduces students to quantitative and mathematical tools commonly used in the study of economics and finance. Topics include functions of one or more variables, financial mathematics, differential calculus, matrix and linear algebra. Applications include computing elasticities, micro and macroeconomic equilibria, cost minimization and profit maximization, constrained optimization, interest rates, present value and bond pricing. Prerequisite: ECON 101; completed or concurrent. Three credits.

272 Economic Data Analysis
This course shows students how to locate, manipulate and analyze economic data. It initiates them to applied economic research and prepares them for a more rigorous analysis of economic data through the study of Econometrics. It covers economic, social, and financial data sources; software that is used to manipulate and interpret data; and econometric tools used to summarize and analyze these data. Prerequisites: ECON 101, 102; STAT 101. Three credits.

281 Environmental Economics
As an introduction to the relationship between human economic activity and the environment, this course explores the economic concepts used to analyze the causes, consequences, and possible solutions to local and global environmental issues. Topics include market failure; property rights; externalities; public goods; environmental valuation; environmental policies dealing with pollution and global issues such as global warming, ozone depletion, biodiversity, and sustainability. Prerequisite: ECON 101. Three credits.

291 Economics of Leisure, Recreation & Sports
This course includes topics related to choices about the time individuals do not spend working. It deals with aspects of the economics of leisure and labour supply; the valuation of time; outdoor recreation; the economics of sports; the economics of dating and marriage; the economics of crime and the consumption of addictive goods; the economics of gambling and other addictive behaviour associated with the consumption of leisure, and the economics of the entertainment industry. Prerequisite: ECON 101. Three credits.

301 Intermediate Microeconomic Theory II
An extension of ECON 201, this course covers price determination in monopoly, monopolistic competition, and oligopoly models. Uncertainty and risk, factor pricing, capital investment over time, externalities, and public goods are discussed. The use of micro-economics as a tool in decision-making is illustrated. Prerequisite: ECON 201. Three credits.

302 Intermediate Macroeconomics II
This sequel to ECON 202 presents several macroeconomic models for both closed and open economies, in static and dynamic contexts. Topics include interest and exchange rates, investment and saving, the role of expectations, unemployment, inflation, money demand and supply, the government budget, economic growth and macroeconomic policies in the open economy setting. Prerequisite: ECON 202. Three credits.

305 Economic Development I
Starting with an overview of the present state of the world, this course explores economic development strategies and prospects. Topics include perspectives on economic development; poverty and inequality; past and present theories of growth; alternate approaches to economic development; models of development and underdevelopment; population growth; rapid urbanization, rural-urban migration and the informal economy. Cross-listed as DEVS 305. Prerequisites: ECON 101, 102. Three credits.

306 Economic Development II
This course provides an overview of the most pressing issues and problems facing present day developing countries. Topics include education and health in economic development; rural development and agricultural transformation; the environment and its impact on development; development policymaking and the roles of markets, state and civil society; international trade, globalization and development; foreign aid and MNCs; and fiscal policy for development. Cross-listed as DEVS 306. Prerequisite: ECON 101, 102. Three credits.

312 Industrial Organization
This course deals with the behaviour of firms in imperfectly competitive markets and with the role of competition policies. Business practices such as price discrimination, product differentiation, advertising, and investment in research and development will be explained using both traditional models of industrial organization and more recent ones, which emphasize issues of strategic interaction. Prerequisite: ECON 201. Three credits.

335 Money Banking & Financial Markets I
The course uses basic economic principles to organize students' understanding of and thinking about money, the functions and structure of financial markets and financial institutions. Topics covered include: the necessity, the nature, and the future of money; the determinants of interest rates; the term structure of interest rates, the pricing of government securities; what banks do and how their operations affect the economy. Prerequisites: ECON 101, 102. Three credits.

336 Money Banking & Financial Markets II
The course introduces students to the role of imperfect information in financial markets. Topics covered include: asymmetric information and its consequences; the necessity of regulations of financial institutions and the role of domestic regulators and policy makers; comparative analysis of financial system regulations; financial market instabilities and the elements for the conduct of monetary policy. The course helps students understand the causes of financial instability and crises, and what policy makers can do to alleviate or avoid them. Prerequisite: ECON 335, ECON 202 is recommended. Three credits.

361 Labour Economics
The course analyzes the essential elements of the labour market: labour demand and labour supply, and their interaction to determine wages, employment and unemployment. Topics include fertility, education, regional wage disparities, income maintenance schemes, wage discrimination, the unemployment insurance program, unions and collective bargaining, and the distribution of wealth. Prerequisite: ECON 201. Three credits.

364 Health Economics
The course introduces students to the role of economics in health, health care, and health policy. The course focuses on individual's choice pertaining to health, and economic evaluation of various methods of health care delivery. Students will learn how the market for health care differs from other markets, especially with regards to uncertainty and asymmetric information, and understand health insurance markets and their interrelationship with the market for health care services, as well as the role of the government. Prerequisite: ECON 201. Three credits.

365 International Trade
This course covers the theory of international trade and its policy implications, including comparative advantage; gains from trade; terms of trade; patterns of trade and specialization; trade and growth; trade and economic development; effects of trade on income distribution; economic geography; trade policy (tariff and non-tariff barriers, effective protection, trade liberalization); economic integration and trade agreements. Prerequisite: ECON 201. Three credits.

366 International Payments and Finance
This course covers the theory and policy implications of international payments and finance, and examines problems of coordinating macroeconomic policies across countries. Topics include national income accounting and the balance of payments; exchange rates and the foreign exchange market; fixed versus flexible exchange rate regimes; international monetary systems; common currency areas and the Euro; financial globalization and its effects on countries. Prerequisites: ECON 201, 202. Three credits.

371 Econometrics I
This course develops the simple and multiple classical regression models, interval estimation and hypothesis testing. The problems of estimation, inference, mis-specified structures, multicollinearity, heteroskedascity, and serial correlation are presented. Students will be exposed to STATA or other relevant econometric software. The course requires some proficiency in calculus and basis statistics. Prerequisites: MATH 107 or 127 or ECON 271; STAT 101 or 231 or permission of the instructor. Three credits.

472 Advanced Econometrics II
This course is a continuation of ECON 371 and deals with various estimation methods, including least squares and maximum likelihood, specification tests, dynamic models and simultaneous equation models as well as limited and qualitative dependent variables. Students will be exposed to MATLAB or other matrix-based analytical software. Credit will be granted for only one of ECON 472 and ECON 372. Prerequisite: ECON 371. Three credits.

381 Natural Resource Economics
Examines the role of natural resource industries in the Canadian and world economies, including minerals, oil and gas, forest resources, fisheries, and water resources. The course introduces students to the use of economic tools in analyzing problems of renewable and non-renewable resource management. Topics include welfare and inter-temporal analysis of resource exploitation; ownership and property rights issues in resource use and management; externalities; biodiversity conservation; and sustainability. Prerequisites: ECON 201; MATH 106 or 126 recommended. Three credits.

391 Public Finance I: Expenditures
An analysis of the role of government in the economy, focusing on expenditure and with emphasis on the Canadian situation. Starting with an introduction to the public sector, the course covers: the rationale for government participation in the economy; the growth of the public sector over time; the theory of collective decision-making; cost-benefit analysis; fiscal federalism; specific spending programs. Prerequisite: ECON 201. Three credits.

392 Public Finance II: Taxation
An analysis of the role of government in the economy, focusing on revenue and with emphasis on the Canadian situation. Starting with an introduction to taxation and tax policy, the course covers: individual income taxes; corporation taxes; consumption; value-added and sales taxes; property and other taxes; tax reform; the revenue side of fiscal federalism; and the international dimensions of taxation and taxation policies. Prerequisite: ECON 201. Three credits.

401 Advanced Microeconomics
An advanced treatment of micro-economic concepts and topics, such as consumer choice and demand analysis, production technology and cost, market structure and pricing, factor markets and shares, general equilibrium and economic welfare. Prerequisites: ECON 301; MATH 107 or 127 or ECON 271. Three credits.

402 Advanced Macroeconomics
An advanced treatment of macroeconomic theory and how macroeconomic policy is conducted. The course offers deeper insights into economic growth processes, business cycles, international macroeconomic stabilization policies, and alternative approaches to building macroeconomic models. Students are introduced to the use of two-period models. Prerequisites: ECON 302; MATH 107 or 127 or ECON 271. Three credits.

415 Introduction to Game Theory
Game theory is the mathematical analysis of strategic interactions between players, such as competing firms, nations at war, or between a job-seeker and employer. This course will sharpen your ability to think strategically, and to apply game theory with clarity and precision. Applications of game theory to the real world will be studied. Prerequisite: ECON 201. Three credits.

471 Mathematical Economics
An introduction to mathematical reasoning in economics and business, this course covers: the methodology of operations research; profit and cost analysis; resource use and production decisions; input-output and macro-analysis; pricing and inventory decisions; capitalization of cash flows and growth; portfolio selection and investment. Prerequisites: MATH 107 or 127 or ECON 271. Three credits.

493 Seminar
Students are introduced to current research issues in economics, and will read and critically analyze significant historical or recent research papers. They will also be exposed to the art of presenting research findings, as department faculty and visiting speakers will present their latest research. In the past, students have been exposed to topics such as: macroeconomic data revisions; economic impact of climate change; European financial integration; matching models; and the economics of the non-profit sector. Three credits.

494 Thesis
Each student works under the supervision of a professor who guides the selection of a thesis topic, the use of resources, the methodological component, and the quality of analysis. Restricted to honours students. Three credits over full year.

499 Directed Study
A directed study course in advanced topics in economics. See section 3.5. Students wishing to take this course must consult the department chair. Three credits.

9.17 EDUCATION (EDUC)
E. Carter, M.Ed.
C. Clarke, Ph.D.
D. Dias, Ph.D.
O. Ferguson, Ph.D.
A. Foran, Ph.D.
C. Gilham, Ph.D.
G. Hadley, Ph.D.
M. Husband, Ph.D.
L. Kearns, Ph.D.
E. Keith, Ph.D.
L. Lunney Borden, Ph.D.
L. MacDonald, Ph.D.
W. Mackey, Ph.D.
K. MacLeod, Ph.D.
L. McKee, Ph.D.
J. Mitton, Ph.D.
A. Murray Orr, Ph.D.
D. Robinson, Ph.D.
I. Robinson, Ph.D.
M. Sylliboy, M.Ed.
E. Throop-Robinson, Ph.D.
A. Tucker, Ph.D.
W. Walters, Ph.D.
D. Young, Ph.D.

Part Time
S. Barker
C. Boulter, Ph.D.
E. Cormier, M.Ed.
A. McNeil-Wilson, M.Ed.
L. Oakes, M.Ed.
M. Olson, Ph.D.
G. Patterson, M.Ed.
R. Power, M.Ed.
R. Upshaw

Senior Research Professor
J. Tompkins, Ed.D.
R. White, Ph.D.

See chapter 6 for B.Ed. regulations and chapter 8 for M.Ed. regulations. Candidates are required to complete all of the courses shown below for the elementary or secondary division.

9.17.1 Bachelor of Education

Elementary Program
Year 1 (E1) EDUC 411, 412A, 412B, 414, 433, 435, 439A, 439B, 471, 472;
Year 2 (E2) EDUC 413, 415, 416, 434, 436, 463, 481, 482; 6 credits EDUC electives.

Secondary Program
Year 1 (S1) EDUC 432, 433, 435, 471, 472; a first curriculum and instruction course taken from EDUC 421 to 429; 6 credits EDUC electives
Year 2 (S2) EDUC 434, 436, 438, 440, 481, 482; a second curriculum and instruction course taken from EDUC 421 to 429; 6 credits EDUC electives.

Mi'kmaq Language Focus
A student in either the elementary or secondary program can achieve a focus on Mi'kmaq language by earning credit for EDUC 454 and 455.

French Language Specialization
A student in either the elementary or secondary program may specialize in teaching French. Students who complete EDUC 459 and 460 may achieve a core French specialization. Students with demonstrated French fluency can, after successfully completing 459 and 460, take EDUC 428A and B in their second year to qualify to teach in French immersion.

Physical Education Specialization
A student in either the elementary or the secondary program may specialize in teaching physical education by earning credits for EDUC 457A and B, 425A and B, and EDUC 444(or 407). These courses prepare the teacher for a K-12 physical education where the emphasis is on the development of a physically active lifestyle, and includes such topics as movement education, fitness and dance, outdoor education, health education, personal development. Students pursuing

this specialization would take EDUC 457A in the fall of year one, EDUC 457B in winter year one; EDUC 425A in the fall of year two and EDUC 425B in winter year two; and EDUC 444(or 407) in the fall of year two.

Core Courses for Elementary and Secondary Programs Year One

433 Sociology of Education
This course will examine the social-political context of education in Canada, particularly contemporary structures. Students will explore the relationship between educational opportunity and conditions of inequality. Three credits.

435 Inclusive Practices I
This course discusses educational, practices and procedures, past and present, affecting pupils who have been marginalized socially and/or physically. These policies have evolved from an ideology of exclusion to inclusion. Preservice teachers will learn curriculum and instructional approaches to assist in meeting the academic and socio-emotional needs of students with diverse learning needs. Three credits.

471 Internship I
Students are placed in schools for five and one-half weeks of supervised practicum. Three credits.

472 Internship II
Students are placed in schools for five and one-half weeks of supervised practicum. Three credits.

Year Two

434 Contemporary Issues in Public Education
This course examines the historical, legal, and philosophical underpinnings of contemporary issues facing public schooling. Goals, purposes, and dilemmas that have affected such facets of education as the structure of Canadian schooling, political and policy making processes, educational law, the work of teachers' organizations, and educational standards are explored. Three credits.

436 Inclusive Practices II (E2 & S2)
This course provides preservice teachers with an understanding of the learning strengths and challenges of students with exceptionalities. Emphasis will be placed on collaborative team planning, professional supports provided for students with diverse learning needs, the assessment and education referral process, and the development of individualized educational plans. Three credits.

481 Internship III
Students are placed in schools for five and one-half weeks of supervised practicum. Three credits.

482 Internship IV
Students are placed in schools for five and one-half weeks of supervised practicum. Three credits.

Required Elementary Courses

411 Curriculum and Instruction in Language and Literacy I (E1)
This course is designed to prepare prospective elementary teachers to teach the language arts: reading, writing, speaking, listening, and viewing. Also included is comprehensive literacy programming, children's literature, authentic assessment, and organizing the classroom for language instruction across the curriculum. Throughout this course, the practical influence of various language arts theories is emphasized with a particular focus upon early literacy in the lower elementary grades. Three credits.

412A C & I in Early Elementary Mathematics (E1)
This course includes an examination of the early elementary school mathematics program (grades Primary – 3), and of various approaches to teaching mathematics to children, with emphasis on exploring strategies for the development of conceptual understanding through multiple representations. Three credits.

412B C & I Upper Elementary Mathematics (E1)
This course includes an examination of the upper elementary school mathematics program (grades 4 – 6), and of various approaches to teaching mathematics to children, with emphasis on exploring strategies for the development of conceptual understanding through multiple representations. Three credits

413 Curriculum and Instruction in Science (E1)
The focus of this course is an emphasis on the process approach to teaching science, on the inquiry method, and on special techniques in the teaching of scientific concepts. The elementary science curriculum is examined. Three credits.

414 Curriculum and Instruction in Language and Literacy II (E2)
This course is a continuation of Language Arts I with emphasis on the upper elementary years. Three credits.

415 Integration of Curriculum (E2)
This course provides an understanding of the content of the elementary school curriculum and of the potential for the integration of elementary subjects into language arts and mathematics, and the development of a rationale and strategies for teaching an integrated approach. Three credits.

416 Curriculum and Instruction in Social Studies (E1)
A review of the social studies programs used in elementary school, with emphasis on the development of skills, methods and approaches involved in teaching these programs. Three credits.

439 Principles and Practices of Elementary Education (E1)
This course emphasizes the foundations of becoming an elementary school teacher. Topics include the professional and ethical role of the teacher, educational planning, the professional development process, reflective practice, teaching strategies, learning processes, classroom environment and management. Six credits.

463 Elementary Assessment for and of Learning
This course examines current research and practices in classroom assessment, evaluation, record keeping and communication of student achievement. Three credits.

Required Secondary Courses

420 to 429 Curriculum and Instruction in Secondary Education (S1 and S2)
Curricular and instructional concepts will be described, demonstrated, evaluated, and applied in relation to the following subject fields of the school curriculum:

420 A & B Gaelic
421 A & B English
422 A & B Social Studies
423 A & B Mathematics
424 A & B Diverse Cultures (First Nations and African-Canadian Studies)
425 A & B Physical Education
426 A & B Music
427 A & B Science
428 A & B French
429 A & B Fine Arts

Students normally register for one of these eight courses in year one, and a second in year two. The choice is determined by each student's two subject fields of study. For students pursuing a French or physical education specialization, please consult that section of the Calendar for more details of course sequence. Students with more than two teachable subjects may take additional courses from this list as electives. Six credits per pair.

432A & B Principles and Practices of Secondary Education (S1)
This course emphasizes the foundations of becoming a secondary school teacher. Topics include the professional and ethical role of the teacher, educational planning, the professional development process, reflective practice, teaching strategies, learning processes, classroom environment and management and pedagogy. Three credits each.

438 Assessment for and of Learning (S2)
This course explores issues surrounding the assessment for and of learning from a variety of perspectives. Basic principles of learning theory will be emphasized in the context of curricular examples from different teachable subject areas. Students will gain the skills necessary to critically evaluate and develop effective assessment approaches. Three credits.

440 Literacy in the Content Areas (S2)
This course explores and models teaching strategies that are consistent with the philosophy and background theory of content literacy. Students use the associated theories of literacy and the five recognized tools (reading, writing, speaking, listening, viewing) to develop their knowledge of, and skill in applying, these concepts. Three credits.

Electives

406 Classroom Management
Teachers often report that they feel inadequately prepared to work with the complex behaviours students can present with in classrooms. This course will explore this pressing issue, and provide evidence-informed interventions and strategies for effective classroom management. The course will enable an understanding of the impact of the classroom environment on students' behaviour, as well as basic classroom strategies, structures, and routines. It will also enable an exploration of classroom management styles as well as the management of more complex student behaviours. Credit will be granted for only one of EDUC 406 or EDUC 469(ST: Classroom Management). Three credits.

407 Outdoor Education: Winter Pursuits
This course is designed to prepare pre-service teachers to effectively teach Outdoor Education in school settings. The goal is to prepare teachers to integrate physical activity in winter environments that are age and grade appropriate, cross curricular, taking into account safety procedures, and in-field assessment practices. Students will experience a range of outdoor pursuits: Nordic skiing, snowshoeing, archery, and winter camping. This course will focus on inclusive strategies for all abilities. Credit will be granted for only one of EDUC 407 or EDUC 469(ST: Outdoor Experiential ED). Three credits.

408 Learning Disabilities
This course provides students with an opportunity to acquire the knowledge, skills, and attitudes needed for teaching pupils with learning disabilities in the primary and secondary school system. Adaptations to curriculum and associated instructional strategies will be explored as part of classroom practices. Credit will be granted for only one of EDUC 408 or EDUC 469(ST: Learning Disabilities). Three credits.

417 Curriculum and Instruction for Diversity
This course provides preservice teachers with an overview of curricular approaches and content for representing the cultural diversity of Canadian society in the elementary curriculum. Multicultural, anti-racist, feminist and Aboriginal approaches to curriculum content, teaching, assessment, classroom management and learning are emphasized. Three credits.

418 Physical Education and Health for Elementary Teachers
This course is designed to provide pre-service elementary/middle school pre-service teachers with foundational knowledge and practical experiences related to health education and physical education in elementary/middle school communities. Additionally, this course will introduce concepts related to physical literacy, daily physical activity (DPA), cross-curricular planning, and Health Promoting Schools (HPS). Three credits.

419 Curriculum and Instruction in Middle School Science
This course examines curriculum and instructional strategies appropriate in middle years' science classrooms, including an emphasis on the process approach to teaching science, the inquiry method, and special techniques in the teaching of scientific concepts. The grade six to grade nine science curriculum is examined. Three credits.

437 Comprehensive School Counselling (S2)
This course focuses on the development and knowledge of interpersonal relationships and interpersonal skills required by the classroom teacher in providing guidance for his/her students. It addresses specific strategies and frameworks for meeting the needs of at-risk students and those with other special needs in a variety of contexts. The basic principles and practices of guidance will be emphasized. Three credits.

441A Curriculum and Instruction in Business I
This is an introductory course in methodology for teaching business and related subjects in the public school curriculum. Attention will be given to the teaching of accounting techniques, business management, and technology. This is a required for student with a business teachable. Three credits.

441B Curriculum and Instruction in Business II
This is a second course of methodology for teaching business and related subjects in the public school curriculum. Attention will be given to the teaching of entrepreneurship, business law, economics, and business ethics. This is a required for student with a business teachable. Three credits.

442 Learning through Drama
This course provides pre-service, K-12 teachers with concepts and ideas for drama lesson plans; approaches to drama; basic drama and drama education theory; a working knowledge of theatre production; an introduction to the Nova Scotia curricular guidelines; and play selection guidelines for elementary and secondary student productions. Three credits.

444 Outdoor Experiential Education
Students will explore strategies to encourage their pupils to achieve, appreciate, and maintain a physically active lifestyle in the outdoors. They will learn to develop strategies that foster a life-long commitment to outdoor education, as a part of a physical education program in public school. Students will experience a range of outdoor pursuits: canoeing, kayaking, navigation, Geocaching, orienteering, hiking and backpacking, core camping, and mountain biking. Each pursuit will include an overview of risk management and emergency procedures to support a skills progression that is challenging, fun, safe, and inclusive. Three credits.

445 Curriculum and Instruction in Comprehensive School Health
This course provides students with an interest in health and wellness an opportunity to acquire the knowledge, skills and attitudes needed for teaching a comprehensive school health education curriculum in the public school system. An overview of the main components of a comprehensive school health curriculum and associated pedagogical approaches will be explored. Three credits.

447 Mental Health Education
This course will develop an understanding of mental health education as both wellbeing and the experiences of children and youth who are living with poor mental health in schools. Pre-service teachers will develop their awareness of how such issues as anxiety, depression, addictions and bullying can be addressed to create greater well-being for all students and staff. The course will also analyze school policies and various support services related to mental health education. Three credits.

448A Curriculum and Instruction in Family Studies I
Students will be introduced to the three strands of the family studies curriculum: foods and nutrition; textile arts; family dynamics. They will have the opportunity to acquire the knowledge, skills and attitudes necessary to teach a comprehensive family studies program with an emphasis on junior high. The course will be offered in facilities made available in a public school setting. Three credits.

448B Curriculum and Instruction in Family Studies II
Students will be introduced to the three strands of the family studies curriculum: foods and nutrition; textile arts; family dynamics. They will have the opportunity to acquire the knowledge, skills and attitudes necessary to teach a comprehensive family studies program with an emphasis on senior high. The course will be offered in facilities made available in a public school setting. Three credits.

449 Teaching Clothing and Textiles
This course will be an introduction to strategies and methods useful in teaching clothing and textiles as part of the family studies course offerings at the junior and senior high levels. The practical, hands-on emphasis of the public school FST program will be mirrored in this course. The focus will be on the outcomes as outlined in the Nova Scotia Curriculum documents for Textile Art and Design 7, Textile Production 10 and Textile Technology 12 and will examine activities suitable for students in grades seven to twelve. Students are expected to participate in interactive classes and labs where they will practice the required skills necessary to become competent with the skills and be able to deliver this curriculum in our public schools. Three credits.

453 Teaching English Language Learners
Provides student teachers with a thorough understanding of the theoretical and methodological aspects of learning and teaching a second language, focusing on the learning/teaching of English (ESL). Students will become familiar with relevant research and will examine the prevalent theories in different ESL areas. Three credits.

454 Mi'kmaq Language Arts I
This course will focus on language acquisition theories and the methodologies that support these theories. Students will examine current approaches to bilingual language learning, especially reclaiming and revitalizing aboriginal languages. Topics include early literacy strategies linked to oral tradition; immersion strategies; promoting oral and written language; different writing systems used by Mi'kmaq over time, including the Smith-Francis orthography. Three credits.

455 Mi'kmaq Language Arts II
This course combines theories of language acquisition with their practical application in first- and second-language classrooms. Topics include materials and lesson development; using community resources; bringing elders into the classroom; making links with parents and other community members for language revitalization; connecting language communities using technology. Students will continue to perfect their ability to use the Smith-Francis orthography. Three credits.

456 Curriculum and Instruction in Music
This course provides an examination of music methods, materials, and curricula, using the Kodaly and other systems currently in use in the elementary school system. Three credits.

457A Curriculum and Instruction in Lower Early Elementary Health and Physical Education
This course is designed to introduce beginning specialist pre-service teachers to the theoretical knowledge, practical experiences, and professional responsibilities of a successful early elementary physical education teacher. This course focuses upon the following P-3 physical education and health education curriculums, the impact of physical activity upon children, the skill themes instructional model, physical literacy assessment, culturally relevant pedagogy, applications of the spectrum of teaching styles and unit planning. Three credits.

457B Curriculum and Instruction in Upper Elementary Health and Physical Education

This course is designed to introduce beginning specialist pre-service teachers to the theoretical knowledge, practical experiences, and professional responsibilities of a successful upper elementary physical education teacher. This course focuses upon the following 4-6 physical education and health education curriculums, inclusion of children with various diversities and disabilities, the Teaching for Personal and Social Responsibility (TPSR) and cooperative learning instructional models, physical literacy critiques, culturally relevant pedagogy, and year planning. Three credits.

458 Curriculum and Instruction in Visual Arts

The aim of this course is to introduce the student to the visual and creative arts, and to discover ways to integrate these with the other subjects of the public school curriculum. Three credits.

459 French Education I

This course surveys several theories of language learning and the methodologies that reflect these theories. Students will learn how the National Core French Study (NCFS) brought about a change in French curriculum throughout Canada, and how the four syllabi of the NCFS are incorporated into all aspects of French second-language teaching and learning. Three credits.

460 French Education II

This course combines theories of language acquisition with their practical application in the second-language classroom. Topics will include unit planning and implementation; materials and lesson plan development in the four skill areas; co-operative grouping strategies; graphic organizers as learning strategies; learning centres and authentic evaluation techniques. Three credits.

461 Entrepreneurship Education

Entrepreneurship is defined as a dynamic process throughout which a person, alone or with others, actualizes her or his potential (i.e., values, attitudes, knowledge and skills) to initiate a venture. This course will explore curriculum through economic, entrepreneurial and problem-solving processes. Three credits.

462 Teaching Religious Education in a Catholic School

Students will learn about the Canadian Catholic catechism and its setting within the doctrinal foundations of the Catholic faith. Related topics of religious philosophy and spirituality and their roles in people's lives will be explored. Three credits.

464 Environmental Education

Beginning with the assumption that solutions to environmental problems require well-designed environmental education programs, students will develop a conceptual framework and practical strategies for creating an environmental education curriculum for grades K-12. Three credits.

467 21st-Century Teaching and Learning

This course examines the effective implementation of technological options for teaching and learning in the 21st century for P-12 teachers. Students will explore legal, social, and ethical issues; selection and design of learning experiences that incorporate technology, and analyzes of the use of emerging technologies to improve teaching and learning. Three credits.

468 Teaching Mathematics in Middle Schools

Students will learn the process, content, and assessment of middle school mathematics. They will make connections, communicate, reason mathematically, and complete problems. Students will explore strategies for the development of conceptual understanding through multiple representations. Three credits.

469 Selected Topics in Education

Three credits.

491 Advanced French Grammar

Available exclusively to education students and educators, this course will lead participants to a critical and analytical review of functional grammar as applied to the field of education. Special focus will be placed on French linguistic structures related to material development, correspondence with parents, teachers and other professionals in the field and the development of additional curriculum resources. A major objective of the course will be to encourage and enable participants to learn to self-correct written and oral communication. Restricted to Year 2 French students only. Three credits.

493 Directed Study

In consultation with the department and with permission of the chair, students may undertake a directed study in an approved area of interest not available through other course offerings. See section 3.5. Three credits.

Certificate in Elementary Mathematics Education

This program has been developed in response to a need identified by the Nova Scotia Department of Education and school board partners. The Certificate in Elementary Mathematics Education is recognized for a licensing upgrade in Nova Scotia. The certificate consists of a sequence of ten courses focusing on content and pedagogy suitable for the elementary and middle years and is offered to cohorts of in-service teachers on a part-time basis.

In addition, to EDUC 401, 402, 403, 404A and 404B, students will also complete EDUC 468, 513, 518, 520C and 544.

401 Pedagogical Foundations for Elementary Mathematics Education I: Numeracy

This course is a survey of curriculum topics, which supports teachers' delivery of the elementary mathematics curriculum. Selected topics in the pedagogy of numeracy are designed to help pupils develop their mathematical thinking in relation to numerical reasoning. In-service teachers will investigate and explore topics of relevance for the effective teaching of elementary school mathematics including number systems, operation sense, rational and irrational numbers, counting principles, and statistics. Three credits.

402 Pedagogical Foundations for Elementary Mathematics Education II: Mathematical Modelling

This course is a survey of curriculum topics, which support teachers' delivery of the mathematical modelling components of the elementary mathematics curriculum. Selected topics in the pedagogy of mathematical modelling are designed to help develop their mathematical thinking in relation to modelling real-world contexts and solve mathematical problems. In-service teachers will investigate and explore selected topics for the effective teaching of elementary school mathematics including functions, algebraic modelling, statistical modelling, and graph theory. Three credits.

403 Pedagogical Foundations for Elementary Mathematics Education III: Geometric Reasoning

This course is a survey of curriculum topics, which supports teachers' delivery of the elementary mathematics curriculum. Selected topics in the pedagogy of modern geometries are designed to help pupils understand the application of geometric reasoning. In-service teachers will investigate and explore topics of relevance for the effective teaching of elementary school mathematics including Euclidean and non-Euclidean geometry, topology, transformational geometry, and geometric constructions. Three credits.

404A Curriculum and Instruction in Early Childhood Mathematics I

This course includes an examination of the elementary school mathematics program focusing on appropriate content and pedagogy from pre-kindergarden to grade two. Students in this course will focus on various approaches to teaching mathematics to young children, with emphasis on exploring strategies for the development of conceptual understanding through multiple representations including concrete models, pictures, symbols, words and contextual situations. Three credits.

404B Curriculum and Instruction in Upper Elementary Mathematics II

This course includes an examination of the elementary school mathematics program focusing on appropriate content and pedagogy for grades three to six. Students in this course will focus on various approaches to teaching mathematics to children in upper elementary, with emphasis on exploring strategies for the development of conceptual understanding through multiple representations. Three credits.

Certificate in Outdoor Education

This program is designed to fulfil a need identified by practitioners across the province in response to curriculum changes in the physical education curriculum in Nova Scotia. The Certificate in Outdoor Education is recognized for a licensing upgrade in Nova Scotia and consists of a sequence of eleven courses which focus on the skills and pedagogy required to offer outdoor pursuits to students of all ages in Nova Scotia schools. This certificate is offered to cohorts of in-service teachers on a part-time basis. In addition, to EDUC 405A - 405J, students will also complete EDUC 464.

405A Teaching Co-operative Games & Leadership in Public Schools

This course is designed to provide teachers with the skills and teaching strategies for enacting student leadership development through experiential strategies that focus upon co-operative games and team building initiatives primarily for outdoor settings. Teachers will learn to create an experiential-based program to meet the needs of various groups of students by developing strategies for delivering activity-based initiatives for individual and group learning. Teachers will learn to facilitate initiatives ensuring student connections to curricular outcomes. Three credits.

405B Teaching Cycling in Public Schools

This course provides teachers with the knowledge and skills for teaching the fundamental skills and safety practices for urban cycling and mountain biking. It also helps teachers to understand how to teach their students knowledge about active

transportation. Active transportation in this course is specific to cycling and based on teaching children road awareness, rules of the road, cycling skills, and cycling safety to help them consider cycling as a potential life-long activity. Three credits.

405C Teaching Archery in Public Schools

This course is designed to provide teachers with the teaching strategies following the skill progression of the National Archery in the Schools Program. The course will guide the development of safe-range practices, tournament play, inclusion adaptations, and how to develop a comprehensive unit plan, supported by outcome specific lesson plans, with current assessment practices. Furthermore, this course will also address yearlong planning that targets cross-curricular applications and inclusion strategies that are essential for teaching in schools. Three credits.

405D Teaching Canoe Tripping in Public Schools

This course is designed to provide teachers with the skills and teaching strategies for planning a skill-ability appropriate canoe trip for public schools. It prepares teachers to lead canoe excursions as day trips, as well as extended canoeing expeditions (multiple day and night trips). The focus will be on-water safety, environmental hazards, adaptive equipment, portage management, and in-camp preparations. Embedded into all the units taught in this course are practices attuned to wilderness travel and cross-curricular connections and Indigenous knowledge. Three credits.

405E Teaching Canoeing in Public Schools

This course is designed to prepare teachers to be able to engage in flat water canoeing instruction and to help them learn the pedagogical approaches that will assist them in promoting paddling as a life-long activity. The course includes on-water and dockside safety, environmental hazards, adaptive equipment, skill-based games, and helps attune teachers to on-water risks. Teachers will also develop skills and strategies for planning a progression of paddling skills for students in elementary and secondary schools. Three credits.

405F Teaching Core Camping in Public Schools

This course is designed to provide teachers with the skills and strategies for planning and teaching a progression of core camping skills from primary to grade 12. The focus of the course is to prepare teachers in the areas of trip planning, on-the-land skills and managing outdoor risks associated with leading students. Leave-no-Trace approaches are embedded throughout all dimensions of the course to assist teachers to provide a curriculum with an ethic of sustainability and environmental preservation. Three credits.

405G Teaching Kayaking in Public Schools

This course is designed to prepare teachers to be able to engage in flat water kayaking instruction and to help them learn the pedagogical approaches that will assist them in promoting paddling as a life-long activity. The course includes on-water and dockside safety, environmental hazards, adaptive equipment, skill-based games, and helps attune teachers to on-water risks. Teachers will also develop skills and teaching strategies for planning a progression of paddling skills for students in secondary schools. Three credits.

405H Risk Management in Outdoor Education

This course provides teachers with the skills and strategies for emergency planning, conducting risk assessments for their outdoor program. Supporting the preplanning is learning about injury movement in wilderness/remote contexts and training to respond to environmental hazards. The course is structured to include outdoor lesson preparation, safety plans, and emergency response plans. Teachers will review provincial safety guidelines that govern outdoor teaching, as part of the outdoor pursuits listed in the Public Schools Program. Three credits.

405I Teaching Navigation & Orienteering in Public Schools

This course is designed to provide teachers with the skills and strategies for teaching basic and advanced elements of navigation, GPS, and orienteering, as part of their curriculum for public school teaching. In addition to the course hours devoted to development of lessons and assessment skills, additional study will also be completed in general and specific inquiry-based methodologies related to the teaching of the curricular topics to meet P-12 learning expectations. Three credits.

405J Teaching Winter Trekking in Public Schools

This course is designed to develop the skills and knowledge associated with the winter trekking activities of the physical education curriculum which are Nordic skiing, snowshoeing, and winter trekking camp skills. Teachers will also develop their abilities for teaching these trekking activities as part of their physical education curriculum while taking into account seasonal realities. Teachers will develop their ability to engage in comprehensive yearlong unit, and lesson planning including assessment practices that target progressive fundamental movement skills. Three credits.

9.17.2 Master of Education

Graduate courses in education are offered in the fall, winter, spring and summer terms, primarily online. Students are normally required to complete a residential component during the month of July following acceptance into the program. During this residential component, students will normally complete EDUC 505 and EDUC 534. EDUC 505 is a prerequisite for EDUC 506, 507, and 508. Normally, EDUC 506, 507, and 508 are taken after the core courses are completed. EDUC 506 or 507 is required for those students completing a thesis.

Educational Administration and Policy Stream		Credits
505	Introduction to Educational Research	3
506	Quantitative Research Methods in Education	3
	or	
507	Qualitative Research Methods in Education	3
	or	
508	Critical Research Literacy in Education	3
533	Dynamics of Change	3
534	Introduction to the Foundations of Education	3
561	Leadership and Administrative Theories	3
573	Professional Development and Supervision	3
599	Thesis	12
Electives:	in the thesis option	6
	in the course-based option	18

Electives are to be selected from the graduate courses offered in education and should reflect the focus of study chosen by the student.

Curriculum and Instruction Stream		Credits
505	Introduction to Educational Research	3
506	Quantitative Research Methods in Education	3
	or	
507	Qualitative Research Methods in Education	3
	or	
508	Critical Research Literacy in Education	3
527	Principles of Learning	3
532	Curriculum Theory	3
534	Introduction to the Foundations of Education	3
536	Program Development	3
599	Thesis	12
Electives:	in the thesis option	6
	in the course-based option	18

Electives are to be selected from the graduate courses offered in education and should reflect the focus of study chosen by the student. No substitution or transfer of credit will normally be allowed in the core courses.

501 Program Evaluation and School Data Management

This course will explore the purposes, procedures, and strategies inherent in the design and implementation of effective program evaluations. Three credits.

502 Education of African Nova Scotian/African Canadian Learners I

In this course, students will explore in detail the theoretical underpinnings and practical implications of various topics and issues regarding the educational experience of African Nova Scotian/African Canadian Learners. Course content will vary from year to year. Three credits.

504 Education of African Nova Scotia/African Canadian Learners II

This course will provide participants with a deeper and broader understanding of African Nova Scotian cultural assets and learning materials. The course will examine African Nova Scotian people, their history, heritage, culture, traditions and contributions to society. Three credits.

505 Introduction to Educational Research

This introductory course covers reading and understanding educational research. Students will explore research issues and critically interpret the main types of research, including descriptive research, qualitative research, case studies, and empirical studies. Three credits.

506 Quantitative Research Methods in Education

An introduction to fundamental statistical concepts and methods, together with practical advice on their effective application to real-world problems. Students will explore the basic components of a research proposal. Prerequisite: EDUC 505. Three credits.

507 Qualitative Research Methods in Education

This course explores current qualitative methodologies used in educational contexts. Students will explore the components of a research proposal, and develop an understanding of methodologies such as phenomenology, ethnography, critical theory, narrative, and action research. Prerequisite: EDUC 505. Three credits.

508 Critical Research Literacy in Education
This course examines educational research issues and trends from the perspective of professional practice. Students will explore a variety of educational research publications in relation to their own educational context. Prerequisite: EDUC 505. Three credits.

509 Trauma Informed Practice
This course will promote teacher understanding and effective teaching to support students who have or are experiencing simple trauma, complex trauma and/or intergenerational trauma. Educators will examine the impact of trauma on students and families and explore ways to respond to student needs. The impact of trauma on the concepts of locus of control, self-image and resilience will be studied from the perspective of how teachers can make a difference through building trust and relationships, and utilizing classroom adaptations. Credit will be granted for only one of EDUC 509 and EDUC 569 offered with a similar focus. Three credits.

510 Restorative Approaches in Educational Settings
This course helps educators understand the principles of restorative approaches and the wider peace building movement in education. Educators will critically consider restorative approaches as a way to create safe, engaging and inclusive educational settings. Educators will learn how to create a school climate that is relational and restorative and takes into account the contexts and causes of situations surrounding interpersonal interactions. Credit will be granted for only one of EDUC 510 and EDUC 569 offered with a similar focus. Three credits.

511 Mindfulness and Social Learning
Mindfulness is the ongoing practice of being awake and aware to what is inside and around us in the present moment, nonjudgmentally. In this course students will explore and engage with practices and research related to mindfulness in education. This course will also explore the concept of social emotional learning with a particular emphasis on how to implement social emotional learning through mindfulness in education. Credit will be granted for only one of EDUC 511 and EDUC 569 offered with a similar focus. Three credits.

512 Play-Based Curriculum for Lifelong Learning
This course provides graduate students with a deep understanding of the research and practice of incorporating play in early elementary grades in public schools. Planning, assessing and enacting a play-based curriculum are key course outcomes. Credit will be granted for only one of EDUC 512 and EDUC 569 offered with a similar focus. Three credits.

513 Contemporary Theories and Trends in Inclusive Education
This course examines emerging theories, practices and trends in inclusive education, including changing student needs and student-centered strategies for addressing them. Participants will learn about evidence-based approaches to implementing inclusive education in diverse contexts, including differentiation, Universal Design for Learning, Multi-Tiered Systems of Support, and culturally responsive practices. Three credits.

514 Teaching Diverse Learners in Inclusive Settings I
In this course, participants will learn about evidence-based instructional strategies for teaching diverse learners, including multi-tiered supports. Emphasis will be placed on the development and implementation of Tier 2, small group programming and supports for literacy and numeracy, including high leverage practices and instructional resources. Three credits.

515 Culturally Responsive and Relevant Pedagogy
This course will provide graduate students with an understanding of the vital role culturally responsive and relevant pedagogy plays in creating equitable learning experiences for primary and secondary students. Within this course the students will critically analyze the root of academic failure among marginalized groups across North America, examine the impact of educator belief systems on student achievement. Students will gain an understanding of systemic racism, recognize the central role culture plays in classroom instruction, and identify culturally responsive and relevant instructional strategies appropriate for their own school contexts. Credit will be granted for only one of EDUC 515 and EDUC 569 offered with a similar focus. Three credits.

517 Teaching Diverse Learners in Inclusive Settings II
In this course, participants will learn about the development and implementation of intensive, individualized, Tier 3 programming and supports for diverse learners. Emphasis will be placed on evidence-based instructional strategies and resources for students with complex needs. Three credits.

518 Assessment for/of/as Learning
The course explores research that informs how appropriate assessment impacts student motivation, engagement and achievement. Formative assessment will be presented as a process that directly involves both students and teacher in generating quality information that informs the decisions teachers and students make before, during, and after instruction. Practical classroom examples and/or case studies will be explored. The course will also explore summative assessment and critically analyze a variety of tools used to evaluate learning with the aim of finding those that align with current research in assessment. Credit will be granted for only one of EDUC 518 and EDUC 569 offered with a similar focus. Three credits.

520 Current Research in Curriculum
A critical exploration of recent theories and research related to current issues in curriculum with a concentration in one of:
520A English Language Arts
520B French
520C Mathematics
520D Diverse Cultures
520E Science
520F Social Studies
520G Physical Education
520H Arts
520I Health
520J Outdoor/Experiential
520K Second Language
520L Drama
520M Music
520N Visual Arts
Three credits each.

521 Current Research in Instruction
A critical exploration of recent theories and research related to current issues in instruction with a concentration in one of:
521A English Language Arts
521B French
521C Mathematics
521D Diverse Cultures
521E Science
521F Social Studies
521G Physical Education
521H Arts
521I Health
521J Outdoor/Experiential
521K Second Language
521L Drama
521M Music
521N Visual Arts
Three credits each.

522 Inclusion in Early Elementary Contexts
Students will explore in detail the theoretical underpinnings and practical implications of various topics and issues in inclusive education. Course content will vary from year to year. Three credits.

524 Mentorship Models and Practices
This course will promote teacher understanding of the theoretical underpinnings of mentorship. In addition, teacher candidates will examine the research and literature as it applies to mentoring, and more specifically, to mentoring in education. Mentorship will be addressed from the perspective of the mentor and the protégé, both in a broader context and focused on the discipline of physical education. Course content will be approached theoretically and experientially. Three credits.

525 Treaty Education
Participants will develop a deeper and broader understanding of the treaties signed between First Nations and the Crown in Mi'kmaki. Participants will become familiar with the Treaty Education Curriculum Framework and its four overarching questions: "Who are the Mi'kmaw historically and today? What are the treaties and why are they important? What happened to the treaty relationship in Nova Scotia? What are we doing to reconcile our shared history to ensure justice and equity?" Three credits.

526 Pedagogy and Practice
The focus in the course is to explore how children and young people experience life and school, and how adults see the world of the child from the adult perspective. The course will position the significance of seeing, and being seen, as central to pedagogical-relational practice and how pupils experience being students. The course is a philosophical examination of relationality (child and adult, student and teacher) by exploring current and ancient pedagogical traditions. Credit will be granted for only one of EDUC 526 and EDUC 569(ST: Pedagogy and Practice). Three credits.

527 Principles of Learning
This course examines theories of learning and development and their implications for instruction. In addition to the general cognitive and behaviourist theories,

the course will focus on the aspects of cognitive learning that are relevant to understanding the diversity of learners. Three credits.

529 School and Teaching Effectiveness
An examination of research on school and teaching effectiveness and the implications of this research for school improvement. Three credits.

532 Curriculum Theory
In this course, the ideas of major curriculum theorists will be examined and the implications of each position for program development for schooling will be explored. Three credits.

533 Dynamics of Change
This course examines major concepts in the successful implementation of change. Students will learn to recognize and understand the ways in which change can have an impact on education. Three credits.

534 Introduction to the Foundations of Education
Students are asked to critically examine their own practice and its context. Issues of power and privilege as they operate in the field of education are central unifying themes of the course. The investigative approach includes ethical reasoning, autobiographical reflection, arts and aesthetics, deconstruction and sociological analysis. Three credits.

536 Program Development
Program development is investigated from the practitioner's perspective using narrative inquiry to explore relationships among the four curriculum commonplaces of students, teacher, curriculum, and milieu. Three credits.

537 Philosophical Foundations of Curriculum
This course examines the philosophical foundations, criteria, and principles underlying the choice of subjects and curricula in educational institutions. Three credits.

538 Literacies: Models and Perspectives
This course will examine the ways literacies are produced, communicated and acquired, and provide an overview of pedagogies that can support a diversity of learners on the complex landscape of contemporary social contexts. Three credits.

540 Educational Finance
While providing students with the opportunity to explore public and private funding of education, this course will also examine the moral, political, and economic bases for decisions in educational finance in the context of current educational and societal trends. Three credits.

541 Administration of First Nations Education
An introduction to the historical, legal, and philosophical bases of First Nations education. The course will explore issues related to the roles, responsibilities, and duties of administrators in band-controlled schools. Three credits.

543 Internship
Under faculty supervision, student interns will develop their practical and theoretical knowledge and competence in a particular area of education. Three credits.

544 Cross-Cultural Issues in Education
Students will examine various issues and theories related to cultural and race relations policies and practices in the education system. Three credits.

545 English as a Second Language
The course will cover theoretical and methodological aspects of learning and teaching a second language, focusing on the learning and teaching of English. Students will become familiar with the relevant research and examine the prevalent theories in different ESL areas. Three credits.

553 Inclusive Assessment Practices I
In this course, students will learn evidence-based approaches to literacy assessment for diverse learners, including culturally responsive practices. Participants will critically examine classroom-based assessments and formal, individualized assessments. Participants will also learn how to administer, interpret, and utilize a Level B literacy assessment in educational programming for diverse learners. Three credits.

554 Inclusive Assessment Practices II
Students will learn evidence-based approaches to mathematics assessment for diverse learners, including culturally responsive practices. Participants will critically examine classroom-based assessments and formal, individualized assessments. Participants will also learn how to administer, interpret, and utilize a Level B mathematics assessment in educational programming for diverse learners. Three credits. Prerequisite: EDUC 553. Three credits.

561 Leadership and Administrative Theories
This course is an introduction to theory, research and practice in educational administration. Emphasis is placed on the evolutionary nature of administrative theory and its role in the operation of public education systems. Three credits.

562 Contemporary Issues in Educational Administration Theory
This course further explores contemporary issues in the theory, research, and practice of educational administration. Building upon EDUC 561, students will discuss topics such as post-modernism, feminist theory, chaos theory, and critical theory. Prerequisite: EDUC 561. Three credits.

564 Leadership of Inclusive Schools
This course examines leaders' roles and responsibilities in inclusive education, including program planning processes, school teams and partnerships, culturally responsive practices, and inclusive education policies and initiatives. Emphasis is placed on communication and collaboration in working with diverse students, families, and partner agencies, and building school capacity for inclusive education. Three credits.

567 School Law
An examination of legal principles and procedures pertaining to school boards, administrators, and teachers. Consideration will be given to legislation and court decisions relative to the organization, policy, and administration of school districts in Nova Scotia. Three credits.

569 Selected Topics in Education
Students will explore in detail the theoretical underpinnings and practical implications of various topics and issues in education. Course content will vary from year to year. Three credits.

571 Specific Issues in School Administration
This course examines recurring and emerging issues in educational administration from the perspective of their theoretical roots. Students will address problems identified in the literature and in their own practice, develop an understanding of the issues involved, examine the theoretical assumptions influencing these problems, and create alternative solution strategies. Three credits.

573 Professional Development and Supervision
This course addresses the role of supervision in an instructional program, focusing on human resources and the professional development process for instructional and support staff. Three credits.

576 Specific Issues in Curriculum Development
This course will examine selected contemporary educational controversies and explore their implications for curriculum decision-making. Students will examine current issues and problems. Three credits.

577 Computers in Humanities Education
This online course provides an overview of the role of computers in elementary and secondary education. By reading articles and books on selected topics, students will have a starting point for online discussions about the issues associated with computer technology in the classroom. Students also study a variety of software packages and Internet websites and create web lessons. Some prior knowledge of computers and basic keyboarding skills is required. This course will be of interest to K-12 teachers who are interested in using computers in language arts, social studies and the arts. Three credits.

578 Computers in Science Education
This online course provides an overview of the role of computers in elementary and secondary education. By reading articles and books on selected topics, students will have a starting point for online discussions about the issues associated with computer technology in the classroom. Students also study a variety of software packages and Internet websites and create web lessons. Some prior knowledge of computers and basic keyboarding skills is required. This course will be of interest to K-12 teachers who are interested in using computers in the sciences. Three credits.

581 The Role of the Principal
An examination of perspectives on educational leadership, delegation of functionally categorized responsibilities, administration of instructional programs, effective enhancement of staff, and the development of productive and satisfying learning environments for students. Three credits.

583 Education Planning and Policy
An examination of political theory as a basis for constructing policy and planning for the implementation of policy. Three credits.

590 Research Project
This course involves individual research, under the supervision of a faculty member, which develops both practical and theoretical understanding and competence in a particular area of education. Six credits.

593 Directed Study
In consultation with the department chair, students may undertake a directed study

program in an approved area of interest that is not available through other course offerings. See section 3.5. Three credits.

595 Seminar
Students work under the supervision of a professor who will guide them in the selection of thesis topics and the preparation of thesis proposals. Students will have the opportunity to discuss their work with others as the research proposal is prepared. No credit.

599 Thesis
Twelve credits.

9.17.3 Ph.D. in Educational Studies

The Ph.D. in Educational Studies is offered in partnership by St. Francis Xavier University, Mount Saint Vincent University, and Acadia University. This research-oriented doctoral program is jointly administrated by the Inter-University Doctoral Administrative Committee (IDAC). Applicants are admitted to one university and graduate from that home institution of record.

Doctoral students can focus their studies on one or more of six interrelated themes: curriculum studies, educational foundations and leadership, inclusive education, lifelong learning, literacies, and the psychological aspects of education. Applicants are encouraged to review the research interests of education faculty members at all three participating universities, available at their respective websites. An average of 14 students normally will be admitted each year: six at MSVU, four at St FX and four at Acadia.

Students enrol in EDUC 9001 and 9002 on site in July at one of the three universities. The site for these two courses will rotate amongst the three universities from year-to-year. Students complete EDUC 9010 and 9100 with their dissertation advisor and their committee at their home institution of record. The remaining courses are delivered using an e-learning platform. In some instances, doctoral students may arrange to enrol in an existing topic-related masters level course, augmented with doctoral level analysis and applications. Doctoral students have the right to take courses and seminars and use the academic facilities of any of the three participating universities in accordance with their approved plan of study.

9001 Foundations of Educational Inquiry
This course examines the purpose, process, nature and ideals of education. Students will engage with enduring educational philosophical and theoretical traditions and perspectives, the history of educational thought and the philosophy of education, in particular. A variety of foundational perspectives provides deeper understandings of the theoretical and methodological underpinnings of education. Co-requisite: EDUC 9002. Three credits.

9002 Methodological Perspectives on Educational Research
This course examines of the importance of methodological paradigms in educational research (building on the foundations of educational inquiry). Students investigate ontological assumptions; epistemological views; the role of logic, sound evidence and justified beliefs; axiology (values and biases); and rhetorical (research reporting structures) components of educational inquiry. Co-requisite: EDUC 9001. Three credits.

9003 Doctoral Seminar: Contemporary Educational Theory
This course explores how educational philosophy, research paradigms and theories are manifested in contemporary educational research debates and dialogues. Through an intensive examination of a range of theories that inform studies in education, students gain an advanced and comprehensive understanding of contemporary educational theory within the Canadian and international contexts. Prerequisites: EDUC 9001, 9002. Co-requisite: EDUC 9004. Three credits.

9004 Focused Educational Studies
This course will provide for focused exploration of research topics that reflect the research interests of the current roster of doctoral students. In a seminar setting, individual students will study the research and theoretical literature in the educational area(s) that inform their research interests. Prerequisites: EDUC 9001, 9002. Co-requisite: EDUC 9003. Three credits.

9005 Advanced Research Seminar: Focus on Methods
Students will gain detailed knowledge and technical expertise related to methods appropriate for their particular research question(s), aligned with their chosen philosophical and methodological orientations. Issues related to particular research design processes will be addressed. Prerequisites: EDUC 9001, 9002. Three credits.

9006 Special Topics Educational Studies
Three credits.

9007 Special Topics Educational Studies
This course provides students with an opportunity to explore selected topics in educational studies related to the literature associated with their research area. Prerequisites: EDUC 9001, 9002. Three credits.

9008 Independent Study
Three credits.

9009 Independent Study
The curriculum for this course will be determined by the supervisor of the course in consultation with the student and other faculty members, as necessary. Prerequisites: EDUC 9001, 9002. Three credits.

9010 Comprehensive Examination: Research/Scholarly Portfolio
Students will develop and orally defend an extensive scholarly portfolio demonstrating sufficient breadth, depth, creativity and engagement to undertake substantive research in their field. The portfolio will demonstrate students' knowledge and competence in each of five areas: general knowledge of educational theoretical traditions and trends, in-depth knowledge of their specific focal area, research and methodological knowledge and competence, professional competency in their focal area, and teaching competency in their professional area. The portfolio is created concurrently with EDUC 9001, 9002, 9003, 9004, 9005 and any EDUC 9006, 9007 and/or EDUC 9008. Nine credits. Pass/Fail.

9100 Dissertation
The dissertation must constitute a substantial and original contribution to the study of education. Students must prepare a research proposal for approval by an appropriate faculty dissertation committee, complete the proposed study, and defend the completed thesis in a final oral examination. Prerequisite: EDUC 9010. Eighteen credits. Pass/Fail.

9.18 ENGINEERING (ENGR)

F. Comeau, Ph.D., P.Eng.
B. MacDonald-MacAulay, MES, P.Eng.
E.C. Oguejiofor, Ph.D., P.Eng., FEC

Part Time
P. Doiron, P.Eng.
R. Jonkers, Ph.D., P.Eng., PMP, MBA, MBB

Diploma in Engineering

Program requirements are found in chapter 7. Year 1 is common except for the writing courses. For year 2, students must follow the requirements for the disciplines to which they hold conditional admission at Dalhousie University third-year engineering, as outlined below:

Year 1	36 credits consisting of CHEM 121, 122; CSCI 161; ENGR 121, 122, 128, 132, 136; PHYS 121, 122; 6 credits of writing courses. The writing courses consist of any 6-credit combination of ART 141, 142, MUSI 119, 217 and any course(s) from ANTH, ENGL, HIST, PHIL, PSCI, RELS, or WMGS. Students wishing to take a writing course not listed here must obtain the approval of the engineering department chair.
Year 2	33 credits consisting of ENGR 123, 211, 221, 222, 224, 232, 237, 242; 9 credits of the discipline-specific courses listed below: Chemical: ENGR 212, 227; CHEM 221 Civil: ENGR 212, 216, 235 Electrical: ENGR 238, 246; CSCI 162 Environmental: ENGR 212, 216, 235 Industrial: ENGR 253; any two of ENGR 212, 216, 227, 231, 235, 238, 246; CHEM 221 Mechanical: ENGR 212, 231, 235

Bachelor of Science with a Diploma in Engineering

Students may earn the engineering diploma and a B.Sc. degree concurrently. This option exists for a major in biology, chemistry, computer science, Earth and environmental sciences, mathematics and physics. Students can also complete a diploma in engineering concurrently with an advanced major. Contact academic advising for available options.

121 Calculus I for Engineers
This course examines the main idea of calculus of a single variable. It covers functions; limits; continuity; differentiation and integration of polynomial, exponential, logarithmic and trigonometric functions; product, quotient and chain rules; applications of differentiation to graphing; maximum-minimum problems and related

rate problems; definite and indefinite integrals and the fundamental theorem of calculus. Credit will be granted for only one of ENGR 121 or MATH 106 or 126. Cross-listed as MATH 121. Three credits and one-hour lab and one-hour problem session.

122 Calculus II for Engineers
A continuation of ENGR 121, this course covers applications of integration including areas, volumes, moments, pressure and work; techniques of integration; numerical integration; length of curves; surfaces of revolution; parametric equations; polar co-ordinates; sequences and series and Taylor series. Credit will be granted for only one of ENGR 122 or MATH 107 or 127. Cross-listed as MATH 122. Prerequisite: ENGR 121. Three credits and one-hour lab and one-hour problem session.

123 Linear Algebra for Engineers
Covers geometric vectors in three dimensions; dot product; cross product; lines and planes; complex numbers; systems of linear equations; matrix algebra; matrix inverse; determinants; Cramer's rule; introduction to vector spaces; linear independence and bases; rank; linear transformations; orthogonality and applications; Gram-Schmidt algorithm; eigenvalues and eigenvectors. Cross-listed as MATH 223. Prerequisite: ENGR 121. Three credits and two-hour lab.

128 Engineering Design and Graphics
Introduces the engineering profession through graphics and design. The engineering graphics language is presented through free hand sketches, instrument and computer-aided drawings. Students develop and enhance visualization skills as well as the ability to produce and interpret simple drawings. Students complete a design project that includes drawings and a report. Credit will be granted for only one of ENGR 128, ENGR 131, or ENGR 133. Three credits and three-hour lab.

132 Technical Communications
The main objective of this course is to provide students with technical communication skills, both written and oral. The history of engineering will be studied. Methods of producing engineering documents and presentations will be covered. Students will learn how to locate, use, and reference engineering information sources. Credit will be granted for only one of ENGR 132 or ENGR 244. Three credits and two-hour lab.

136 Statics
Covers statics of particles and rigid bodies. Designed to teach the principles and application of mechanics, and to develop an analytical approach to solving problems. Vector analysis is used extensively. Three credits and three-hour lab.

147 Computer Programming
An introduction to computer programming with a focus on engineering applications. The basic programming control structures, data structures, and modularization will be covered. Students will implement programs on a traditional IDE. Credit will be granted for only one of ENGR 147, ENGR 144, ENGR 198 (2017-2018) or CSCI 161. Three credits and two-hour lab.

211 Thermo-Fluids I
This is the first of two courses in which the content of the traditional introductory thermodynamics and fluid mechanics courses is presented in a unified manner. Fluid properties; fluid statics; conservation of mass for both steady and unsteady flow systems; the first and second laws of thermodynamics and the application of these laws to closed systems and to steady and unsteady open systems; Bernoulli's equation; vapour and gas cycles will be covered. Credit will be granted for only one of ENGR 211 or ENGR 233 or ENGR 234. Prerequisites: ENGR 122, 136; CHEM 121, 122. Three credits and three-hour lab.

212 Thermo-Fluids II
The second of two courses on thermo-fluids engineering will present availability; irreversibility; the control volume form of the continuity, momentum and energy equations; Euler's equation of motion; fluid kinematics; dimensional analysis and similitude; viscous flow in pipes and ducts. Credit will be granted for only one of ENGR 212 or ENGR 233 or ENGR 234. Prerequisites: ENGR 123, 211. Three credits and three-hour lab.

216 Geology for Engineers
This course covers minerals, igneous rocks, weathering, sedimentary rocks, metamorphic rocks, geologic time, mass wasting, running water, groundwater, glaciations, shorelines, ocean floors, deformation and mountain building, Earth's interior, earthquakes. Three credits and two-hour lab.

221 Differential Equations for Engineers
Covers first order linear and non-linear ordinary differential equations; ordinary differential equations of higher order with constant coefficients; applications to engineering problems; Laplace transforms; periodic functions; applications of Laplace transforms to linear systems; Fourier series. Credit will be granted for only one of ENGR 221 or MATH 367. Cross-listed as MATH 221. Prerequisites: ENGR 121, 122 or MATH 121, 122. Three credits and two-hour problem session.

222 Calculus III for Engineers
Extends the ideas introduced in ENGR 121 to the calculus of several variables, and covers space curves, arclength, curvature; partial derivatives; implicit functions; constrained and unconstrained extrema; multiple integrals; line, surface, and volume integrals; change of variables in multiple integrals; scalar and vectors fields; gradient, divergence, and curl; Stokes theorem. Credit will be granted for only one of ENGR 222 or MATH 267. Cross-listed as MATH 222. Prerequisites: ENGR 122 or MATH 122. Three credits and two-hour problem session.

224 Probability and Statistics for Engineers
This course covers probability laws and the interpretation of numerical data, probability distributions and probability densities, functions of random variables, joint distributions, characteristic functions, inferences concerning mean and variance, tests of hypotheses, linear regression, and time series analysis. Engineering applications are emphasized and statistical computer packages are used extensively. Cross-listed as STAT 224. Prerequisite: ENGR 122 or MATH 122. Three credits and two-hour problem session.

226 Fundamentals of Environmental Engineering
This course focuses on sources of environmental pollutants, the effects of pollutants on living and non-living systems, processes by which pollutants are generated or by which their effects can be minimized or remediated. Lectures are supplemented by guest speakers, case studies and field trips. Credit will be granted for only one of ENGR 226 or ENGR 228. Prerequisite: ENGR 211. Three credits. Not offered 2023-2024.

227 Fundamentals of Chemical Engineering
Covers mass and energy balances for reacting and non-reacting chemical processes. Topics include the system of units; processes and process variables; mass balances for single-phase and multi-phase systems; Gibbs phase rule; Raoult's law; Henry's law; colligative properties; energy balances; combined mass and energy balances on reactive and non-reactive processes and on transient processes. Prerequisite: CHEM 121/122(120). Three credits and two-hour lab.

231 Dynamics
This second course in the study of engineering mechanics covers dynamics of particles and rigid bodies. Topics include kinematics; kinetics of particles and rigid bodies in plane motion using Newton's second law; the principle of work and energy; and the principle of impulse and momentum. Vector analysis is used extensively and there will be computer applications. Prerequisites: ENGR 122, 123; PHYS 121, 122 or ENGR 136. Three credits and three-hour lab.

232 Engineering Design and Communications II
This project-based course offers students the opportunity to integrate and apply skills and knowledge learned in previous courses to a constrained engineering design project. Students work individually and as part of a design team. Project design outcomes are presented orally and in formal written reports, as well as electronically on the internet. Elementary project management concepts are introduced. Ethical and legal issues that impact the practice of engineering are discussed. Credit will be granted for only one of ENGR 232 or ENGR 236 or ENGR 248. Prerequisites: CSCI 161; ENGR 211, 242; ENGR 237 or PHYS 221. Three credits and three-hour lab.

235 Strength of Materials
An introduction to basic principles of stress, strain, and stability. Topics include plane stress and strain; relationships between stress and strain; mechanical properties of materials; shear force; bending moment; axial force; torsion; stresses and deformations due to foregoing force effects; elastic and inelastic buckling. Prerequisite: ENGR 136. Three credits and three-hour lab.

237 Basic Electric Circuits Theory
Topics include introductory concepts; resistive networks; response to linear circuits with energy storage; exponential excitation functions; steady-state AC circuits; analysis; network analysis; systems. Cross-listed as PHYS 221. Prerequisites: ENGR 122, ENGR 221 or MATH 221 concurrent; PHYS 121, 122. Three credits and three-hour lab.

238 Digital Logic
This hands-on, practical course introduces digital electronics with applications to computer hardware and micro-computer peripherals. Topics include the families of digital electronic technology; combinational and sequential logic; digital device characteristics; micro-computer interfacing; data acquisition; instrument control; data transmission. Labs provide an opportunity to design and test practical digital devices. Cross-listed as PHYS 223. Prerequisite: PHYS 121, 122. Three credits and three-hour lab.

242 Engineering Economics
This course provides an introduction to the economic aspects of decision-making in engineering. Topics include fundamental concepts; cash flow diagrams; interest factors; discounted cash flow techniques; rate of return; inflation; accounting; tax;

project financing; sensitivity and risk analysis; replacement analysis; public sector analysis. Three credits and two-hour lab.

246 Circuit Analysis

Covers advanced circuit analysis techniques, starting with sinusoidal excitation. Topics include grounding and harmonics; symmetrical components and dealing with unbalanced networks; real and reactive power flow; balanced three-phase circuits for power distribution; phasors and complex impedance. Mutual inductance and magnetically coupled coils are used to introduce transformer behaviour and performance. Cross-listed as PHYS 246. Prerequisites: CSCI 161; ENGR 237 or PHYS 221. Three credits and two-hour lab.

253 Engineering Modeling and Optimization

This course introduces students to operations research models and methodologies to optimize the design, development and operation of engineered systems. The course focuses on formulating, building and solving optimization models primarily using Microsoft Excel. Topics covered include linear programming, assignment models, transportation and network models, project management, decision analysis & risk, queueing models, and nonlinear optimization. Credit will be granted for only one of ENGR 253, ENGR 298 (2021-2022), ENGR 252, CSCI 335, MATH 335. Restricted to engineering students. Prerequisite: CSCI 161. Three credits and a two-hour lab per week.

9.19 ENGLISH (ENGL)

M. D'Arcy, Ph.D.
L. Estill, Ph.D.
J. Khoury, Ph.D.
M.B. McGillivray, Ph.D.
M.A. Moynagh, Ph.D.
M. Nilges, Ph.D.
J. Potts, Ph.D.
C. Rushton, Ph.D.
D. Smith, Ph.D.
E. Wilputte, Ph.D.
K. Wright, Ph.D.

Department Requirements

ENGL 111, or 100, or equivalent is required for entrance to all other ENGL courses. A student should have either ENGL 111 and 3 credits at the 200 level, or ENGL 100 and at least three credits at the 200 level before taking a course at the 300 level. Some exceptions apply; see course descriptions. A student must have at least 18 credits of ENGL for admission to a 400-level course.

All students seeking admission to honours and advanced major programs must consult the department chair by March 31 of the second year to obtain approval for proposed course patterns, and again in March of the third year for advice on thesis and senior seminar requirements.

Minor Program

24 credits of ENGL.

Major Program

a) 3 credits from ENGL 100, 111 or equivalent
b) ENGL 215
c) 9 credits from pre-1800 offerings
d) 3 credits from Canadian or Postcolonial
e) either 18 credits ENGL electives if ENGL 111 is completed or 15 credits ENGL electives if ENGL 100 is completed
f) Students normally require at least 9 credits of ENGL before enrolling in a 300- or 400-level, subsequently at least 18 credits across the degree pattern.

Advanced Major Program

a) 3 credits from ENGL 100, 111 or equivalent
b) ENGL 215
c) 9 credits from pre-1800 offerings
d) 3 credits from Canadian or Postcolonial
e) either 18 credits ENGL electives if ENGL 111 is completed or 15 credits ENGL electives if ENGL 100 is completed
f) 6 credits of senior seminars in the 4th year
g) Students must also write an advanced major thesis in their final year in a 300- or 400-level course, normally in the fall term. Advanced major students normally require at least 9 credits of English courses before enrolling in a 300-or 400-level, subsequently at least 18 credits across the degree pattern.

Honours Program

a) 3 credits from ENGL 100, 111 or equivalent
b) ENGL 215
c) 3 credits literary theory or cultural studies
d) 9 credits from pre-1800 offerings
e) 3 credits from Canadian or Postcolonial
f) 6 credits of senior seminars in the 4th year
g) 6 credit honours thesis
h) Either 27 credits ENGL electives if ENGL 111 is completed or 24 credits ENGL electives if ENGL 100 is completed, and subsequently at least 18 credits across the degree pattern.

Honours with a Subsidiary Subject

Honours (ENGL) with a subsidiary subject requires 48 credits in the same pattern as the English honours program. A subsidiary subject in English requires 24 credits in English, with at least 6 credits at the 300 or 400 level.

Senior Seminar

Each year certain advanced courses will be designated senior seminars. All honours and advanced major students must be enrolled in two of these during their senior year, one in the first term and the other in the second term. Normally students will have third-year standing and have taken a minimum of 15 credits in English. Priority will be given to honours and advanced major students in English. Students may enrol in additional English seminars as part of their normal degree pattern, but do so as a 300-level course.

Humanities Colloquium

The humanities colloquium is an optional and interdisciplinary way of studying three first-year courses, usually ENGL 100, HIST 101, 102, and PHIL 100. See section 4.4 for further information.

English Department Courses

The English Department offers its courses in a three-year rotation. Below is what courses are expected to be offered (subject to revision) in each of the next three academic years to help with degree planning. Descriptions of each course are available on the next page. Longer descriptions of each course are available on the English Department's website: https://www.stfx.ca/academics/arts/english. Courses designated (P) fulfil the pre-1800 degree requirement). Courses designated (PCAN) satisfy the Canadian/Postcolonial requirement. Please note: ENGL 100 or 111/112, or equivalent is required for entrance to all other ENGL courses.

First year students interested in English (regardless of eventual major) will normally enroll in ENGL 111 in the first term and any 200 level course in the second term. Students taking ENGL 111 in the second term will be eligible for any 200 level ENGL courses in subsequent academic years.

Courses offered in 2023-2024:

ENGL 100H	Introduction to Literature and Critical Writing
ENGL 111	Literature and Academic Writing I
ENGL 210	Bodies and Words
ENGL 215	Principles and Practices of Literary Criticism
ENGL 220	The Horror, the Horror
ENGL 223	Creative Writing: Nature, Ecology, Climate Change
ENGL 227	Writing from "Here": The Literature of Atlantic Canada
ENGL 233	Children's Literature: 1865 to the Present
ENGL 236	Children's Film and Television
ENGL 248	Climate Fiction and Environmental Literature
ENGL 249	Detective Fiction and Film
ENGL 253	Coffeehouse Culture in 18th-Century England: Conversation
ENGL 254	Selected Topics in 18th-Century Literature: Women in the Margins
ENGL 257	The 21st-Century American Novel
ENGL 267	Introductory Creative Writing
ENGL 282	Literatures of Global Justice: Human Rights, Asylum, Self-Determination
ENGL 301	European Film
ENGL 304	The Early Tudor and Elizabethan Renaissance
ENGL 314	Contemporary Literary Theory
ENGL 329	Studies in Women Writers: Feminism and Their Literatures
ENGL 338	Performing Canada
ENGL 339	Cultural Theory and Popular Culture
ENGL 365	Canadian Fiction
ENGL 379	Happiness: American Literature
ENGL 388	Heroic Literature of the Middle Ages
ENGL 391/491	Selected Topics
ENGL 397/492	Selected Topics
ENGL 497	Advanced Major Thesis
ENGL 499	Directed Study

Courses expected to be offered in 2024-2025:
ENGL 110H, 111, 201, 208, 215, 223, 226, 248, 258, 259, 261, 267, 275, 276, 278, 279, 280, 297, 298, 309, 314, 322, 325, 347, 355, 400, 491, 492, 497, 499.

Courses expected to be offered in 2025-2026:
ENGL 111, 214, 215, 219, 225, 226, 233, 240, 248, 249, 253, 257, 258, 267, 269, 270, 277, 278, 279, 282, 302, 305, 314, 315, 338, 339, 356, 400, 491, 492, 497, 499.

100(H) Introduction to Literature and Critical Writing
This course introduces students to the critical tools and methods of literary study, including close reading and argumentative writing. Students will learn about the history of genres (e.g. poetry, drama, and the novel) and forms of literature (e.g. tragedy, realism). Texts may include the earliest writing in English to more recent works in various media. Credit will be granted for only one of ENGL 100, ENGL 110 or ENGL 111/112. Restricted to students in the Humanities Colloquium. Six credits.

111 Literature and Academic Writing I
This course provides students with the key skills needed to succeed at university. You will learn how to write argumentatively; how to build a question or problem from a close-reading of a literary work; how to develop that argument by presenting and analyzing evidence; how to engage in scholarly debate; how to do university-level research. Credit will be granted for only one of ENGL 111, 100 or 110. Three credits.

201 Science Fiction and Fantasy
This course will examine the history of speculative literature, including the relationship between science and narrative, the rise of ethnic science fiction and fantasy, and ways in which the future and the past might be imagined. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

204 Shakespeare on the Page, Stage and Online
In its first printing, Hamlet's famous speech runs "To be, or not to be, Ay there's the point." This course explores how Shakespeare's plays make meaning in different material and digital contexts: in print and manuscript, in performance on stage and screen, and online. Topics covered will include the history of printing Shakespeare's works, their early reception, current editorial practices, and how that informs performances of Shakespeare's plays. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

205 Shakespeare Today
Who was Othello's first wife? What would happen if Shakespeare's characters teamed up to murder their creator? In this course, students read Shakespeare's plays paired with adaptations, which could include films, graphic novels, plays, poems, and prose texts. Students will interrogate ideas of high- and low-brow culture and literary canon and learn to think critically about literature, adaptation, popularity. What does Shakespeare mean to us today? Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

208 Sex, Love, and Literature
This course will consider how modern culture, from the eighteenth century to the present, imagines sex and love. Readings will involve stories of happy and unhappy love, impossible love, unrealized love, sexual fantasies, desire and its frustration. Material covered will range from major modern novels addressed to the complexities of sexuality and desire, to recent film and television. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

210 Bodies and Words
What does it mean to put bodies into narrative? How does literature figure the body and how have literary forms and figures been taken up in other fields concerned with bodies? To answer these questions, the course will draw both on literature and other fields (medicine, psychology, the use of science to support racialized or racist discourse) that have scripted bodies in a variety of ways. Topics will vary from year to year. Prerequisite: ENGL 100 or 111/112 or equivalent. Three credits.

212 Blindness and Insight in Shakespeare's Tragedies
Hamlet, Othello, and King Lear examine how the desire to know the truth leads to tragedy. Who killed old King Hamlet? Is my wife having an affair? Which of my daughters loves me most? How does one dispel the desire for vengeance over one's oppressors? One never discovers the truth, so one acts blindly, which brings unbearable suffering. But suffering brings insight: the reader is instructed how to live with patience and equanimity. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

213 Adaptation: Canadian Myths, Film, and Popular Stories
Thomas King reminds us, "you have to watch out for the stories that you are told" because "the truth about stories is that that's all we are." But what happens when the stories we are told—histories, myths, and popular stories of forebearers—only help us to lie to ourselves about our values, past, and identities? This course examines multiple genres, including fiction, film, and theatre, in order to examine how stories effect change. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

214 Contemporary Film
This course will examine contemporary cinema from various national locations. Attention will be paid to the development of film genres, to formal issues, the state of different national cinemas, and links between contemporary film and twentieth-century cinema. The course will provide an introduction to film studies, in particular the history of film and major distinctions that have developed in thinking about film form. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

215 Principles and Practices of Literary Criticism
This course builds on the skills acquired in first year English. We will broaden our understanding of what literature is and how it works. We will develop our abilities to see how different approaches to texts allow us to understand their formal, gendered, historical, political, psychological, racial and sociological impacts. We will expand our practical skills by: enlarging our critical vocabularies; sharpening our argumentative writing abilities; and increasing our proficiency with sources and databases. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

218 New British Fiction
This course will consider contemporary British and Irish fiction, focusing especially on fiction of the last five years. We will be concerned in particular with the following questions: what is the role of experimentation in the literature of this period? How does recent fiction think about sexuality and sexual identity? About racial, ethnic, and national identity? What relationship is there between the recent evolution of British fiction and pressing contemporary political issues? Credit will be granted for only one of ENGL 218 or ENGL 350. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

219 How to Tell a Story
Chefs on Top Chef, athletes on ESPN Stories, corporate brand spokespersons, politicians and orphaned wizards: despite their differences, all these persons are tasked with telling stories. But what makes one narrator more compelling than another? How does the order and speed in which a story gets told affect its meaning? Does knowing one's audience matter? Grasping how narrative works is crucial to understanding why only some stories capture attention. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

220 The Horror, The Horror
Horror is closely connected to science fiction and fantasy. Mary Shelley's Frankenstein is the founding text of science fiction, but its central monster belongs generically to horror. In this course, we will discuss horror's evolution, the reasons some people love scary stories while others avoid them, and how horror functions as a genre. The course will contain texts that some students may find disturbing, including violence. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

223 Creative Writing: Nature, Ecology, Climate Change
This course will require students to write fiction, poetry, and personal essays on the topics of Nature, ecology, conservation, and climate change. Students will be required to conduct research in these areas and apply it to their personal views and convictions. Students will conduct individual and collective in-class editing of their submitted written work on a weekly basis. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

224 Short Stories, Big Effects
This course will explore the development of the short story, from Poe to today. We will examine the formal features of short story (e.g. length, effect); the distinctiveness of the genre (as opposed to the tale, flash fiction, the novella, the novel); the genre's development in different national contexts; and its ongoing importance for contemporary culture. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

225 Creative Writing for Young Adults
Students will write stories and/or poetry, in a weekly workshop setting, whose audience is children and young adults, using best-selling books in these categories as models for their work. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

226 From Tablets to Tablets: Texts and Technology
This book history course examines how texts have been disseminated over time in order to demonstrate how material contexts affect textual meaning. Topics might include changing practices and ideas of authorship, publication, and reading. Evidence considered could span from early textual objects (clay tablets) to today's technologies (computers, tablets, phones). Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

227 Writing From "Here": The Literature of Atlantic Canada
This course will consider the rich literature of the Atlantic region with particular focus on the many and diverse voices (including African Nova Scotian, Mi'kmaw, Scottish and Irish Gaelic, and Acadian in translation) emerging in the post-Centennial era of Atlantic Canada. Various genres including poetry, novels and short story along with art and film will be encountered. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

232 Why Care About Literary Characters?
Why do we develop such strong attachments to literary characters? They aren't real. Their stories don't continue. They don't interact with us. And yet often keep them closer to us than people we know. In this course, we will try to sort out why characters – from Emma to Harry Potter – matter so much in both our imaginary, real and virtual lives. Credit will be granted for only one of ENGL 232 and ENGL offered in 2017-2018. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

233 Children's Literature: 1865 to the Present
Using the landmark publication of Lewis Carroll's *Alice's Adventures in Wonderland* as a starting point, this course provides a critical survey of children's literature in Britain, America, and Canada. Students will examine different types of media that may include novels, picture books, graphic novels, comics, and digital content. Credit will be granted for only one of ENGL 233 or ENGL 234. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

236 Children's Film and Television
Children's film and television are highly lucrative and competitive fields. This course will survey landmarks in children's media across the world, looking at questions of adaptation, suitability, merchandising-driven story, and franchising. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

240 Literature of the Middle East
This course will introduce students to the rich literary heritage of various countries in the Middle East. In addition to the geographic range, the course will also introduce students to various kinds of literature including traditional poetry and folk tales, but the main focus will be the novel and the short story of the twentieth century. Writers to be studied may include Najib Mahfuz, Elias Khoury, Hanan al-Shaykh, Ghassan Kanafani, Tayeb Salih, Muhammad Shukri, and others. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

248 Climate Fiction and Environmental Literature
This course introduces students to some of the central texts and debates in two connected fields: environmental literature, a longstanding, rich facet of the literary field sometimes also identified as "ecofiction," and climate fiction (cli-fi), a recent, currently booming sub-section of environmental literature. Prerequisite: ENGL 100 or 111/112 or equivalent. Three credits.

249 Detective Fiction and Film
This course examines a figure who haunts modern culture from the nineteenth century to the present—the detective. Ranging from Poe's important nineteenth-century detective stories, to Sherlock Holmes, to present-day fiction and film, course discussions will consider why the detective develops as a cultural phenomenon in this period, how the figure of the detective changes over time, and what cultural problems detective fiction addresses. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

253 Coffeehouse Culture of 18th Century England
The focus in 2023-2024 is Conversation. Using the 18th century coffeehouse as our starting place, we will study the period's obsession with conversation. By reading The Spectator, a periodical that aimed to formulate middle class culture, and essays designed to teach readers how to interact socially and politely, we will examine how conversation is modelled, performed, and satirized in a variety of 18th century works, including a card game. The course, like the coffeehouse, will encourage conversation and discussion in class. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

254 Topics in 18th Century Literature
Women in the Margins. We will explore some early modern women writers who were marginalized, chastised, and ridiculed for their gender and daring to write, publish, and flourish in a man's world. Featured are "Mad Marge," the "crack-brained" Duchess of Cavendish, author of early science fiction; Aphra Behn, a successful playwright, novelist, and poet who demanded respect for her "Masculine Part:" and Eliza Haywood, a prolific writer deemed "the Arbitress of Passion" for her novels. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

257 The 21st Century American Novel
This course will introduce students to recent formal and generic developments in the American novel and situate these trends within the history of the novel as a literary form. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

258 Television Today
This course introduces students to current debates about television and its role in contemporary culture. We will emphasize the manner in which programs develop narratives (episodically, serially, in story arcs) and the manner in which they are received (weekly, binge watching). Subscription fees for online content providers may be required. Credit will be granted for only one of ENGL 258 and 297 offered in 2016-2017. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

259 Gender, Literature and Culture
What makes gender meaningful and what has literature got to do with it? How do literary works and other cultural texts (film, television, music, social media) represent and / or transform gender in a given time and place? What can such works tell us about how gender is imagined, experienced, circulated, challenged? This course will address these questions by studying selected texts in the context of historically-specific understandings of masculinity, femininity and non-binary identities. Cross-listed as WMGS 259. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

261 Hollywood Film
This course will examine Hollywood film from its origins to the present, focusing on the period that has come to be known as the era of "classical Hollywood cinema" (1927-1960). The course will provide an introduction to film history and to the analysis of film. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

262 Imagination, Dream and Vision in English Literature
This study of the emerging power of the imagination in English literature focusses on the importance of dreams and visions as loci or places in narratives that are invested with ethical significance. As images of the divine, sacred world diminish in stories over time, writers adopt a more a secular consciousness, exploring the creative power of the mind as it manifests itself in the dreams and visions of the modern world. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

267 Introductory Creative Writing
Students are introduced to the techniques of writing creatively in the genres of poetry, short stories, drama, etc. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

268 Marriage, Murder, Justice: Law and Literature
Why do literary works feature stories about legal dramas? Why has the law turned to literature to understand how narrative affects the rendering of justice? In this course we will read texts to examine how law and its interpretation make the rendering of justice difficult in cases involving marriage contracts, race, gender, and intention. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

269 Me You Us Them: Self & Society
What defines individualism? How does one become self-reliant? Is selfishness inherently wrong? What do I owe society and what can it demand of me? How are group attachments – national, racial, gendered – formed and maintained? These are questions that novelists, poets, and essayists take up with intensity. This course examines why everyone – from Joe Biden to Donald Trump to philosophers to political pundits – turn to literary works for answers to how best to organize ourselves. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

270 The Romantic Gothic: Poetry and Short Fiction
This survey of the emergence of the Gothic in poetry and short fiction by various 19th-century authors will examine how social and cultural anxieties about the female body, social degeneration and the criminal underworld, marriage, the advancement of science and medicine, and other spectres that haunt us are translated into literature about the supernatural, doppelgangers, and madness. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

271 Gothic Fiction: The 18th and 19th Century Gothic Novel
Repressed, libidinal desires and dark, psychological fears are explored through plots involving isolated castles, labyrinths, ghosts, doppelgangers, and the uncanny, as writers react against the Age of Reason with overwrought emotion, melodrama, and terror. We will study four Gothic novels - The Castle of Otranto, Vathek, Zofloya, and The Private Memoirs and Confessions of a Justified Sinner - to learn about the techniques, conventions, and aims of Gothic literature and the cultural forces that produced it. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

272 Melancholy and Madness
A survey of how the psychological and physical states of melancholy feature in literature through language, imagery, metaphor, and by gender. Medical treatises, plays, poems, and novels present melancholy variously as consciousness of the existence of the soul, a sensitivity for the human condition, a rich source of creative inspiration, or the "black dog" of overwhelming despair. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

275 Shakespeare and Sex: Love and Lust
The Victorians censored Shakespeare. A rediscovery of his sexual references tells us not only about Elizabethan England's sexual mores, but also about its diversity of thought around sexuality. We discover that the Renaissance was much more open and accepting of different sexualities than we might think. The course will discuss the relationship between love and sex, the nature of desire, the perception

of sexuality, the question of consent, perceptions of gender, and perceptions of sexual diversity. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

276 Shakespeare on War and Peace

Shakespeare was a serious political thinker. We will study his political thought through a close reading of five plays. We will discuss themes such as political ambition; the nature of the political regime and its influence on the public; monarchy and republicanism; the relationship between politics and violence; the causes of political success and decline; the relationship between philosophy and politics and between politics and religion; and the relationship between private and public virtues. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

277 Shakespeare's Subversive Poetry: A Study of his Narrative Poems, Sonnets, and Love Lyrics

Shakespeare's poetry breaks with tradition by rejecting the formal, thematic, and mythical conventions of the past. Here we find inversions of gender roles, including aggressive and seductive heroines; lengthy and entirely empathetic portrayals of victims of sexual violence; and provocative meditations on love that have gone wildly out of control. These poems focus on the complex nature of human desire in a manner that anticipates our own plight in the modern world. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

278 Short Turns: The Short Story in Canada

The short story is the literary form that has arguably won Canadian Literature the highest sustained international recognition both critically and popularly. This course will engage in in-depth analysis of profound expressions of the construction of the self (or selves) in the modern world. Various voices and narrative modes in dialogue with such questions will be encountered, arising in works from writers of diverse backgrounds and social strata. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

279 What's Canadian about Canadian Literature?

Margaret Atwood asks "What's Canadian about Canadian literature, and why should we be bothered?" This course tackles this question by examining a variety of forms, such as Canadian fiction, film, art, poetry, music, and drama from the 20th and 21st centuries. Stories define what it means to live in Canada or identify as Canadian. This class concentrates on how the stories we tell shape our own sense of who we are and where we belong. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

280 Introduction to Contemporary Multiethnic Literatures in the United States

This course will provide students with an introduction to contemporary African American, Asian American, Native American and Indigenous, and Latino/a literatures in the U.S. The course will frame the literary material with examinations of current debates (and their historical antecedents) regarding race, racism, race and culture, and the politics of multiethnic literatures, and race in the age of neoliberal diversity management and multiculturalism. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

282 Literatures of Global Justice: Human Rights, Asylum, Self-Determination

How does literature address (in)justice, particularly injustices that are global in scale? From the movement for the abolition of slavery to anti-colonial resistance and contemporary refugee narratives, literature has long been a means of advancing claims for justice and fostering understanding across global divides. The course will focus mostly on 20th and 21st century works and topics like colonialism, conflict and displacement, genocide and the climate crisis. Prerequisite: ENGL 100 or 111/112 or equivalent. Three credits.

290 The Canterbury Tales

This course will introduce Geoffrey Chaucer's *Canterbury Tales*, but it does more than that. The generic and formal diversity of Chaucer's collection allows for discussion of medieval literary form and content, while also introducing significant aspects of medieval culture (the problem of "courtly love," medical theory and political life). Further, the course allows discussion of manuscript tradition and theories of influence. Credit will be granted for only one of ENGL 290 or ENGL 390. Prerequisite: ENGL 100 or 111 or equivalent. Three credits.

298 Selected Topics

Three credits.

301 European Film

This course will examine European film from the 1940s to the present. Works to be screened include love stories, crime films, and science fiction. We'll consider, for example, crime thrillers such as the iconic film Breathless, and the classic mind-bending time-travel film *La Jetée*. Some films will be screened in class, others through online streaming services. This course will provide an introduction to film studies. It will be useful to anyone interested in thinking about cinema and contemporary culture (or just watching some great movies) but it will be of particular interest to students thinking about pursuing careers in film, media, education, or other cultural fields. No previous background in film studies is required. Prerequisite: 9 credits ENGL. Three credits.

302 The Fantastic: Genre and Form

Pre-requisite: 9 credits ENGL. Three credits.

304 The Early Tudor and Elizabethan Renaissance

A study of some of the most influential works of Tudor England, outside Shakespeare. These may include Thomas More's *Utopia*; Sidney's *An Apology for Poetry*; Thomas Kyd's *The Spanish Tragedy*; Christopher Marlowe's *Tamburlaine the Great*, *The Jew of Malta,* and *Edward II*; and selections from Edmund Spenser's *The Faerie Queene*. Prerequisite: 9 credits ENGL. Three credits.

308 Milton and His Time

This course will provide an intensive study of Milton's life and major poems, especially *Paradise Lost*, and some of his polemical prose. The course will also focus on the historical and political contexts of this revolutionary age, and Milton's contributions to the Republicanism of the era. Credit will be granted for only one of ENGL 308 or ENGL 312. Prerequisite: 9 credits ENGL. Three credits.

309 Film Noir

This course will consider the evolution of film noir, focusing on the classic period of film noir, the 1940s and 1950s, and the crime films from this period that have come to be seen as defining film noir. Class discussions will also address the hard-boiled crime fiction of the mid-twentieth century that was intrinsic to the development of the noir aesthetic, as well as later developments of noir cinema. Prerequisite: 9 credits ENGL. Three credits.

314 Contemporary Literary Theory

This course introduces students to current directions and interests in literary and cultural criticism, including eco-criticism, theories of film and visual culture, gender and sexuality, psychology, and digital culture. Besides reading relevant theoretical texts, we'll examine works of contemporary television and film, literary texts, and contemporary music. Credit will be granted for only one of ENGL 314 or ENGL 445. Prerequisite: 9 credits of ENGL; ENGL 215 recommended. Three credits.

315 Fashion and Fetishism

This course will consider how fashion and fetishism are intrinsic to the literature and culture of modern societies in the nineteenth- and twentieth centuries. Class discussions will consider: the ways in which fiction and poetry mutate as the dynamics of fashion become important for the literary culture this period; the relationship between fashion and fetishism; the role of gender in the dynamics of fashion and fetishism; the importance of fashion for twentieth-century visual art. Prerequisite: 9 credits ENGL. Three credits.

316 How to Judge a Book By its Cover

In this course, we will "read" the material contexts and paratexts of literature that influence how we think about the books and texts we read. We will discuss book history, anthologies, and the literary canon. This course offers a broad overview of the importance of paratexts-from advertisements to indices-from the middle ages to the present. Students will analyze texts from a book historical perspective, considering how presentation affects reception and meaning. Credit will be granted for only one of ENGL 316 and ENGL 397(offered 2019). Prerequisite: 9 credits ENGL. Three credits.

322 Intermediate Creative Writing

Students will be expected to choose one genre through which they will continue to explore and develop the basic elements of creative writing in ENGL 231. Prerequisite: ENGL 100, 111 or equivalent; three credits creative writing (ENGL 267 or equivalent). Three credits.

324 Medieval Manuscripts: from Book of Kells to Book of Hours

Medieval manuscripts often took years of effort to complete. How were these works of art and scholarship created, and by whom? This course focuses on how medieval manuscripts were put together, and on how to transcribe manuscript texts in various languages spoken on the British Isles and Ireland, including Gaelic, Old English, French, Welsh, and Latin (no knowledge of these languages required). Cross-listed as CELT 323. Three credits.

325 The American Novel, 1850-1940

What kinds of social creatures are people? What causes our social lives to fall into patterns, shapes, and configurations? How do these forms define our social worlds? In this class we will look at American novels written at the end of the 19th and the start of the 20th century as resources for understanding the complexity of modern social life. Prerequisite: 9 credits ENGL. Three credits.

329 Studies in Women Writers: Feminisms and Their Literatures

How do the struggles feminists engage in inform literary works? An introduction to diverse feminist debates within their historical, cultural and political contexts, this course explores the relationships between particular feminisms and the literary texts that exemplify or extend them. In 2023-2024, the course will focus on 21st century feminisms. Cross-listed as WMGS 329. Prerequisite: 9 credits ENGL. Three credits.

334 The Western

This course will survey the western, from its contemporary origins in newspapers and dime novels through to the revisionist texts of the 60s-80s, and then to current generic mash-ups (the horror western, the curry western). Texts could include novels (Wister's The Virginian), radio and TV (The Lone Ranger), film (The Searchers, Pale Rider), and graphic novels (Preacher). Prerequisite: 9 credits ENGL. Three credits.

338 Performing Canada

What is performance and why/how do we study it? In this class, students explore how performance impacts all of our identities. Considering that Nova Scotia was the site of the first documented performance in what we now call Canada, this course investigates theatre as history-making and nation-building acts. Introducing students to theatrical forms such as vaudeville, minstrelsy, and verbatim theatre, this course simultaneously considers how theatre influences social justice issues of race, culture, and gender. Credit will be granted for only one of ENGL 338 or ENGL 366. Prerequisite: 9 credits ENGL. Three credits.

339 Cultural Theory and Popular Culture

This course introduces students to the classical texts of and contemporary developments in cultural theory. The course will practically apply these theories through the study of popular culture. Students will learn the basics of cultural analysis and familiarize themselves with what theorists have come to understand as the "critique of everyday life." Credit will be granted for only one of ENGL 339 and ENGL 318. Prerequisite: 9 credits ENGL. Three credits.

341 Shakespeare and Marlowe

A study of Shakespeare's work in comparison with his early contemporary dramatist and poet, Christopher Marlowe. Prerequisite: 9 credits English. Three credits.

347 The Aftermath of Slavery & 21st Century Black Literature: Reading Africa and the African Diaspora

A study of the literature of sub-Saharan Africa and / or the African Diaspora, including African-Canadian, African-American, Afro-Caribbean, and Black British literatures. Topics will vary from year to year. Prerequisite: 9 credits of ENGL. Three credits.

353 Tolkien and the Inklings

"Inkling Relevance." This course will read work by Tolkien and C. S. Lewis with their continued relevance in mind, for what their work says about politics (especially the rise of fascism), racism, the environment, feminism, and more. Texts will include their correspondence and lectures, and reference to later authors influenced by them. Prerequisites: 9 credits ENGL. Three credits.

355 Restoration and 18th-Century Drama and Prose

The libertine is the Restoration's bad boy and its cultural icon. This course explores the character and philosophy of the libertine as depicted in several Restoration plays, and modelled on the real-life Earl of Rochester. Womanizer, drunkard, poet, wit, and master of masquerade, the libertine embodies the attractive and repulsive aspects of masculinity. Plays include Wycherley's The Country Wife, Shadwell's Libertine, Etherege's Man of Mode, Behn's The Rover, and the movie, The Libertine. Prerequisite: 9 credits ENGL. Three credits.

356 18th-Century Novel and Poetry

This course will explore, through a variety of lenses, the novel Tristram Shandy, a fictional autobiography that ends four years before the man writing it is born. Bawdy, digressive, philosophical, provocative, sentimental and silly, Tristram Shandy explores how we attempt to connect with one another when words just aren't enough. Can writing, reading, and conversation save us from solitude and despair? Is laughter the best medicine? Prerequisite: 9 credits ENGL. Three credits.

365 Canadian Fiction

This course focuses on later 20th and early 21st century Canadian prose fiction in English, including novels, short stories, and memoir. Many of these works invite you to explore ideas of the construction of the self, the use and development of voice, and the challenge of delineating identity or identities in relation to place, time, and community. Various aspects of narrative technique and of ways of entering and conveying a story will be explored. Credit will be granted for only one of ENGL 365 and 367. Prerequisite: 9 credits ENGL. Three credits.

378 Human Scale: Contemporary American Literature

Human scale is the practice of measuring and designing things to match the physical and cognitive characteristics of humans. But what happens when the world falls out of scale? When cities become too large to be knowable? When the internet makes information seem infinite? When the size of multinational corporations no longer resembles persons? We will read detective and sci-fi novels and watch films on architecture and design to understand post-1960's changes in scale. Prerequisite: 9 credits ENGL. Three credits.

379 Happiness: American Literature

The topic for 2023-2024 is Happiness. This course examines the very recent interest in happiness studies. We'll think about what happiness entails and the difficulties involved in its achievement. Topics discussed will include: sex, money, occupation, marriage, music, family, the quotidian and authenticity. Prerequisite: 9 credits ENGL. Three credits.

388 Heroic Literature of the Middle Ages

This course focuses primarily on medieval romance – stories of chivalry, courtly love, and adventure – while focusing on how they both encourage and disguise how medieval knighthood really worked. In addition, the course will discuss medieval ideas of gender, politics, and ethnicity. Prerequisite: ENGL 100 or 111/112 or equivalent. Three credits.

391 Selected Topics

The topic for 2023-2024 is The Poetry of Atlantic Canada. See ENGL 491 for course information. Prerequisite: 9 credits ENGL. Three credits.

397 Selected Topics in Literature I

The topic for 2023-2024 is The Coquette. See ENGL 492 for course information. Prerequisite: 9 credits ENGL. Three credits.

398 Selected Topics in Literature II

Three credits.

Notes: Normally students enrolling in an honours seminar will have third-year standing and have taken a minimum of 15 credits in English. Priority will be given to honours and advanced major students in English.

400 Honours Thesis

Honours students write a thesis under the supervision of a faculty thesis director. Students must meet the thesis director in March of the junior year to prepare a topic. Honours students must register for the thesis as a six-credit course in their senior year. The thesis must be submitted no later than March 31 of the senior year. See chapter 4. Six credits.

422 Advanced Creative Writing

Explores the techniques of writing prose narrative, poetry, and drama to help students develop their powers of creative expression. Techniques include regular exercises, set assignments, free submissions, parodies, and imitations. Occasional guest writers. Prerequisite: ENGL 100, 110 or equivalent; six credits creative writing (ENGL 267 and 322 or equivalents). Three credits.

SENIOR SEMINARS

491 Selected Topics I

The topic for 2023-2024 is The Poetry of Atlantic Canada. The Atlantic region is an oft-overlooked geographic and cultural locus of emergent and divergent voices in the literature of Canada. We will examine the rich development of Atlantic Canadian poetry from colonial to post-colonial eras, encountering a variety of poetic forms and genres, Mi'qmaq and African-Canadian voices, along with those of women and men from settler societies. This course invites you on an exploration and discovery of the voices of this region through time and space. Prerequisites: third-year standing and 15 credits ENGL. Three credits.

492 Selected Topics II

The topic for 2023-2024 is The Coquette. The 18th-century coquette, a woman who transgresses social and gender boundaries, is also a trope for modernism. Using Eliza Haywood's novel The History of Miss Betsy Thoughtless as our central text, we will examine how the coquette is characterized variously as inconsequential, threatening, flighty, flirty, feminist, and in need of reform. A conspicuous consumer, she resists marriage, refuses to settle, and "chooses too much." The coquette is damned or delightful depending on who judges her. Prerequisites: third-year standing and 15 credits English. Three credits.

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497 Advanced Major Thesis

Advanced major students write a thesis as part of the senior seminar. See chapter 4. No credit.

499 Directed Study

In consultation with the department and with approval of the chair, students may undertake a directed study program in an approved area of interest, which is not available through other course offerings. See section 3.5. Three or six credits.

» **FRENCH** see 9.26 Modern Languages

» **GERMAN** see 9.26 Modern Languages

9.20 HEALTH (HLTH)

The BASc in Health is designed to allow students to approach health and health-related issues from an interdisciplinary perspective. The program aims to provide students with a contemporary education in health by drawing on knowledge from a number of disciplines. Since the field of health is most fully understood with scientific, social, and humanistic contributions to its definition, the program is developed within the BASc structure - a four-year combined degree in both Arts and Science. The program will be suitable for students who come to university with a desire to pursue a career in a health-related field or who want to pursue a graduate degree in health studies or health sciences. This is not a professional program that prepares students to become practitioners, but rather provides students who have an interest in health with the opportunity to explore health from multiple disciplinary perspectives. Several courses that students can take to fulfill the degree requirement cover topics in the MCAT exams.

HLTH 111, 112, 201, 202, 203, 301, 302, 401, and 412 are restricted to students enrolled in the BASc in Health program.

Bachelor of Arts and Science in Health

a) 24 credits of core courses: HLTH 111, 112, 201, 202, 301, 302, 401, 412.
b) BIOL 111, 112; CHEM 101, 102; PSYC 101, 102; SOCI 101, 102.
c) 18 credits in arts: 12 credits from (b); remaining credits from designated courses.
d) 18 credits in science: 12 credits from (b); remaining credits from designated courses.
e) 12 credits from either of the arts or science designated courses, including 6 credits from HLTH203, STAT101.
f) 12 credits from health humanities and health ethics designated courses, to include a minimum of 3 credits from health ethics options.
g) 36 credits of open electives.
h) 100-level restriction: maximum of 30 credits at the 100-level of designated or required courses (not including core courses or STAT 101).
i) 300- and/or 400-level requirement: a minimum of 24 credits of 300- and/or 400-level courses in the designated or core courses.
j) In addition to the 12 credits of health humanities, a minimum of 24 credits of arts courses. Designated, required, and elective courses may be used to fulfill these required credits.
k) A minimum of 24 credits of science courses. Designated, required, and elective courses may be used to fulfill these required credits.
l) 12 credits must be courses with laboratory components at the 200-level or above. Designated, required, and elective courses may be used to fulfill these required credits.

Bachelor of Arts and Science with Honours in Health

The requirements are the same as those for the program above, with the following exceptions:

a) HLTH 490 is a required core course, for a total of 30 credits.
b) There are 30 credits of open electives.
c) The honours program requires a combined minimum of 18 credits of 300- and/or 400-level courses (including HLTH 490).

Major in Health

Typical course pattern:

Year 1	BIOL 111, 112; CHEM 101, 102; HLTH 111, 112; PSYC 101, 102; SOCI 101, 102;
Year 2	HLTH 201, 202, 203; STAT 101; 6 credits from arts or science designated courses; 3 credits from humanities designated courses; 9 credits open electives
Year 3	HLTH 301, 302; 6 credits health humanities; 6 credits from arts or science designated courses at the 300- and/or 400-level; 12 credits open electives
Year 4	HLTH 401, 412; 3 credits health humanities, 6 credits from arts or science designated courses at the 300- and/or 400-level; 15 credits open electives

Honours in Health

Typical course pattern:

Years 1, 2 & 3	same as program above
Year 4	HLTH 401, 412, 490; 3 credits health humanities; 6 credits arts or science designated courses at the 300- and/or 400-level; 9 credits open electives

Co-operative Education in Health

This optional academic program allows students have the opportunity to gain 12 months of professional, paid work experience in a range of opportunities in industry, government and not-for-profit across Canada. Students can gain valuable technical and professional experience in field and lab work, research, policy and education to reinforce classroom-based instruction. COOP 405 can be used as an open elective. See section 9.13 for further information.

111 Fundamentals of Health I

This course provides an introduction to perspectives of health from a range of arts and science disciplines. Emphasis is on how health, wellness, illness, and disability have been conceptualized and constructed. Students will compare and contrast social, medical and biopsychosocial models of health and examine health across different historical periods, societies and cultures. Credit will be granted for only one of HLTH 111 and HLTH 101. Three credits.

112 Fundamentals of Health II

This course builds on HLTH 111, challenging students to consider systematic variations in the distribution of health, health equity, and social justice among individuals, groups, populations, and societies. Various biological determinants that underpin health, illness and disease are examined. Various explanations of social determinants that affect health, well-being, illness, and disability are a focus. The relevance of determinants of health in the global context is introduced. Credit will be granted for only one of HLTH 112 and HLTH 102. Prerequisite: HLTH 101 or 111. Three credits.

201 Health Across the Lifespan I

This course provides students with an integrated approach to understanding the health of children in developing and developed countries and will foster an understanding of the multiple determinants of healthy development. Students will learn about key health issues that impact children from infancy through middle childhood. Students will identify alternative approaches to health beyond the disease-based approaches and will learn about the role of government in health care. By applying selected developmental theories to healthy physical, cognitive and social development, students will come to understand the contribution of family and community to, and the impact of socio-economic, political, biological, and environmental factors on, child health and development. Prerequisites: HLTH 101, 102. Three credits.

202 Health Across the Lifespan II

This course provides students with an integrated approach to understanding age-related changes of health during adolescence and adulthood in a cross-cultural context including health of indigenous populations. Special emphasis will be placed on using critical thinking to evaluate scientific research related to developmental origins of health beyond the childhood years. Themes covered include determinants of adolescent, adult, and geriatric health, the role of cultural considerations in healthy aging and dealing with death as part of the lifecycle. Prerequisite: HLTH 201. Three credits.

203 Introduction to Health Research Methods

An introduction to quantitative, qualitative and mixed-methods research methods used to study health-related topics. A range of study designs will be discussed, with consideration to characteristics such as levels of measurement, sampling approaches, and data collection/generation techniques. The importance of research within the field of health, as well as strengths and weaknesses of different techniques, will be addressed. Discipline-specific methodology will be introduced, such as epidemiology, evidence-based practice, program evaluation, participant observation, phenomenology, and public health research. Credit will be granted for only one of HLTH 203 and another research methods course (exception PSYC 291). Corequisite: STAT 101 and second year BASc in Health status. Three credits and lab.

218 Anthropology of Health and Illness

An examination of global health and illness from an anthropological perspective, this course applies key anthropological concepts to topics such as the meaning of health and illness cross-culturally, cultural construction of the body, medical pluralism, cross-cultural psychiatry, critical medical anthropology and the health of Indigenous peoples in Canada and other parts of the world. Cross-listed as ANTH 218. Prerequisite: ANTH 111/112 or HLTH111/112 or permission of the instructor. Three credits.

301 Global Health, Equity, and Innovation

This course examines global health within the context of an increasingly uneven, globalized world. The course departs from a biomedical orientation on health to interrogate competing health and health system discourses, the political-economy of global health, factors that perpetuate and underpin global health inequities, as well as insights into the global health governance and policy landscape. Given the imperative for 'health for all', strategies and options for creating and spreading

health through social innovation and policy will be explored. Cross-listed as HNU 421. Prerequisites: HLTH 201, 202, 203. Three credits.

302 Health in All Policies: An Intersectoral Approach to Health and Health Equity

This course examines approaches to health that extend beyond the delivery of health services. Students will examine the consequences of programs and policies that lie outside health sector on health systems, determinants of health, health, and health equity. A focus is on an intersectoral and systems approach to health and equity that involves government and non-government stakeholders from various sectors. Emphasis is on examining health in all policies and the role stakeholders play in overcoming barriers that hinder intersectoral approaches to complex health and equity issues from a systems perspective. Prerequisites: HLTH 201, 202, 203. Three credits.

394 Selected Topics

The course will cover a selection of arts-focused selected topics related to health, such as mental health and addiction, grief and dying, and translating science. Topics will vary by year. Three credits.

395 Selected Topics

The course will cover a selection of science-focused selected topics related to health, such as aging and disability. Topics will vary by year. Three credits.

397 Selected Topics

The course will cover a selection of science-focused selected topics related to health, such as data analytics and visualization for health research. Topics will vary by year. Three credits and lab.

401 Health Leadership

This course represents the capstone for students completing the BASc in Health. The first part of the course will introduce leadership theories and core concepts. In the second part of the course, students will focus on learning about leading change and applying learnings to real-world leadership dilemmas which will prepare them for a real-world innovation project in HLTH 412. Emphasis will also be placed on evaluating one's own leadership values and goals to inform future career planning. Students will be required to participate in sessions with guest speakers. Prerequisites: HLTH 301, HLTH 302. Three credits.

412 Health Innovation

This course represents the capstone for students completing their BASc in Health. Students will explore a real-world problem related to health, and through a critical review of the problem create an innovative and viable solution. Credit will be granted for only one of HLTH 402 and HLTH 412. Prerequisite: HLTH 401. Three credits.

421 Food and Nutrition for Global Health Equity

This course focuses on nutrition in tackling global disease burdens and achieving global health equity. It explores concepts, actors, governance, interventions, Sustainable Development Goals, nutrition transition, and other nutrition-related risk factors. The knowledge-translation framework, together with assets-based and integrated "bottom-up" approaches to community development, permeates the course and gives basis to the major course assignment. Various local and international guest speakers broaden the understanding of lecture topics. Cross-listed as HNU 421. Prerequisite: HLTH 301 or HNU 142. Three credits.

490 Honours Thesis

Under the supervision of a professor, each student completes a research project, from conception to completion, over the course of the year. The student is responsible for choosing a topic, the use of resources, the methodological soundness, and literary quality of the final product. Restricted to honours students. Six credits.

499 Directed Study

Under the direction of a faculty member, students may pursue an individual program of study in an area of health not available in the course offerings. For eligibility, see section 3.5. Three credits.

ARTS DESIGNATED COURSES

Courses are three credits unless otherwise indicated.
Departmental prerequisites will apply.

Anthropology
ANTH 111 Introduction to Physical Anthropology/ Archaeology
ANTH 112 Introduction to Socio-Cultural Anthropology
ANTH 218 Anthropology of Health and Illness
ANTH 234 Introduction to Indigenous Anthropology
ANTH 323 Feminist Anthropology
ANTH 332 Mi'kmaq Studies: Advanced Critical Issues in Indigenous Anthropology
ANTH 435 Advanced Indigenous Issues

Celtic Studies
CELT 349 Medieval Medicine

Computer Science
CSCI 215 Social Issues in the Information Age

Development Studies
DEVS 201 International Development: The Global South
DEVS 202 International Development: Canada
DEVS 211 Local and Community Development Economics
DEVS 321 People and Development

Economics
ECON 211 Local and Community Development Economics
ECON 364 Health Economics

Earth and Environmental Sciences
EESC 273 Health and the Environment
EESC 274 Health Impacts of Global Climate Change

History
HIST 121 Global Race & Ethnicity I, 1300-1776
HIST 122 Race/Ethnicity in Global History, 1776-Present
HIST 141 Empire & Plague 1300-1800
HIST 142 Revolution: Global from 1750
HIST 215 A History of Canada: Post Confederation
HIST 302 Histories of Health in Canada
HIST 317 Canadian Women's and Gender History: From Colony to Nation
HIST 318 Canadian Women's Gender History: Modernity
HIST 324 Plagues and Peoples
HIST 332 The Medieval Body
HIST 360 Gender and Sexuality in Modern European Empires
HIST 398 Themes in the History of Sexuality
HIST 498 Selected Topics: History of Drugs

Health
HLTH 218 Anthropology of Health and Illness
HLTH 394 Selected Topics
HLTH 421 Food and Nutrition for Global Health Equity

Human Kinetics
HKIN 226 Focus on Personal Health
HKIN 426 Health Education

Human Nutrition
HNU 405 Food Availability
HNU 421 Food and Nutrition for Global Health Equity
HNU 425 Nutrition in Aging

Nursing
NURS 364 Social Justice and Health
NURS 365 Gender and Health
NURS 433 Introduction to Policy for Health-Interdisciplinary Strategies

Philosophy
PHIL 232 Philosophy of Mind and Consciousness
PHIL 331 Introduction to Ethics
PHIL 332 Contemporary Moral and Social Issues
PHIL 335 Ethics in Health and Medicine

Political Science
PSCI 222 Canadian Politics and Society
PSCI 291 Violence, Conflict, and Politics
PSCI 306 Theory and Politics of Human Rights
PSCI 308 Global Justice
PSCI 325 Indigenous Politics in Canada

Psychology
PSYC 250 Social Psychology, (6 credits)
PSYC 313 Health Psychology
PSYC 317 LGBTQ+ Psychology
PSYC 364 Psychology of Gender
PSYC 365 Developmental Social Psychology of Gender
PSYC 372 Cultural Psychology
PSYC 378 Human Sexuality
PSYC 379 Introduction to Clinical Psychology

Public Policy and Governance
PGOV 201 Public Policy

Religious Studies
RELS 117 Ethical Principles for Health Care Providers
RELS 315 Authentic Power and Gender
RELS 328 Mind, Self, and Society
RELS 333 Religion, Violence and Peace
RELS 401 Religious Approaches to Sexuality
RELS 402 Religious Approaches to Sexual Diversity

Sociology
SOCI 207 Health Justice
SOCI 217 Race and Identities
SOCI 218 Social Inequality in Canada
SOCI 244 Cultures and Societies
SOCI 251 Theories of Deviance and Social Control
SOCI 252 Topics in Deviance and Social Control
SOCI 254 Experiencing Social Class
SOCI 309 Power and the State
SOCI 313 Conceptions of Disability
SOCI 314 Disability and Culture
SOCI 315 Additions
SOCI 335 Sociology of Canada's Indigenous Peoples
SOCI 341 Global Agriculture
SOCI 364 Food and Society
SOCI 395 Selected Topics: Mental Health and Society
SOCI 417 Social Difference: Race, Ethnicity, Gender, Class, Sex, and Disability

Women's and Gender Studies
WMGS 100 Introduction to Women's and Gender Studies (6 credits)
WMGS 205 Gender, Sexuality and the Body
WMGS 217 Race, Class, Gender and Sex
WMGS 317 Canadian Women's and Gender History: From Colony to Nation
WMGS 318 Canadian Women's History: Modernity
WMGS 327 Feminist Anthropology
WMGS 333 The Medieval Body
WMGS 343 Psychology of Gender
WMGS 344 Developmental Social Psychology of Gender
WMGS 364 Social Justice and Health
WMGS 365 Gender and Health
WMGS 370 Gender and Sexuality in Modern European Empires
WMGS 378 Human Sexuality
WMGS 397 Authentic Power and Gender
WMGS 398 Themes in the History of Sexuality
WMGS 411 Religious Approaches to Sexuality
WMGS 412 Religious Approaches to Sexual Diversity
WMGS 417 Social Difference: Race, Ethnicity, Gender, Class, Sex, and Disability

SCIENCE DESIGNATED COURSES

Courses are three credits unless otherwise indicated.
Departmental prerequisites will apply.

Biology
BIOL 204 Introduction to Genetics, (lab)
BIOL 220 Biological Perspective of Health and Environmental Issues, (6 credits)
BIOL 251 Human Anatomy and Physiology I, (lab)
BIOL 252 Human Anatomy and Physiology II, (lab)
BIOL 315 Introductory Microbiology, (lab)
BIOL 335 Developmental Biology, (lab)
BIOL 374 Human Neuropsychology
BIOL 395 Cell Biology, (lab)
BIOL 405 Comparative Endocrinology, (lab)
BIOL 452 Bioinformatics
BIOL 453 Advanced Behavioural Neuroscience I: Neurobiology of Psychological Disorders
BIOL 454 Advanced Behavioural Neuroscience II: Contemporary Issues

Chemistry
CHEM 221 Organic Chemistry I, (lab)
CHEM 222 Organic Chemistry II, (lab)
CHEM 225 Principles of Organic Chemistry, (lab)
CHEM 255 Introductory Biochemistry, (lab)
CHEM 355 Advanced Biochemistry, (lab)
CHEM 422 Advanced Organic Chemistry: Structure & Mechanism, (lab)
CHEM 455 Medicinal Chemistry, (lab)

Computer Science
CSCI 215 Social Issues in the Information Age
CSCI 223 Introduction to Data Science
CSCI 225 Coding for Health Analytics
CSCI 350 Biomedical Computation
CSCI 444 Machine Learning

Health
HLTH 395 Selected Topics
HLTH 397 Selected Topics

Human Kinetics
HKIN 395 Disability, Health and Community Rehabilitation
HKIN 425 Child Growth and Development, (lab)

Human Nutrition
HNU 242 Foundations of Nutrition Science
HNU 262 Principles of Nutrition in Human Metabolism
HNU 351 Nutritional Assessment, (lab)
HNU 352 Nutrition in Chronic Disease Prevention & Management
HNU 425 Nutrition in Aging
HNU 461 Nutrition in Metabolic Disease

Statistics
STAT 344 Epidemiological Methods I

Physics
PHYS 250 Medical Imaging

Psychology
PSYC 210 Learning, (6 credits, lab)
PSYC 220 Cognitive Psychology, (6 credits, lab)
PSYC 225 Sensation and Perception, (6 credits, lab)
PSYC 230 Brain and Behaviour, (6 credits, lab)
PSYC 260 Developmental Psychology, (6 credits, lab)
PSYC 327 The Psychology of Pain
PSYC 328 Neural Mechanisms of Pain Analgesia
PSYC 362 Applications of Psychology to the Health Sciences
PSYC 367 Basics of Psychopharmacology
PSYC 368 Pharmacology of Drugs of Abuse
PSYC 373 Human Neuropsychology
PSYC 376 Abnormal Psychology
PSYC 379 Introduction to Clinical Psychology
PSYC 384 ST: Cognitive Neuroscience
PSYC 431 Advanced Behavioural Neuroscience I: Neurobiology of Psychological Disorders
PSYC 432 Advanced Behavioural Neuroscience II: Contemporary Issues

HEALTH HUMANITIES DESIGNATED COURSES

Courses are three credits unless otherwise indicated.
Departmental prerequisites will apply.

Art
ART 269 The Body in Art

Catholic Studies
CATH 322 Contemporary Issues in Christianity and Science

Celtic Studies
CELT 349 Medieval Medicine

History
HIST 141 Global – Empire & Plague, 1300-1800
HIST 142 Revolution: Global from 1750
HIST 302 Histories of Health in Canada
HIST 324 Plagues and Peoples
HIST 332 The Medieval Body
HIST 360 Gender and Sexuality in Modern European Empires
HIST 398 Themes in the History of Sexuality
HIST 498 Selected Topics: History of Drugs

Philosophy
PHIL 232 Philosophy of Mind and Consciousness
PHIL 331 Introduction to Ethics
PHIL 332 Contemporary Moral and Social Issues
PHIL 335 Ethics in Health and Medicine

Religious Studies
RELS 117 Ethical Principles for Health Care Providers

RELS 315 Authentic Power and Gender
RELS 328 Mind, Self, and Society

Sociology
SOCI 244 Cultures and Societies

Women's and Gender Studies
WMGS 333 The Medieval Body
WMGS 370 Gender and Sexuality in Modern European Empires
WMGS 398 Themes in the History of Sexuality

HEALTH ETHICS DESIGNATED COURSES

Courses are three credits unless otherwise indicated.
Departmental prerequisites will apply.

Philosophy
PHIL 332 Contemporary Moral and Social Issues
PHIL 335 Ethics in Health and Medicine

Religious Studies
RELS 117 Ethical Principles for Health Care Providers

9.21 HISTORY (HIST)

C. Frazer, Ph.D.
S. Kalman, Ph.D.
G. Lalande, Ph.D.
P. McInnis, Ph.D.
R. Semple, Ph.D.
D. Trembinski, Ph.D.
R. Zecker, Ph.D.

Senior Research Professor
L. Stanley-Blackwell, Ph.D.

Professor Emeritus
P. Phillips, Ph.D.

The Discipline of History

Curiosity inspires every generation to study the lives and societies of people who lived before them. The discipline of history has been developed to help us do this in a systematic, rigorous and critical way. Our history program offers a wide-range of fascinating courses, from global history and the history of western civilization to more focused courses about a variety of themes and geographic centres. As well, the program equips students to develop the analytical and critical tools necessary to investigate the past effectively and to express their findings with clarity, vigor and intelligence, both orally and in writing.

History is a highly engaging discipline, and certain students will want to advance to graduate schools and become professors, or go on for education to teach history. Graduates also use their broad academic backgrounds and research/writing skills to work in museums, libraries or archives. People with degrees in history also work in government, as journalists and as lawyers, and in business. In fact, you can find people with backgrounds in history in any occupation that requires the ability to understand the context, to synthesize and analyze varied facts and ideas, to draw conclusions from this analysis, and to communicate them intelligently and clearly. Studying history provides you with these fundamental skills. More than that, a solid founding in the discipline of history is fundamental to responsible, intelligent citizens and informed, prudent leaders capable of navigating a complex world.

Department Requirements

Students must follow the degree regulations found in chapter 4 and must consult with the department chair to plan their specific program and have it approved. The fundamental requirements of each program are outlined below. Departures from these regulations require the permission of the department chair and/or the Dean of Arts. Students following the major degree programs strive to balance specialization with breadth in their selection of courses. They must have some degree of specialization in the following themes: social/cultural, health, gender and sexuality, religion, politics, labour/economic, and colonizing/decolonizing.

Transfer credit limitations: Of the 36 credits required for a history major or advanced major, normally at least 24 must be obtained from StFX; of the 60 credits required for a history honours, normally at least 42 must be obtained from StFX; of the 48 credits required for a honours with subsidiary, normally at least 36 must be obtained from StFX. The seminar and thesis requirements must be completed through StFX.

Note: Three credits of HIST at the 100 level are required as a foundation for all first- and second-year students taking further history courses but this requirement is normally waived for third- and fourth-year students seeking a first course in history.

Minor or Subsidiary in History

a) 6 credits HIST at the 100 level
b) 18 additional credits above the 100 level
c) Total: 24 history credits with at least 6 credits at the 300/400 level
d) Minors are encouraged to take HIST 344

Major Program

a) 6 credits HIST at the 100 level
b) 6 credits in Canadian history
c) Total of 18 credits in a chosen concentration
d) Total of 12 credits from areas outside the chosen concentration
e) Total: 36 history credits with at least 15 credits at the 300/400 level
f) Majors are expected to take HIST 344 and take a 400-level seminar course in their 4th year

Joint Major Program

Same history requirements as major above.

Advanced Major Program

a) 6 credits HIST at the 100 level
b) 6 credits in Canadian history
c) HIST 344
d) A senior seminar (counts in the chosen concentration; requires senior advanced major essay)
e) Total of 18 credits in a chosen concentration
f) Total of 12 credits from areas outside the chosen concentration
g) Total: 36 history credits with at least 15 credits at the 300/400 level.

Joint Advanced Major Program

Same history requirements as advanced major above. Students are also required to complete a senior advanced major essay in a 400-level class. However, students are not required to do a senior advanced major essay if they choose history as their major subject B.

Honours Program

a) 6 credits HIST at the 100 level
b) 6 credits in Canadian history
c) HIST 344
d) A seminar (counts in the chosen concentration)
e) Total of 33 credits in a chosen concentration (includes HIST 490)
f) Total of 21 credits from areas outside the chosen concentration
g) HIST 490 (Thesis, 6 credits) with a faculty member
h) Total: 60 history credits with at least 24 credits at the 300/400 level.

Honours with a Subsidiary Subject

a) 6 credits HIST at the 100 level
b) 6 credits in Canadian history
c) HIST 344
d) A seminar (counts in the chosen concentration)
e) Total of 27 credits in a chosen concentration (includes HIST 490)
f) Total of 15 credits from areas outside the concentration
g) HIST 490 (Thesis, 6 credits) with a faculty member
h) Total: 48 history credits with at least 18 credits at the 300/400 level.

Recognized Courses

Subject to the restrictions stated below, students may count the following courses for credit in the Department of History: Celtic Studies - CELT 131/132 and 331/332; Art - ART 251, 252, 371, 372, 373, and 435. Students completing a minor, major, advanced major, joint advanced major or honours in history are permitted to count no more than twelve credits of the aforementioned courses as history courses; similarly, no more than six credits of these courses may be taken from any one department. For a history pair, students are permitted no more than six credits of these recognized courses.

Humanities Colloquium

The humanities colloquium is an optional and interdisciplinary way of studying three first-year courses, usually ENGL 100, HIST 101, 102, and PHIL 100. See section 4.4 for further information.

Social Justice Colloquium

The Social Justice Colloquium is a first-year option for Bachelor of Arts students. Participants are enrolled in dedicated sections of anthropology, global history and women's and gender studies. See section 4.3 for further information.

101 Western Civilization: Earliest Civilizations to the Wars of Religion

This course explores the early history of Western Civilization. Topics include: Classical Greece and the Roman Republic and Empire; Christianity; the Byzantine

Empire; Islam; the Carolingian Empire; Feudalism and Manorialism; the Economic Revival; Medieval Society and Culture; the Growth of National Monarchies; the Age of Exploration and Discovery; the Renaissance and the Reformation. Credit will be granted for only one of HIST 101 or HIST 100. Three credits. Offered 2023-2024.

102 Western Civilization: Columbus to Decolonization

This course explores the history of Western Civilization from the European conquest of the Americas to the end of the Cold War. Topics include: Europe's overseas expansion; the age of absolutism; the scientific revolution; the Enlightenment; the American War of Independence; the French Revolution and Napoleon Bonaparte; the Industrial Revolution; Nationalism, liberalism, feminism, and imperialism; the two World Wars; decolonization; and the Cold War. Credit will be granted for only one of HIST 102 or HIST 100. Three credits. Offered 2023-2024.

103 No It Wasn't Ancient Aliens: Economic and Cultural Exchange in Early World History to 220 CE

It may come as a surprise to the History Channel, but ancient monuments were not built by aliens. Rather, they stand as evidence of the complex societies that existed throughout the ancient world and the goods, ideas and people that connected them. From the Han Dynasty in China to the Roman Empire in Europe to the early trade networks of the Nok in West Africa, the ingenuity, mobility and interconnectedness of premodern cultures will be explored. Credit will be granted for only one of HIST 103 or HIST 116. Three credits.

104 Still Not Ancient Aliens: Economic and Cultural Exchange in the Ancient World 220-1300CE

Scholars now know that the premodern world was more profoundly interconnected by trade, cultural exchange and migration than we had ever realized. Still not Ancient Aliens examines some of these interconnections, from the roads of the ancient Wari of Peru to the cultural and trade connections of the Polynesian Islanders, to the premodern trade networks operating in the far North and the cultural mosaic of Islamic Spain. Credit will be granted for only one of HIST 104 or HIST 116. Three credits.

121 Global Race & Ethnicity I, 1300-1776

W.E.B. Du Bois stated, "The problem of the colour line is the problem of the twentieth century," but even earlier, the creation and operation of racial differences in colonial and capitalist contexts defined many key world events. This course examines the major events of world history from 1300 to the late eighteenth century's "Age of Revolutions." Global developments shall be examined via the social construction of racial, and ethnic differences between peoples. Credit will be granted for only one of HIST 121 and HIST 110, HIST 111, HIST 141. Three credits. Offered 2023-2024.

122 Race/Ethnicity in Global History, 1776-present

W.E.B. Du Bois stated, "The problem of the colour line is the problem of the twentieth century," but even earlier, the creation and operation of racial differences in colonial and capitalist contexts defined many key world events. This course examines the major events of world history from the late eighteenth century's "Age of Revolutions" to the twenty-first century. Global developments shall be examined via the social construction of racial, and ethnic differences between peoples. Credit will be granted for only one of HIST 122 and HIST 110, HIST 112, HIST 132, HIST 142. Three credits. Offered 2023-2024.

132 Global History: Illicit Cargos and the Making of the Modern World (1789-present)

The ideas that sparked early-modern Atlantic revolutions resulted from earlier exploration and the exchange of people, goods, and ideas. The world has remained interconnected ever since. This course examines how this is the case by investigating human society and the historical processes that have shaped institutions and ideas since the 18th century. It will do so through a focus on the goods being exchanged – from sugar and spice to ivory and opium, and what that meant in society. Credit will be granted for only one of HIST 132 or HIST 110, HIST 112, HIST 122, HIST 142. Three credits. Not offered 2023-2024.

141 Empire & Plague, 1300-1800

This course examines the process of conquest and the rise of empires across Asia, Africa, Europe and the Americas, spanning the centuries between 1300 and 1800. The course also addresses the impact of epidemics and pandemics, including the Black Death in Afro-Eurasia, and the genocide of indigenous populations in the Americas. Credit will be granted for only one of HIST 141 and HIST 110, HIST 111, HIST 121. Three credits. Offered 2023-2024.

142 Revolution: Global from 1750

This course takes a global focus on revolutionary struggles, national liberation and resistance to various forms of social oppression (like racism, sexism and misogyny, homophobia/transphobia) in the 19th and 20th centuries. This includes liberal and radical revolutions like the American and Russian Revolutions, as well as social and emancipatory movements like feminism, anti-racism, anti-imperialism, national liberation, and struggles for gay rights. Credit will be granted for only one of HIST 142 and HIST 110, HIST 112, HIST 122, HIST 132. Three credits. Offered 2023-2024.

203 From National Unification to Global Homeland, Modern Germany, 1860-Present

Germany has variously been described as a "land of writers and thinkers", an antechamber of Nazism, and the face of post-1945 liberal-democratic Europe. What does it mean to be German? Is the nation a mere repository of Fascism? Can its entire history be reduced to a Sonderweg, a special path that leads inexorably to dictatorship, conquest, and racial extermination? This course will attempt to address these critical questions, beginning with the ascension to power of Otto von Bismarck and the drive to national unification. Credit will be granted for only one of HIST 203 or HIST 250. Three credits. Not offered 2023-2024.

205 Introduction to Public History

This course will explore the oft-ignored and increasingly important field of public history. Given that the vast majority of people encounter history through film, television, museums, historic sites, etc. - not through academic literature - the ways in which our stories are communicated are crucial. This course will examine the difference between history and memory, how public historians address controversial issues, and provide students with the skills necessary to create an effective and meaningful work of public history. Credit will be granted for only one of HIST 205, HIST 297 (2021-2022), HIST 399 (2018-2019). Three credits.

213 Life and Times: Pre-Confederation Canada

This introductory survey lecture course is designed to examine the life and times of the Pre-Confederation Canada from a political, social, cultural and economic perspective. In this journey back in time in Canadian history, student will learn about the diversity of historical figures, experiences, events and ideas. Credit will be granted for only one of HIST 213 or HIST 113. Three credits. Offered 2023-2024.

215 A History of Canada: Post Confederation

This course provides an introduction to the major themes in Canadian history from Confederation to the contemporary era. It will explore the crucial political, economic, and social themes in Post-Confederation history. Regional, racial, ethnic, and gender variations will be addressed in this survey. Students will learn to identify, analyze, and discuss key issues in Canadian history. Credit will be granted for only one of HIST 215 or HIST 115. Three credits. Offered 2023-2024.

216 Modern France, 1789 to the Present

Explores French history from the end of the old regime to the present. Topics include the 1789 revolution and its aftermath, Napoleon, the July Monarchy, the Second Empire, class and gender in 19th-century France, the Third Republic, the Dreyfus Affair, the "Hollow Years" of the interwar era, the defeat of 1940 and the authoritarian Vichy Regime, decolonization and the rise of De Gaulle, and the role of feminism/memory/multiculturalism in post-war France with concentration on social, intellectual, cultural trends, and politics. Prerequisite: 6 credits HIST at the 100 level or permission of the instructor. Three credits. Offered 2023-2024.

221 Medieval Russia

Topics include the origins of the Slavs; their adoption of Christianity; the establishment and development of the Kievan state; the coming of the Mongols and the Mongol "yoke"; the slow emergence of Muscovy; Ivan the Terrible and the Time of Troubles. Three credits. Not offered 2023-2024.

222 Imperial Russia

Topics include 17th-century Muscovy: the Romanovs, serfdom, schism, and territorial expansion; the 18th century: Peter the Great, Catherine II, and Westernization; and the 19th century: autocracy, culture, the abolition of serfdom, industrialization, the revolutionary movement, foreign policy, World War I and the collapse of tsarism; the revolution of 1917. Three credits. Not offered 2023-2024.

223 Black and White and Colourful all over: Africa in the World from 1800

This course will examine societies in modern Africa. Western histories of this period will be weighed alongside a more Afrocentric perspective, examining a selection of social systems, economic organization, political institutions, religious beliefs and life patterns, and the impact of the outside world on them. Topics to be addressed include gender, culture, belief and identity, European imperialisms, contested nationalisms, independence movements, and the nature and experience of the African diaspora. Credit will be granted for only one of HIST 223 or HIST 297 (2016-2017). Three credits. Not offered 2023-2024.

227 Canadian Business History

This course begins with the 1880s to investigate how Canada became one of the world's wealthiest nations. It explores the emergence of its financial markets, its entrepreneurial tradition, innovations in finance, management, and technology, the origins and growth of its regional, national and multinational corporations, its international trade relations and globalization. The course also examines the evolving relationship between commerce and society, and reviews economic shocks and disruptions generated by wars, depression, stock market bubbles and credit crashes. It concludes with an overall assessment of Canada's business

development by considering the central arguments of the proponents and critics of capitalism in its Canadian form. Offered online only. Three credits. Not offered 2023-2024.

228 History of Maritime Provinces: Pre-Confederation

This survey course examines the political, social, cultural and economic development of the Maritime Provinces from the 16th century to the 1860s. It will explore such topics as relations between Europeans and First Nations; the clash of empires; the Acadian Expulsion; the impact of immigrant cultures; the Age of Sail; and federation with Canada. Credit will be granted for only one of HIST 228 or HIST 209. Three credits. Offered 2023-2024.

229 History of Maritime Provinces: Post-Confederation

This survey lecture course is designed to examine the political, social, cultural and economic development of the Maritime Provinces from the 1860s to the 1960s. It will examine such topics as the federation with Canada; industrialization and deindustrialization; labour unrest; social reform; the world wars; the impact of modernity and state intervention; out-migration; and the historical experiences of African-Maritimers, Mi'kmaq, Wolastoqiyik, Acadians, and Maritime women. Credit will be granted for only one of HIST 229 or HIST 209. Three credits. Offered 2023-2024.

231 Martyrs, Monks & Marauders: Piety & Violence in Early Medieval Europe (300- 1050 CE)

The history of the Early Middle Ages has been much debated in recent years. Did Rome fall as Germanic warlords poured over its borders or were the Germanic migrations peaceful? Did Vikings only seek to pillage and destroy or to trade goods and share knowledge? What were the social, political and military roles of early Christian martyrs and monks? This course will answer such questions, while providing an overview of the history of Europe between 300 and 1050 CE. Three credits. Not offered 2023-2024.

232 Surviving Chivalry & the Four Horsemen: Europe's High & Late Middle Ages (1050-1521 CE)

In 1050, Europe embarked on a long period of economic, intellectual and cultural growth. This was the time of the Crusades, chivalry and scholasticism. Beginning in 1300, however, Europe faced new crises characterized by some as the horsemen of the Apocalypse: famine, plague, war and death. Yet out of this disastrous period of history, new intellectual and artistic growth occurred, leading to the Renaissance. This course traces the history of medieval Europe through the highs and lows discussed above. Three credits. Not offered 2023-2024.

233 French Imperialism

This course examines the history of French Imperialism during the 19th and 20th centuries in the Maghreb, Africa, Asia, and the Pacific. It explores various themes associated with colonial politics, society, economy, and culture, including the historiography of French imperialism, the construction and maintenance of the colonial governing system, the gendered nature of colonial discourse and practice, the social impact of religious customs in various locations within the empire, racial hierarchies and concomitant administrative repression, colonial representations in metropolitan French culture, and nationalist movements and revolts before and during the era of decolonization. Prerequisite: 6 credits HIST at the 100 level or permission of the instructor. Three credits. Not offered 2023-2024.

235 Introduction to South Asian History

The Indian sub-continent has been a crossroads of people and cultures throughout human history and its diasporas provide working communities, successful business models, rich history and beautiful culture from yoga to Freddy Mercury. South Asia is of central geopolitical, economic and cultural importance in the modern period. This course begins with the arrival of the Mughals in the 16th century and ends with decolonization and partition in 1947. Three credits. Not offered 2023-2024.

236 Vikings! The Course

Vikings did more than plunder and pillage - they explored, farmed, and traded along vast travel networks that stretched from the east coast of Canada to the sophisticated cities of Constantinople and Baghdad in the East. Vikings! The Course will survey the spread of Norse influence and culture from their initial steps out of Scandinavia in the 8th century - attacking monasteries and cities - to the founding of Norse kingdoms in Normandy, Sicily and Novgorod. Three credits. Not offered 2023-2024.

242 The United States Before 1865

Survey of the US from colonial times to the Civil War, with emphasis on aboriginal beginnings and civilizations; colonization; the rise of slavery and racism in British North America; the place of the colonies in the British Empire; the War of Independence; territorial expansion; the beginning of industrialization and its effects on the Jeffersonian notions of republicanism; the "problem" of slavery and growing sectionalism; and the road to Civil War and disunion. Three credits. Offered 2023-2024.

244 The United States After 1865

Topics emphasized are the Civil War as a black freedom movement; the federal government's brief and grudging commitment to black citizenship during Reconstruction; the abandonment of Reconstruction and the imposition of segregation in the late 19th century; industrialization and age of fabulous robber barons and desperate immigrants; the Depression and the coming of the New Deal; the civil rights movement and Vietnam and its sequels. Three credits. Offered 2023-2024.

247 Crusades and Their Cultures

This class explores history of the medieval religious wars that are now known as the crusades. Although often treated collectively, these wars differed greatly in character, from penitential crusades to the holy land to disciplinary crusades against the Cathars and Hussites, to the economic war of aggression that was the Fourth Crusade. Organized as a brief chronological survey of the crusades from 1096 to 1430. This course will also examine various themes in recent crusade historiography. Three credits. Offered 2023-2024.

250 A Survey of German History from 1648 to the Present

This survey of German history emphasizes the 19th and 20th centuries. It includes topics such as the rise of Brandenburg-Prussia; German nationalism; Bismarck and the unification of Germany; the industrial revolution and organized labour; the coming of the war in 1914; the revolution of 1918; the trials of democracy in the Weimar Republic; Hitler and Nazism; and Germany in a divided world. Six credits. Not offered 2023-2024.

255 History of Colonial Latin America

Surveys Spanish and Portuguese America, 15th to the 19th centuries. Themes include the indigenous, African and Iberian heritages of Latin America; the clash of civilizations and conquest in the Americas; the interaction of diverse cultures and the creation of new societies; the social, economic and cultural evolution of colonial Latin America; the age of piracy and challenges to the Spanish and Portuguese empires; the rise of hierarchies and inequalities based on gender, sexuality, ethnicity and class; and the struggle for independence. Three credits. Offered in 2023-2024 and alternate years.

256 History of Modern Latin America

Introduces the political, social, economic and cultural history of Latin America from independence to the present. Themes include the struggles for independence; the creation of new nations and cultures in the 19th century; the abolition of slavery; the struggles of indigenous peoples to preserve their culture; modernization in the late 19th century; the evolution of social classes and ideas about ethnicity, gender, and sexuality; economic dependency and neocolonialism; nationalism and revolution; foreign intervention in Latin America; and the contemporary impact of democratization and globalization. Three credits. Not offered 2023-2024.

257 Canada and the "Global South": Connections and Disconnections in the 20th Century

This course examines economic, political, military, and cultural ties between Canada and the Global South during the 20th century. The course explores how Canada's relationships with the Global South was shaped by its own colonial history and then examines different aspects of governmental, organizational, and person-to-person relations. Topics will include policies on immigration and refugees, business investments, concerns related to human rights, and international aid. Cross-listed as DEVS 257. Three credits. Offered 2023-2024.

261 Europe in the 19th Century

A survey of the European "long" 19th century from the French Revolution until the Great War. The course covers a variety of political, economic, social, cultural, and intellectual themes, including: Revolutionary/Napoleonic France, the Industrial Revolution, the age of ideologies (liberalism, conservatism, nationalism, socialism), bourgeois and working class society and culture, Italian/German unification, the evolution of gender roles, the rise of consumerism/material culture, scientific/technological/intellectual trends, the "new" Imperialism, and the origins of the Great War. Three credits. Offered 2023-2024.

262 Europe in the 20th-Century

A survey of the European "short" 20th century from the Great War to the collapse of the USSR. The course covers a variety of political, economic, social, cultural, and intellectual themes, including: the Great War/Russian Revolution, European society and culture during the "roaring 1920s", the Great Depression, interwar dictatorships (Fascist Italy, Nazi Germany, Stalin's Russia), World War II/the Holocaust, the Cold War, Decolonization, post-1945 economic prosperity and social change, intellectual/

cultural trends and protest during the 1960s, and the fall of the Soviet Union. Three credits. Not offered 2023-2024.

282 United Kingdom: Four Nations & One State

This course surveys the political, social and economic history of Great Britain from the Acts of Union until the present. Over this period Britain shifted from an agrarian society ruled by aristocratic landowners to an industrialized nation comprised of distinct but complicated classes with competing interests. It also became an imperial power with possessions circling the globe. By the mid-20th century empire ended formally but this past still reshapes the social and political climate of Britain. Three credits. Not offered 2023-2024.

283 Making Britain Great

Britain was the world's first modern superpower. From the late 18th century it dominated the world. This course will examine both the measurable of imperial domination, but also the intangibles; Britons themselves came to believe that they exemplified national characteristics that denoted imperial rulers. What led to that mindset, and how was it viewed by subject populations. Regional studies enable us to understand relationships between the metropole and the settlers, administrators and people of British colonies. Three credits. Offered 2023-2024.

292 World War II: Causes & Battles

This course will study the political, economic, cultural, and social origins of the Second World War - the largest and most deadly conflict in human history. Indeed, combat on the seas, in the skies, and on the land ranged from virtually every corner of Europe as well as from the steaming jungles of Southeast Asia to the icy Aleutian Islands in Alaska. This course is both chronological and thematic in nature and built primarily around lectures; the latter will be complemented by audio-visual experiences, handouts, and discussions. Credit will be granted for only one of HIST 292, HIST 299 (2017-2018) or HIST 297 (2020-2021). Three credits.

297 Selected Topics

The topic in 2023-2024 is Historical Methods and Practices. What do historians do and how do they do it? This course introduces history students to the essential methods and practices within the historical discipline. It emphasizes skills in research, methods for assessing evidence and analyzing sources, and the tools that historians use for conducting research. In this course, students are asked to think about how and why history is written, and to evaluate how historians conduct their craft in the twenty-first century. Three credits.

298 Selected Topics

The topic in 2023-2024 is The USSR, 1917-1991. This course explores the political, economic, cultural, and social history of the USSR. Credit will be granted for only one of HIST 298 and HIST 320. Three credits

299 Selected Topics

The topic for 2023-2024 is British Empire Decolonize. Britain was the world's first superpower but that rule was always challenged and by the mid-20C, nation-states systematically threw off western colonial rule. However, all history is about both continuity and change, and as formal empires ended, the informal institutions that had expanded along with empire continued to reinforce hierarchies of difference that shape our world into the present. This course examines decolonization in the modern British empire with a focus on tropical territories. Three credits.

300 A Cultural and Intellectual History of Canada

From long houses to skyscrapers, from oral legends to action comics, from petroglyphs to abstract paintings, Canada's architects, writers and painters have shaped and reflected Canada's cultural and intellectual development. This survey course, covering the period from pre-Contact to 1967, demonstrates how literature, art and architecture offer multi-dimensional and fresh perspectives on Canadian history. Cross-listed as ART 300. Six credits. Not offered 2023-2024.

302 Histories of Health in Canada

This course will explore the scholarly literature on changing approaches to and experiences of health and embodiment in Canada over the period from the mid-nineteenth century to the late 20th century. Students will examine how historically situated and intersecting systems of power such as race, gender, class, sexuality, and ability shaped health and well-being. Three credits. Offered 2023-2024.

303 Working People & Social Justice in Early Canada

This course traces the emergence of capitalism in early Canadian society. It examines the rise of this dynamic economic model for governments, entrepreneurs, and working people. The political and cultural aspects of the period from1800-1919 will be analyzed from multiple perspectives including: gender, race, immigration, technological innovation, and workplace skills. Three credits. Not offered 2023-2024.

304 Capitalism and Social Justice in Modern Canada

A continuation of HIST 303, this course broadens the analysis of modern capitalism and responses by working people to ongoing consequences of rapid economic and political change. Focusing on the challenges of world wars, depression, and globalization, between 1920- 21st Century, elements of state development, business innovation, and workers' responses will be discussed in detail. The course will conclude with an assessment of how Canada fits into a contemporary world of trade and labour. Three credits. Not offered 2023-2024.

314 Canada and the Cold War Era

Examines Canada's response to the atomic/nuclear age and divisions between the two superpowers from 1945-1991. Students will learn how the Cold War affected Canada and the West through a study of selected themes: political and cultural dimensions of the Red Scare; Canadian diplomacy during the Cold War; Canada's role in the Vietnam War, and participation in NATO and NORAD; the influence of the Cold War on gender, business, labour, and popular culture. Three credits. Not offered 2023-2024.

317 Canadian Women's and Gender History: From Colony to Nation

This course introduces students to major themes in the field of Canadian women's and gender history. Covering the period from the late 16th century to the late 19th century, the course examines the historical development of women's roles, experiences, identities and gender relations. Particular attention is given in this course to the impact of colonialism, and the intersection of gender, race, economic/class status, and Indigenous/non-Indigenous status in shaping women's work, family roles, sexuality, political engagement and activism. Cross-listed as WMGS 317. Three credits. Not offered 2023-2024.

318 Canadian Women's & Gender History: Modernity

This course introduces students to major themes in the field of Canadian women's and gender history. Covering the period from the late 19th century to the late 20th century, the course examines the historical development of women's roles, experiences, identities and gender relations. Particular attention is given to the intersection of gender, race, economic/class status, and Indigenous/non-Indigenous status in shaping women's work, family roles, sexuality, political engagement and activism. Cross-listed as WMGS 318. Three credits. Offered 2023-2024.

319 Myth and Memory in Canadian History

What is told? How is it told? Why is it told? And, who is telling the story? By examining a variety of events, hero figures, communities, regions and time periods, students will look critically at how Canadians have used myth and memory to create their pasts and to construct group identities and national narratives. Three credits. Offered 2023-2024.

322 Canadian Immigration, Race & Ethnicity to 1896

This course traces the history of Canadian immigration, settlement, ethnicity, race relations, and multiculturalism to 1896. It demonstrates the central contribution of immigrants to the formation of Canada while also introducing important debates about immigration policy, refugees, minority rights, equality of opportunity, racism, ethnic identity, the commemoration of ethnic pasts, the creation of transnational communities, concepts of citizenship, and the policy of multiculturalism. Three credits. Not offered 2023-2024.

323 Canadian Immigration, Race, and Ethnicity from 1896

This course traces the history of Canadian immigration, settlement, ethnicity, race relations, and multiculturalism from 1896 to the present. It demonstrates the central contribution of immigrants to the formation of Canada while also introducing important debates about immigration policy, refugees, minority rights, equality of opportunity, racism, ethnic identity, the commemoration of ethnic pasts, the creation of transnational communities, concepts of citizenship, and the policy of multiculturalism. Offered online only. Three credits. Not offered 2023-2024.

324 Plagues and Peoples

Through in-depth case studies this course explores the impacts various epidemics had on historical cultures. Short-term medical responses will be examined along with longer-term economic, social, religious and cultural effects. Course content highlights how new scientific research has furthered understandings of historical diseases and how studying historical diseases can help prepare us for the next pandemic. Case studies may include cancer, plague, syphilis, smallpox, leprosy, cholera, influenza, HIV/AIDS and Ebola. Three credits. Not offered 2023-2024.

325 Eastern Europe, 1848-1995

This course covers the Ottoman, Austro-Hungarian, Russian, and German empires of the long 19th century; World War I, the interwar emergence of new states; World War II; the people's democracies and the coming to power of the communists; the imposition of a Stalinist model of economic, cultural, political, and social development; the resistance to sovietization in Yugoslavia, Hungary, Czechoslovakia, and Poland; the revolutions of 1989; and the dismantlement of Yugoslavia and Czechoslovakia. Six credits. Not offered 2023-2024.

326 History of Cuba from Independence to the Revolution

Cuban history from the19th century to present. This includes the Spanish colonialism and the slave economy; struggles for abolition and independence; Spanish-American War of 1898 and 20th century U.S. domination; the 1933 revolution and struggle against Batista dictatorship; Fidel Castro, Che Guevara socialism; the Cold War Cuba in Latin America; and post-Soviet Cuba. Prerequisite: HIST 255 or 256 recommended. Three credits. Offered 2023-2024 and in alternate years.

327 Pirates of the Caribbean: A Mostly True History, from Columbus to Blackbeard

This history of pirates starts with Columbus and ends with Blackbeard. It addresses images of piracy in history and culture, and the nature of piracy. European powers used piracy to challenge Spain in Europe and the Americas. Topics include the political economy of piracy, pirate republics, and the dynamics of class, race, gender, and sex. Instruction includes lectures, discussions, popular culture, and essays. There are no prerequisites, but familiarity with Latin American history is encouraged. Three credits. Offered 2023-2024.

332 The Medieval Body

This class explores late medieval conceptions of the physical body, which were always essential to identity in the Middle Ages. Medieval discussions of the practice of reading, clothing and fashion and even spiritual union with God, often involved debates and metaphors based upon the physical body. Through an exploration of primary and secondary texts along with seminar discussions, the class will explore the interconnectedness of late medieval ideas of corporeality, identity, spirituality and sexuality. Cross-listed as WMGS 333. Three credits. Offered 2023-2024.

333 Inquisitions, Heresies and Identity in the High Middle Ages

Popular culture often presents the Church as all-powerful and medieval inquisitions their chosen tool of oppression. Yet the historical reality is much more complicated than that. Through an in-depth 6-week role play, this class explores the interconnections between individual identity and societal expectations, doctrinal debate and dogma, heresy and resistance, inquisition and power. Three credits. Not offered 2023-2024.

334 Society and Ritual in the High Middle Ages

Like people living in the modern West, medieval individuals marked significant rites of passage such as birth, marriage and death with rituals. In the medieval West, these rituals were usually marked with religious ceremony, regardless of faith practiced. This class will explore the major rites of passage through which medieval peasants, townspeople and nobles alike marked their lives, exploring not only the meaning and purpose of the rituals, but the rich social lives of those individuals participating in them. Three credits. Not offered 2023-2024.

337 History of Modern Mexico

Modern Mexico from independence to present: independence war 1810-1821; 19th century civil war, rebellion, and banditry; indigenous peoples' struggles; foreign intervention and Mexican relations with North America and Europe. Special attention is paid to the Mexican Revolution of 1910. The course follows developments in the post-revolutionary era to explore popular culture, gender and sexuality, modernization, democracy, and social justice. HIST 255 or 256 recommended. Three credits. Not offered 2023-2024.

341 A History of Canadian-American Relations

A study of Canadian-American relations from the American Revolution to the modern era. Topics include the founding of separate American and provincial societies; the tensions of continental and nationalist identities; the evolution of a North American economy and culture; policy making and bilateral relations in NATO and the UN; post-9/11 security arrangements; complementary and conflicting national interests in political, military, economic, social, and cultural issues. Three credits. Not offered 2023-2024.

343 The Place of Race in the United States

Explores the enduring importance of race in America. Survey of African American history includes slavery; white-black relations; abolition; the Civil War and Reconstruction; Jim Crow segregation; the Harlem Renaissance and the great migration; black nationalism; the long civil-rights movement; and conservative backlash to affirmative action. Three credits. Not offered 2023-2024.

344 Uses and Abuses of History

There is a long tradition of history - that is the written analysis of historical events - being used to underpin particular narratives of peoples and interests. Common examples include Thucydides suggesting that the growth of Athenian power made war with Sparta inevitable, the lack of substantive discussion of residential schools in Canadian history textbooks until very recently, and Vladimir Putin's public addresses on the history of Ukraine arguing that it was historically Russian. By studying historiography, exploring the "history of history," and the various approaches historians bring to their sources and writings, this course will help students understand how the discipline is grounded in present concerns and always written from a particular perspective. Credit will be granted for only one of HIST 344 or HIST 445. Three credits. Offered 2023-2024.

346 American Social Movements, 1865-1945

Examines the triumphs and failures of social movements from the post-Civil War era to the New Deal. Explores the nature of protest and its effectiveness in the era. Topics include radical Reconstruction; populism; women' suffrage; radical pacifism; industrial unionism; and the unemployed people's councils of the Great Depression. Three credits. Not offered 2023-2024.

347 American Social Movements, 1945-Present

Examines the triumphs and failures of social movements from New Deal era to the present. Students will study the tactics and achievements, as well as failures, of grassroots social movements. The nature of civil disobedience in the second half of the 20th century will be studied through topical case studies. Movements covered include industrial unionism; anti-nuclear activism; McCarthyism; black civil rights; gay rights; and the conservative backlash of groups such as Moral Majority. Three credits. Not offered 2023-2024.

351 United States Immigration and Ethnicity

Explores the history of immigration to the U.S. and the role of ethnicity in American social, cultural and political life. Topics include immigrant images of status and success; migration and return migration; American acculturation; bi-nationalism, and the persistence of ethnic identities; anti-immigrant xenophobia; and the construction of immigrants' "white" identities. Three credits. Not offered 2023-2024.

353 Premodern Explorers and Exploration

Like modern tourists, premodern people travelled extensively—for work, for religious devotion, for learning and for pleasure. Early travellers recorded their voyages and observations of the world in texts and in early maps. With a particular emphasis on the history of maps, this course explores the science, technology, literature and history of premodern travel and demonstrates that the premodern world was much more interconnected by trade, pilgrimage and travel than has generally been acknowledged. Three credits. Not offered 2023-2024.

355 The Sixties: A Social History

Examines the tumultuous 1960s and situates the Canadian experience within the international context - primarily the USA and Western Europe. Connections will be made between civil rights movements, anti-colonialism, environmentalism, "second-wave" feminism, Québécois nationalism, the New Left, student activism, and the importance of the counter-culture. The course will retain a historical perspective but draw upon interdisciplinary scholarship. The decade's lasting significance and its current invocation as a cultural and political artefact will be debated. Three credits. Not offered 2023-2024.

360 Gender & Sexuality in Modern European Empires

This course examines major issues in the history of gender and sexuality in the new imperialism. Themes to be covered include imperial families, race, gender and professionalism, gender, sexuality and citizenship, and women in imperialism and global movements. Cross-listed as WMGS 370. Three credits. Offered 2023-2024.

362 European Fascism

This course will explore the history of fascism from its late 19th-century origins to the present day. Topics include the political and doctrinal origins of fascism and its crystallization during the Great War; the fascistization of politics, economy and society in Mussolini's Italy and Hitler's Germany; anti-Semitism; the appeal of fascism in interwar Europe; and its subsequent apogee during World War II and the Holocaust. Prerequisites: 6 credits HIST at the 100 level or permission of the instructor. Three credits. Not offered 2023-2024.

363 Reformation Europe

Topics include the Catholic Church on the eve of the Reformation, Renaissance humanism, Martin Luther and Lutheranism, John Calvin and Calvinism, Henry VIII and Anglicanism, radical reformers, women and witchcraft, the Jesuits and the Council of Trent, the wars of religion within the Holy Roman Empire and France, Philip II and his Grand Project, the rivalry between Spain and England, the Thirty Years' War (1618-48), and the historiography of the Reformation. Three credits. Not offered 2023-2024.

364 The Holocaust

Explores the history and legacy of the destruction of the Jews in Europe during World War II. Topics include historical anti-Semitism; the rise of the Nazis; euthanasia; the ghettos; the death camps; the actions of collaborationist regimes; Jewish and non-Jewish resistance; the role of ordinary Germans; the establishment of Israel; and post-war trials and controversies. Three credits. Offered 2023-2024.

372 Imperial China
Topics include: Confucianism; the dynastic cycles; the fall of the Ming dynasty; the Manchus; the intrusion of the West: the missionaries, the Canton System, the opium wars and the unequal treaties; the Taiping Rebellion; the failed attempts at modernization; the Boxer uprising; the revolution of 1911. Three credits. Not offered 2023-2024.

374 The People's Republic of China
Covers the revolution of 1911, World War I, and warlordism; Chiang Kaishek and the Guomindang; Mao Zedong and the Chinese Communist Party; World War II (1937-45); the civil war (1945-1949); the profound economic, social, cultural, and political transformations of the country under Mao Zedong and Deng Xiaoping; China as a world power today. Three credits. Not offered 2023-2024.

383 Victorian Britain: Quakers, Queens, and Queers
The long 19th century was understood by Britons as 'theirs'. An industrial powerhouse, grown on science and credit, Britain gained access to raw materials worldwide. Politically dynamic, British democracy went global, and a stable monarchy allowed for seemingly unparalleled Progress. Not everyone experienced this change in the same manner, however. It will explore how broad historical trends - changing ideals of citizenship and democracy, industrial growth, urbanism and the challenge of racial diversity - were experienced in this era. Three credits. Not offered 2023-2024.

384 Cool Britannia
Britain began the 20th century as a leading world power. By the end of the century this was much less the case, but the country had become one of the foremost welfare states. During this transformation, Britain faced important challenges in the two world wars, the ending of empire, and the Irish Question. This course deals with these and other challenges and the responses to them. Three credits. Not offered 2023-2024.

386 Tudor England
Beginning with the foundation of Tudor rule in 1485, the course will explore the Reformation under Henry VIII and the statecraft of Elizabeth I. Students will explore the social, economic, political, religious, and diplomatic developments during this period. Three credits. Not offered 2023-2024.

391 Selected Topics
The topic for 2023-2024 is World War I: Causes and Battles. This course explores the origins of the First World War, as well as the main battles fought in the various theaters of operation. Credit will be granted for only one of HIST 391 and HIST 390. Three credits.

395 Selected Topics
The topic for 2023-2024 is The Church and Medieval Society. Students will explore the rise and development of a unified Roman Church under the authority of the Pope during the Middle Ages (5th-15th centuries), and explore how secular European Christians did or did not follow Church authority in social affairs such as politics, education, war, and love. Three credits.

397 Selected Topics
The topic for 2023-2024 is Social Media Past and Present. This course explores the history of journalism and the role of social media in Canada. Beginning with newspaper publishing in the mid-eighteenth century and carrying forward into the twentieth century, students will explore how these forms helped create national and global interconnections. Students will also consider the role of the World Wide Web and new interactive technologies that facilitate the creation and sharing of information, ideas, and interests through virtual communities and networks. Three credits.

398 Themes in the History of Sexuality
A comparative study of the history of sexuality during the modern period from the eighteenth through the twentieth centuries. Following a broadly chronological and thematic approach to a diverse history of sexualities, the course will explore in particular the changing meanings of and interconnections between sexuality, race, class and gender. Topics will include indigenous sexual cultures; sexuality and colonialism; inter-racial sexual relationships; the 'invention of heterosexuality'; moral panics, prostitution, the regulation of sexual desire; and sexual subcultures. Cross-listed as WMGS 398. Three credits. Not offered 2023-2024.

399 Selected Topics
The topic for 2023-2024 is World War I: Diplomacy and Home Fronts. This course explores the political, economic, cultural, and social aspects of the First World War. Credit will be granted for only one of HIST 399 and HIST 390. Three credits.

401 Topics in Canadian History
This course examines important themes and interpretations in Canadian history. The specific focus of the seminar will reflect the interests of the professor and the students. Three credits. Not offered 2023-2024.

455 Topics in Medieval European History
This course examines important themes and interpretations in Medieval European history. The specific focus of the seminar will reflect the interests of the professor and the students. Three credits. Not offered 2023-2024.

457 Topics in American History
This course examines important themes and interpretations in American history. The specific focus of the seminar will reflect the interests of the professor and the students. Three credits. Offered 2023-2024.

461 Topics in Modern European History
Explores major developments in 19th- and 20th-century European history. The specific focus of the seminar will reflect the interests of the professor and the students. Three credits. Not offered 2023-2024.

462 Topics in Latin American History
This course examines important themes and interpretations in Latin American history. The specific focus of the seminar will reflect the interests of the professor and the students. Three credits. Not offered 2023-2024.

497 Selected Topics
The topic for 2023-2024 is Empires, Archives, and Destruction. Archival records are at the centre of historical investigation. They are the raw material that allows historians to enter another world. This course investigates the legacy of empire and colonialism throughout the nineteenth and twentieth centuries with special attention towards the British government's efforts to destroy records of that evidence their crimes. Students will learn about the violence perpetuated by imperial governments across the globe and the legacy of colonialism on archives and public spaces. Three credits.

498 Selected Topics
The topic for 2023-2024 is The Medieval Cult of the Saints: Relics, Pilgrimage, Hagiography. In this seminar, students will study medieval devotion to saints (the holy dead) through critical readings and discussion of primary sources and modern scholarship about saints, their relics, pilgrimage, and hagiography (saints' biographies). Each student will prepare and write a formal research essay on a medieval saint or related topic. Three credits.

490 Thesis
Each student works under the supervision of a chosen professor who guides the selection of a thesis topic, use of resources, methodological component, quality of analysis and execution, and literary calibre of the final version. A student should have an appropriate course background in the selected thesis topic. Second readers will be selected on the approval of the thesis topic and consulted with the submission of the first chapter. Required for all honours students. Six credits.

499 Directed Study
Under the direction of a faculty member, students may pursue an individual program of study in an area of history not available in the course offerings. For eligibility, see section 3.5. Three or six credits.

9.22 HUMAN KINETICS (HKIN)

A. Casey, Ph.D.
S. Harenberg, Ph.D.
J. Hood, Ph.D.
D. Kane, Ph.D.
A. Kolen, Ph.D.
M. Lam, Ph.D.
S. Mackenzie, Ph.D.
O. Nzindukiyimana, Ph.D.
R. Rasmussen, Ph.D.
R. Reid, Ph.D.
D. Vossen, Ph.D.
C. Weaving, Ph.D.

The Department of Human Kinetics offers a four-year arts or science degree program in the study of human movement from a humanities, social sciences or scientific perspective. Both the BA and the B.Sc. in Human Kinetics offer the student further specialization with the option to major in either kinesiology or pre-education, both of which are nationally accredited programs.

Selection of the major comes at the end of the second year of study and is dependent upon the students' interests and desired educational outcomes. Each of the two majors consists of required and elective HKIN courses, selected skill courses, arts/science electives, and open electives.

Depending on course selection, the major in kinesiology prepares students for a variety of professional and educational options: professional programs such as medicine, dentistry, physiotherapy, athletic therapy, occupational therapy, and massage therapy; direct employment in the health and fitness sector, including

coaching, recreation therapy, fitness training; graduate programs in sport psychology, sociology, philosophy, history, exercise physiology, biomechanics, child growth and development, health promotion and adapted physical activity/adapted physical education.

Students interested in teaching in the school system should select the pre-education major. Students who plan careers in other teaching-related professions should also choose the major in pre-education. Students may consult the department chair to ensure course selection for acceptance to B.Ed. programs. See chapter 6 for admission requirements to the StFX B.Ed. program.

Candidates must follow the degree regulations in chapter 4 (BA) or chapter 7 (BSc).

The normal sequences for the human kinetics degrees are below.

Subject A is an arts minor in the BA HKIN.
Subject B is an arts pair in the BA HKIN.
Science A is a science minor in the BSc HKIN.
Science B is 6 credits of a second science in the BSc HKIN.
Arts X is an arts pair in the BSc HKIN.
Arts Y is 6 credits of a second arts subject in the BSc HKIN.

The HKIN sociocultural courses are 253, 264, 332, 352, 354, 431, 443, 455.

BA in Human Kinetics with Major in Kinesiology

Year 1 3 credits skills; HKIN 115, 136, 151, 152, 150 or 154; 6 credits arts subject A; 6 credits arts subject B
Year 2 3 credits skills; HKIN 215, 265; STAT 101; 6 credits HKIN electives; 6 credits arts subject A; 6 credits arts/science electives
Year 3 HKIN 376; one of HKIN 374, 396, 397; 3 credits HKIN sociocultural; 3 credits 300-level HKIN elective; 6 credits arts subject A; 6 credits art/science electives; 6 credits open electives
Year 4 3 credits HKIN sociocultural; 3 credits 400-level HKIN elective*; 6 credits HKIN electives; 6 credits arts subject A; 6 credits arts subject B; 6 credits open electives

*Excluding HKIN 425 and 426

BA in Human Kinetics with Major in Pre-Education

Year 1 3 credits skills; HKIN 115, 136, 151, 152, 150 or 154; 6 credits arts subject A; 6 credits arts subject B
Year 2 3 credits skills; HKIN 215, 265; 3 credits HKIN elective; 6 credits arts subject A; 6 credits arts subject B; 6 credits arts/science electives
Year 3 3 credits skills; HKIN 376, 385; 3 credits HKIN sociocultural; 6 credits arts subject A; 6 credits arts/science electives; 6 credits open electives
Year 4 3 credits skills; HKIN 425, 426; 3 credits HKIN sociocultural; 3 credits 300-level HKIN elective; 3 credits 400-level HKIN elective*; 6 credits arts subject A; 6 credits open electives

The 12 credits of skill courses must be HKIN 127, 137, 141, 227; one of HKIN 125, 139, 143, 147; one of HKIN 102, 126, 146, 148, 204; one of HKIN 103, 119, 121, 123, 124, 128, 129, 131, 132, 133, 134, 135, 138, 140, 142, 144, 145, 149; one additional 200-level skill course.

*HKIN 445 is strongly recommended as an HKIN elective in this path.

BA in Human Kinetics with Major in Kinesiology and Minor in Sport Management

Year 1 3 credits skills; HKIN 115, 136, 151, 152; HKIN 150 or 154; SMGT 101; 6 credits arts subject B; 3 credits arts/science elective
Year 2 3 credits skills; HKIN 215, 264*, 265, 352*; STAT 101; BSAD 231, 261; 6 credits arts/science electives
Year 3 HKIN 376; one of HKIN 374, 396, 397; 3 credits 300-level HKIN elective; 3 credits HKIN elective; SMGT 322, 327; 3 credits SMGT designated course**; 3 credits arts/science elective; 6 credits open electives
Year 4 3 credits 400-level HKIN elective***; 9 credits HKIN electives; SMGT 423; 3 credits SMGT designated course**; 6 credits arts subject B; 6 credits open electives

*HKIN 264 and 352 fulfill the 6 credits of required sociocultural courses.
**See section 9.36
***Excluding HKIN 425 and 426

B.Sc. in Human Kinetics with Major in Kinesiology

Year 1 3 credits skills; HKIN 115, 136, 151, 152; 150 or 154; 6 credits science A; 6 credits science B (or arts X)
Year 2 3 credits skills; HKIN 215, 265; STAT 101; 6 credits HKIN electives; 6 credits science A, 6 credits arts X (or science B - see year 1)
Year 3 HKIN 376; one of HKIN 374, 396, 397; 3 credits 300-level HKIN elective; 3 credits HKIN elective; 6 credits science A; 6 credits arts Y; 6 credits open electives
Year 4 3 credits HKIN sociocultural; 3 credits 400-level HKIN elective*; 6 credits HKIN electives; 6 credits science A; 6 credits arts X; 6 credits open electives

If science A is biology then science B is normally chemistry.
*Excluding HKIN 425 and 426

B.Sc. in Human Kinetics with Major in Pre-Education

Year 1 3 credits skills; HKIN 115, 136, 151, 152; 150 or 154; 6 credits science A; 6 credits science B (or arts X)
Year 2 3 credits skills; HKIN 215, 265; 3 credits HKIN elective; 6 credits science A; 6 credits arts X (or science B - see year 1); 6 credits arts Y
Year 3 3 credits skills; HKIN 376, 385; 3 credits 300-level HKIN elective; 6 credits science A ; 6 credits arts X; 6 credits open electives
Year 4 3 credits skills; HKIN 425, 426; 3 credits HKIN sociocultural; 3 credits 400-level HKIN elective*; 3 credits HKIN elective; 6 credits science A; 6 credits open electives

If science A is biology then science B is normally chemistry.

The 12 credits of skill courses must be HKIN 127, 137, 141, 227; one of HKIN 125, 139, 143, 147; one of HKIN 102, 126, 146, 148, 204; one of HKIN 103, 119, 121, 123, 124, 128, 129, 131, 132, 133, 134, 135, 138, 140, 142, 144, 145, 149; one additional 200-level skill course.

*HKIN 445 is strongly recommended as an HKIN elective in this path.

B.Sc. in Human Kinetics with Major in Kinesiology and Minor in Health Sciences

Year 1 3 credits skills; HKIN 115, 136, 151, 152, 150 or 154; BIOL 111/112; 6 credits arts X (PSYC 101, 102 or SOCI 101, 102)*
Year 2 3 credits skills; HKIN 215, 265; STAT 101; 3 credits HKIN electives; 6 credits arts X*; BIOL 204; CHEM 101, 102
Year 3 HKIN 376; one of HKIN 374, 396, 397; 3 credits 300-level HKIN elective; 3 credits HKIN elective; CHEM 221 and CHEM 222** or 255; PHYS 101; PHYS 102 or 250; 6 credits arts Y (SOCI 101, 102 or PSYC 101, 102 - see year 1)*
Year 4 3 credits HKIN sociocultural; 3 credits 400-level HKIN elective***; 9 credits HKIN electives; BIOL 315 or 3 credits BIOL; 12 credits open electives

*Arts X is PSYC, arts Y is SOCI; if arts X SOCI, arts Y is PSYC.
**Students who take CHEM 221/222 have the option to complete CHEM 255 in 4th year in lieu of BIOL 315 or BIOL elective.
***Excluding HKIN 425 and 426

B.Sc. in Human Kinetics with Major in Kinesiology and Minor in Nutrition

Year 1 3 credits skills; HKIN 115, 136, 151, 152; HKIN 150 or 154; CHEM 101, 102; BIOL 111, 112 (or 6 credits arts X)
Year 2 3 credits skills; HKIN 215, 265; STAT 101; 6 credits arts X (or BIOL 111, 112 - see year 1); 6 credits arts Y; 6 credits open electives
Year 3 HKIN 376; one of HKIN 374, 396, 397; 3 credits HKIN elective; CHEM 225, 255; HNU 142, 242, 262; 6 credits arts X
Year 4 3 credits HKIN sociocultural; 3 credits 400-level HKIN elective*; BIOL 215; HNU 363; 12 credits HNU electives; 6 credits open electives

For completion of B.Sc. in HNU in 5th year, see required course pattern below.
*Excluding HKIN 425 and 426

BA & B.Sc. in Human Kinetics with Honours

Students in the kinesiology honours program must complete, in addition to the major requirements, HKIN 490 (thesis). HKIN 490 replaces an HKIN elective and 3 credits of open electives. In addition to HKIN 490, 6 credits of HKIN electives must be at the 400 level (excluding HKIN 425 and 426). Honours students with the nutrition minor will have only one HKIN elective, which must be a 400-level course (excluding HKIN 425 and 426).

Students in the pre-education honours program must complete, in addition to the major requirements, STAT 101; one of HKIN 374, 396, 397; and 490 (thesis). These additional 12 credits replace 9 credits of HKIN electives and 3 credits of open electives. The 6 credits of required 400-level HKIN electives for the honours degree are fulfilled by HKIN 425 and 426. The remaining 3 credits of HKIN elective may be at any level.

A student who fails to satisfy one or more requirements for the honours degree may be eligible for the advanced major degree.

B.Sc. Joint Advanced Major in Human Kinetics & Biology

If human kinetics is science B, the required 36 credits of HKIN courses are HKIN 115, 136, 151, 152, 215, 265, 376; 6 credits HKIN skills; one of HKIN 150 or 154; 3 credits HKIN sociocultural; 3 credits HKIN elective. If human kinetics is science A, the required 42 credits of HKIN courses are the same as those for science B, except that one of HKIN 374, 396 or 397, replaces the 3 credits of HKIN elective, and HKIN 490 (thesis) is added to the requirements. Students must also ensure that STAT 231 is included in the degree pattern, normally as an approved elective. Science C must be 6 credits of calculus.

See chapter 7 for basic degree requirements, and section 9.5 for biology requirements.

B.Sc. in Human Kinetics with Diploma in Engineering (Major in Kinesiology and Minor in Math)

Year 1 3 credits skills; HKIN 115, 136, 150 or 154; PHYS 121, 122; ENGR 121, 122, 128, 132

Year 2 3 credits skills; HKIN 151, 152, 215; CHEM 121, 122; CSCI 161; ENGR 136; 6 credits arts X*

Year 3 HKIN 265, 376; one of HKIN 374, 396, 397; ENGR 123, 221, 222, 224, 237; 6 credits arts Y*

Year 4 3 credits 300-level HKIN elective; 3 credits HKIN elective; ENGR 211, 232, 242; 9 credits ENGR electives; 6 credits MATH electives

Year 5 3 credits HKIN sociocultural; 3 credits 400-level HKIN elective**; 12 credits HKIN electives; 6 credits arts X*

*Six credits from arts X and arts Y must fulfill the writing requirement for the Diploma in Engineering.

**Excluding HKIN 425 and 426

B.Sc. in Human Nutrition degree in 5th year for B.Sc. Human Kinetics students with Minor in Nutrition

B.Sc. Human Kinetics students majoring in kinesiology and minoring in nutrition who wish to pursue a degree in human nutrition in 5th year should follow the course pattern below. Three credits of open electives in the HKIN degree must be BSAD 112. In third year, students must take HNU 145, moving the 3 credit HKIN elective to fourth year. In fourth year, students must take HNU 146, 351 and 365 as HNU electives. Students planning a dietetic internship must also take HNU 225 by year 4 (as 3 credits of open electives in HKIN degree). HKIN 374, 396 or 397 will fulfill the requirement of HNU 384 in the HNU degree program. Recommended Course Pattern

Years 1-4 HNU 142, 145, 146, 242, 262, 351, 363, 365; BSAD 112; HNU 225 if planning the dietetics stream

Year 5 HNU 405, 475, 24 credits HNU electives or 21 credits HNU electives; 3 credits open electives if HNU 225 is taken in years 1-4.

Students who select HNU 225 (in year 4) and HNU 352, 356, 452, 456 and 485 as HNU electives while completing year 5 are eligible to apply for the StFX Integrated and Graduate Dietetic Internship programs.

To obtain a second degree from StFX, students must complete a minimum of 30 additional StFX credits above the first degree requirements (for a minimum total of 150 credits). Therefore, all 30 additional credits in the year 5 course pattern must be StFX courses. Students must submit a re-entry application through admissions to apply for the BSc HNU as a second degree.

5-Year Concurrent Human Kinetics and Bachelor of Education degrees

At the end of this 5-year concurrent program students will get a Human Kinetics degree and a Bachelor of Education Degree (2 degrees). This program is designed for students who know that they wish to pursue physical education. Students must apply to be approved to take this program (in spring of their first year). Students will be conditionally admitted to the program upon successful completion of year 1 in HKIN. Students will then take specific courses in years 2 and 3. Upon completion of year 3, entrance to the BEd program will be assessed and, students will be notified of program status.

BA Human Kinetics Program Pattern:

Year 1: HKIN 115, 136, 150 or 154, 151, 152; 3 credits HKIN skills; 6 credits subject A; 6 credits subject B

Year 2: HKIN 215, 265, 385; 3 credits in HKIN skills; 12 credits subject A; 6 credits subject B

Year 3: HKIN 376, 425, 426; 3 HKIN elective (300-level), 3 credits HKIN elective (400-level), 3 credits HKIN sociocultural, 3 credits HKIN skills, 6 credits subject A; 3 credits arts/science electives

BSc Human Kinetics Program Pattern:

Year 1: HKIN 115, 136, 150 or 154, 151, 152; 3 credits HKIN skills; 6 credits science A; 6 credits science B

Year 2: HKIN 215, 265, 385; 3 credits HKIN skills; 12 credits science A; 6 credits arts X

Year 3: HKIN 376, HKIN 425, HKIN 426; 3 credits HKIN elective (300-level), 3 credits HKIN elective (400-level), 3 credits HKIN sociocultural; 3 credits HKIN skills, 6 credits science A; 3 credits arts Y

Years 4 and 5 are common

Year 4: EDUC 432A, 432B, 433, 435, 457A, 457B, 471, 472; 6 credits teachable subject B

Year 5: EDUC 425A, 425B, 434, 436, 438, 440, 444 or 407, 481, 482; 3 credits of EDUC elective

Skills

Skills courses have a credit value of 1.5. Grades will be pass/fail and are not included in the academic average. Skill courses involve opportunities to develop new skills and physical literacy. The maximum number of skills for the pre-education major is 15 credits and for the kinesiology major is 12 credits. Credit will be granted for only one of the same or a similar skill.

The following 100-level skills will introduce students to the basic skills:

102 Group Fitness (group fitness, fitness principles, and basic instructor techniques)
103 Skateboarding (learn basic skateboarding skills at the skateboard park)
119 Aquatic Activities (standup paddle board (SUP), snorkeling, water polo, aquafit)
121 Badminton
123 Basketball
124 Batting & Fielding (baseball, softball, cricket) - not offered 2023-2024
125 Contemporary Dance ((developing dance technique, mind-body connection)
126 Fitness (games, traditional weight training, exercise classes)
127 Gymnastics
128 Football
129 Hockey
131 Rugby
132 Soccer
133 Volleyball
134 Golf
135 Ice Games (power skating, ringette, broomball)
137 Low Organized Games (fundamental movement skills, play based learning, recreation and leadership games)
138 Mountain Biking - not offered 2023-2024
139 Movement Education (exploring movement and lesson planning with elementary school students)
140 Net Games (pickle ball, tennis, team handball, Sepak)
141 Outdoor Education (outdoor pursuits, environmental safety, woodsy skills)
142 ParaSport (goal ball, wheelchair basketball, sitting volleyball)
143 Social Dance (swing, jive, salsa, fox trot)
144 Target Games (curling, bowling, bocce)
145 Track & Field
146 Weight Training
147 World Dance (dance from around the world)
148 Yoga
149 Invasion/Territory Games (ultimate Frisbee, lacrosse, field hockey) not offered 2023-2024
197 ST: Pickleball

Skills Notes:

HKIN 128 Hockey requires a helmet, stick, and skates
HKIN 135 Ice Games requires helmet and skates
HKIN 144 Target Games additional fees to cover transportation/facility rentals
HKIN 134 Golf additional course fees to cover green fees

The following 200-level skills involve advanced instruction and coaching instructional strategies and analysis:

203 Judging and Officiating
204 Advanced Instruction in Group Exercise Leadership Certificate (prepares students to successfully complete their certification with NSFA)
227 Advanced Instruction in Gymnastics; prerequisite: HKIN 127
228 Advanced Instruction in Football; prerequisite: HKIN 128 - not offered 2023-2024
229 Advanced Instruction in Hockey; prerequisite: HKIN 129 - not offered 2023-2024
231 Advanced Instruction in Rugby; prerequisite: HKIN 131 - not offered 2023-2024
232 Advanced Instruction in Soccer; prerequisite: HKIN 132 - not offered 2023-2024
233 Advanced Instruction in Volleyball; prerequisite: HKIN 133 - not offered 2023-2024

246 Advanced Instruction in Sport Science Theory and Application; prerequisite: HKIN 146 (athletic performance testing, programming, and monitoring)

Note: HKIN skills, 115, 150, 151, 152 and 154 are restricted to human kinetics students. Other HKIN courses are open to students outside of the human kinetics program with permission of the professor and the department chair.

115 Introduction to Human Kinetics
This course provides students with an overview of the many and varied aspects of the study of human movement and physical activity to include; the sociocultural domain, the social science domain and the exercise sciences domain. Additionally, the fields of child growth and development, personal health, adaptive physical activity and sport management will be included. Lastly, students will learn reading, writing and analytic skills in class and through their lab work. Three credits and lab.

136 Foundations of Sport and Exercise Psychology
This course provides an introduction to the basic concepts and principles of sport and exercise psychology. Topics include a variety of psychological constructs and theories (e.g., personality, motivation, anxiety, diversity, group dynamics) and how they apply to teaching/consulting, coaching, and fitness instruction. Credit will be granted for only one of HKIN 136 or HKIN 236. Three credits and lab.

150 Introduction to Sport in the Humanities
This course serves as an introduction to the philosophical and socio-cultural dimensions of sport. Topics include the nature of sport, rules and values in sport, and further study of sport in the humanities. Issues to be addressed include the conceptualization of sport, the significance of sport, knowledge in sport, excellence in sport, the beauty of sport, right and wrong in sport, and the morality of sport. Credit will be granted for only one of HKIN 150 or HKIN 250. Students take HKIN 150 or HKIN 154, not both. Restricted to first-year HKIN students. Three credits.

151 Applied Human Anatomy and Physiology I
The human body is able to operate by the intricate coordination of multiple systems. Each has a purpose, and is regulated at cellular, tissue, and organ levels. The focus of this course is to understand the structure, function, and organization of major systems. Individual and combined functions will be outlined for the nervous, skeletal, and muscular systems. Students will explore these concepts in complementary laboratory activities. Credit will be granted for only one of HKIN 151 or BIOL 251. Three credits and lab.

152 Applied Human Anatomy and Physiology II
The human body is able to operate by the intricate coordination of multiple systems. Each has a purpose, and is regulated at cellular, tissue, and organ levels. The focus of this course is to understand the structure, function, and organization of major systems. Individual and combined functions will be outlined for the cardiorespiratory, urinary and digestive systems, among others. Students will explore these concepts in complementary laboratory activities. Credit will be granted for only one of HKIN 152 or BIOL 252. Prerequisite: HKIN 151. Three credits and lab.

154 Introduction to Ethics of Sport
This course will introduce students to some of the main themes, topics and issues in the ethics of sport. The course is designed to provide an introduction and critical analysis of classic and contemporary readings in the ethics of sport. We will explore issues such as fair play and cheating, doping, equity and gender, the use of animals in sport, violence, and disability. Credit will be granted for only one of HKIN 154 or HKIN 254. Students take HKIN 154 or HKIN 150, not both. Restricted to first-year HKIN students. Three credits.

215 Introduction to Motor Control and Learning
This course provides students with a general understanding of how humans control movement and learn new motor skills. This course is divided into two parts. Part I will be dedicated to learning about the production and control of human movement. Part II will focus on the processes that underlie motor skill acquisition and the factors that enhance and inhibit an individual's capability to perform motor skills. Three credits and lab.

222 Care and Prevention of Athletic Injuries
A study of the injuries that occur in popular physical activities, including the nature, course, prevention, and non-medical management of these injuries. Prerequisite: BIOL 251 or HKIN 151. Three credits and lab.

226 Focus on Personal Health
This multidisciplinary and self-reflective course addresses personal health of university students. Topics include healthier living and behaviour change, mental health and illness, communication, dietary intake, physical activity, sedentary behaviours, drugs, the environment and sexuality. Three credits.

230 Physical Activity and the Population
This course will guide students through the health-related aspects of exercise, physical activity, and physical fitness from the perspective of epidemiology. Emphasis will be placed on critical analysis of primary research that evaluates the use of physical activity promotion methods in the context of common chronic diseases (e.g. obesity, cardiovascular disease). Discussion will focus on the impact of health-research and epidemiologic trends on public health guidelines. Prerequisites: HKIN 151 and 152. Three credits.

234 Coach Leadership and Planning
This practical course seeks to introduce students to the practice of coaching through the development of five core competencies; problem solving, valuing, critical thinking, leading, and interacting. This course design allows students to earn a NCCP certification in 'Introduction to Competition'. Credit will be granted for only one of HKIN 234 or HKIN 334. Three credits. Not offered 2023-2024.

253 Sport Philosophy
This course serves as a metaphysical inquiry into the nature, meaning, and existential significance of sport. The advancement of a philosophy of existential fitness represents a central feature of the curriculum. Modules include the methodological foundations, conceptual foundations, and ontological foundations of sport philosophy. Main topics include being-in-the-zone, the game of our life, sport as a mental and spiritual health practice, sporting intelligence, and the relationship between game playing and the ideal of existence. Credit will be granted for only one of HKIN 253 or HKIN 353. Three credits.

262 Performance-Enhancing Substances
The drive to succeed in sports and exercise has led to the use of nutritional, chemical, pharmacologic, and physiologic means of performance enhancement. The purpose of this course is to provide an overview of substances used in sports and exercise, addressing their mechanisms of action, safety and efficacy in consultation with valid scientific literature. Prerequisite: HKIN 115. Three credits. Not offered 2023-2024.

264 The Sociology of Sport
This course provides students with a sociological interpretation of sport in contemporary Canada and North America. By contextualizing sporting practices, the course challenges dominant ideas about sport in society and positions sport as an institution that both liberates and limits possibilities. Students will examine issues in sport, its link to other institutions, and its role in constructing values that benefit those already in power in Canadian society will be emphasized. Credit will be granted for only one of HKIN 264 or HKIN 331. Three credits.

265 Exercise Physiology
An introduction to the responses and adaptations (acute and chronic) of the musculoskeletal, cardiovascular, and respiratory systems to potential challenges to homeostasis due to muscular activity. Credit will be granted for only one of HKIN 265 or HKIN 365 or HKIN 398 (2019-2020). Prerequisites HKIN 151/152 or BIOL 251/252. Three credits and lab.

270 Teamwork and Group Dynamics
This course introduces the concepts of dynamic development and maintenance of a group. In addition, principles of optimal group functioning and teamwork will be reviewed. Course topics include group development, norms, roles, cohesion, communication, leadership and teamwork. The application of such topics to sport, exercise, and occupations settings (e.g. health care) will be discussed. Credit will be granted for only one of HKIN 270 and HKIN 271 (2021-2022). Prerequisite: HKIN 136. Three credits. Not offered 2023-2024.

316 Special Populations from a Motor Control Perspective
Deficits in information processing can manifest themselves as atypical social and motor behaviours observed in special populations (e.g., Down syndrome, Parkinson's disease). Instead of focusing on the more observable characteristics, students are encouraged to consider the distinct underlying brain processes. This shift in mindset will benefit those interested in working with special populations. An optional service-learning placement will provide the opportunity to integrate meaningful community service with course material. Prerequisite: HKIN 215. Three credits.

321 Advanced Care & Prevention of Athletic Injuries
An in-depth study of the assessment and management of athletic injuries. Students will learn proper assessment protocol, advanced assessment techniques, and specialized taping techniques. Prerequisites: HKIN 151 or BIOL 251; HKIN 222. Three credits.

332 Gender in Sport and Physical Activity
Explores the role of women, men, femininity, and masculinity in sport and physical activity from a historical, philosophical, and sociocultural perspective. This course covers embodiment, objectification, equity, racism, homophobia, politics of difference and identity. Cross-listed as WMGS 332. Three credits.

345 Essential of Personal Training
An introduction to exercise program prescription and leadership. Students will learn techniques for prescribing, following, and leading exercise programs; participate in and analyze exercise activities and programs; design and lead group, individual, and periodized exercise programs. Students will be prepared to meet national criteria for recognition as a certified personal trainer. Credit will be granted for only one of HKIN 345 or HKIN 446. Prerequisites: HKIN 151/152 or BIOL 251/252; HKIN 265. Three credits and lab.

347 Rehabilitation Techniques of Athletic Injuries
This course will provide upper level HKIN students with an interest in further pursuing rehabilitation therapy as a career, a guide to understanding, designing, implementing and supervising rehabilitation programs for sports related injuries. Credit will be granted for only one of HKIN 347 or HKIN 447. Prerequisites: HKIN 222, 321. Three credits.

352 Historical Foundations of Sport and Physical Activity in Canada
An overview of a history that has shaped physical culture and sport in what is currently Canada. Using the forces of class, ethnicity, race and gender as an interpretative foundation, the course will examine the complex and contradictory context and social conditions under which individuals and the state have created, refined, participated in and given meaning to sport and physical culture. Three credits.

354 Sport Morality
This course serves as an existential inquiry into the moral significance of sport. The advancement of a philosophy of moral excellence represents a central feature of the curriculum. Modules include methodological foundations of sport morality, the moral ideal of man, and the moral ideal of sport. Main topics include the relationship between game playing and morality, moral achievement in the game of our life, and developing moral virtue in the games we currently play. Three credits.

357 Aging and Exercise
An in-depth study of the changes in exercise capacity and sport performance that occur beyond adulthood. The role of physical activity and exercise training in minimizing aging-related losses in performance capacity and physical conditioning is addressed through experiential learning with older adults. Credit will be granted for only one of HKIN 357 or HKIN 398 (2017-2018). Prerequisites: HKIN 151/152 or BIOL 251/252; HKIN 265. Three credits.

371 Selected Topics
Three credits.

374 Mixed Methods in Research
This course introduces students to mixed methods research design (qualitative and quantitative). The course will help answer such questions as why, what, how and where to mix research methods. Specifically, the course is designed to provide an understanding of a research purpose, research process, research approaches, research design, data collection methods, and research proposal development and report in human kinetics. Students also will have the opportunity understand ethical issues related to the conduct of research. Credit will be granted for only one of HKIN 374, HKIN 371 (2016-2017, 2017-2018), HKIN 396 or HKIN 397. Three credits. Not offered 2023-2024.

376 Biomechanics
Students will be exposed to the concepts of kinetic analysis of motion through the application of Newton's Laws. The course will provide the mechanical information necessary to enable the student to objectively criticize any human movement which the student may one day have to teach, coach or ergonomically evaluate. Three credits and lab.

385 Adapted Physical Education
Future educators learn about advocacy, the philosophy and application of inclusion as well as the nature of various physical, intellectual, developmental and emotional disabilities. Students translate theoretical knowledge into practice forming collaborative partnerships with local schools, families and peers, designing individualized education plans and participating in the Motor Activities with X applied lab alongside people with disabilities. Credit will be granted for only one of HKIN 385 or HKIN 395. Three credits and lab.

386 Sports Biomechanics
This course will focus on understanding the key biomechanical principles in executing individual sporting skills. Students will spend about 30% of the regular class time in the sports biomechanics research lab learning to use selected equipment and collect data. Students will gain hands-on experiential learning in a research lab environment analyzing sporting skills and developing recommendations for athletes and/or coaches. An emphasis will be placed on understanding the biomechanics of the golf swing. Credit will be granted for only one of HKIN 386 or HKIN 474. Prerequisite: HKIN 376. Three credits. Not offered 2023-2024.

395 Disability, Health and Community Rehabilitation
This applied course focuses on clinical research design in the field of disability, health and community rehabilitation. Emphasis is placed on implementation science, barriers and facilitators, as well as the social, behavioural and physical characteristics of diverse populations. Evidence-based service learning allows students to gain community and rehabilitation experience with vulnerable populations including autism, Down syndrome, intellectual disability, orthopaedic impairment, mental health, deafness, and rare disorders. Credit granted for only one of HKIN 395 or HKIN 385. Three credits.

396 Quantitative Research Methods
An overview of the scientific method of problem solving. The course covers problem identification, hypothesis testing, data collection, and analysis of research findings. A detailed examination of experimental design assists the student in conducting research, writing the proposal and the report, and critically analyzing published literature. Restricted to upper year students; required for third-year honours students. Three credits.

397 Qualitative Research Methods
An overview of qualitative research methodologies, including the major theories, methods, and approaches (i.e. case studies, content analysis, interviews, observations, and ethnography). Problem identification, literature review analysis, research design, theoretical and empirical analysis, and dissemination are the major focus of this course. Practical experience will be included. Restricted to upper year students; required for third-year honours students. Three credits.

416 Control of Human Movement
Motor control research presents important principles that can provide guidelines to rehabilitation professionals. This course will primarily focus on the contributions of the central nervous system in the generation of purposeful, coordinated actions. Humans will be characterized as information processors that encode sensory input, manage information, and produce motor output. Students will learn about internal models, two visual systems and the impact that mirror neurons and neuroplasticity have had on the study of motor control. Prerequisite: HKIN 215. Three credits and bi-weekly lab.

425 Child Growth and Development
This course covers the physical growth, maturation, and development in children. The implications of changes in structure and function related to children's physical growth will be applied to physical education, physical activity, and physical fitness. This course is not eligible to fulfill the 400-level HKIN elective requirements for students completing a major or honours in kinesiology. Prerequisites: HKIN 151/152 or BIOL 251/252; HKIN 265 or 365. Three credits and lab. Service learning option.

426 Health Education
This course introduces the basic concepts and topics associated with physical and mental health specific to children and their health education. Emphasis will be placed upon the application of these concepts to the promotion of health in the school system and more broadly in the community. This course is not eligible to fulfil the 400-level HKIN elective requirements for students completing a major or honours in kinesiology. Service learning option. Three credits.

431 Sport and Identity
This course explores the intersection of sport with socio-cultural identities and their connection to systems of oppression and liberation. Using seminars, lectures, readings, and films, students will study how various social identities are shaped by, and shape, sport. Students will also explore the complex historical foundation of these identities, as well as the ways they intersect to produce unique sporting experiences, opening up spaces both for empowerment and disempowerment. Credit will be granted for only one of HKIN 431 or HKIN 471 (2017-2018). Prerequisite: HKIN 264 or 332 or 352. Three credits. Not offered 2023-2024.

433 Introduction to Policy for Health-Interdisciplinary Strategies
Designed to create an interdisciplinary learning experience for nursing, human nutrition and human kinetics students, this seminar course is an introduction to public policy change for health. The objective is to develop a fundamental understanding of healthy public policy development, analysis, and change from interdisciplinary and social justice perspectives. Issues such as healthy public policy, social and ecological determinants of health, social justice, health equity, and interdisciplinary/cross-sectoral and citizen lead policy action are explored. This course would be beneficial for students pursuing professions in the policy for health or healthcare delivery. Credit will be granted for only one of HKIN 433 and NURS 495, HKIN 495, HNU 495. Cross-listed as NURS 433 and HNU 433. Three credits.

443 Modern Olympic Games
This advanced seminar course is designed to provide opportunities for students to critically examine the Olympic Games and the modern Olympic Movement. Students will examine the Olympic Games from a sociocultural interdisciplinary approach and create research projects. Restricted to third and fourth year HKIN students. Prerequisites: one of HKIN 253, 264, 332, 352 or 354. Three credits.

445 Instructional Strategies in Human Kinetics
Future educators explore both traditional and alternative teaching and learning strategies in order to promote inclusive practices. Students later apply this theoretical knowledge while teaching physical activity classes to diverse learners using a variety of instructional strategies. The lab features collaboration with local schools and Indigenous communities. HKIN 445 is strongly recommended as an HKIN elective for the pre-education path. Three credits and lab.

455 Games, Life & Leadership
This seminar course serves as a cooperative inquiry into sport in its significance to the human condition. The advancement of a Utopian philosophy of the good life represents a central feature of the curriculum. Topics include the Zone as an ultimate guiding principle, making good moves in the game of our life, and games Utopians play. Prerequisite: HKIN 253 or 354. Three credits. Not offered 2023-2024.

456 Fitness Assessment and Exercise
This course is designed provide theory and practical experience as you administer a variety of exercise science specific related protocols and techniques that are used in assessing an individual's current level of physical activity and fitness. Students will be able to understand the theoretical principles that underpin these various fitness assessment protocols and be able to develop simple and appropriate training plans based on specific individual results. Components of this course are intended to provide students with the necessary background information to pursue personal trainer certification through the Canadian Society of Exercise Physiology. Prerequisites: HKIN 265 or 365; HKIN 151/152 or BIOL 251/252. Three credits and lab.

457 Designing Interventions for Population Health
This advanced course explores current trends with respect to the design and implementation of sustainable evidence-based interventions for at-risk populations. Topics include preventative medicine, universal design, rural healthcare, pediatric rehabilitation, assistive technology, and community-engaged scholarship. The Service Learning component encourages students to transfer theoretical knowledge to different intervention settings while working with vulnerable populations. Credit will be granted for only one of HKIN 457, HKIN 437 or HKIN 495 (2017-2018). Prerequisites: HKIN 151/152 or BIOL 251/252; HKIN 265 or 365. Three credits.

463 Psychological Skills Training
This course examines various interventional techniques to enhance athletic performance. We will review commonly applied sport psychological skill training techniques, such as imagery, self-talk, goal setting, and confidence enhancement. In addition, new technologies to train perceptual-cognitive elements of athletic performance will be explored. Students will be asked to design applied workshops. The application of training to exercise, and occupations settings (e.g. health care) will be discussed. Prerequisite: HKIN 136 and third year standing. Three credits.

466 Clinical Exercise Physiology
This course examines several chronic diseases prevalent in our society, which are positively influenced by regular exercise or physical activity, and include: obesity, osteoporosis, cardiovascular disease, diabetes, chronic obstructive pulmonary disease, hypertension and heart failure. The nature of the disease, methods of assessment, the role of exercise in the possible prevention, treatment and/or rehabilitation of these diseases are considered. Restricted to fourth-year students. Prerequisites: HKIN 151/152 or BIOL 251/252; HKIN 265 or 365. Three credits and lab.

474 Applied Biomechanics
This course will further the student's understanding of the qualitative approach to biomechanics, and provide the necessary skills for conducting a quantitative biomechanical analysis of human motion. Students will be introduced to several techniques used in biomechanics research. Emphasis will be placed on the collection and analysis of biomechanical data. Concepts will be illustrated with examples taken from areas of sport and exercise with a special focus on the practical applications to golf. Prerequisites: HKIN 376; MATH 106 or 126 and PHYS 102 recommended. Three credits and bi-weekly lab.

490 Honours Thesis
Students will prepare, propose, and defend a thesis based on original research conducted under the supervision of a Human Kinetics Faculty member. Students must meet all department deadlines and requirements. Credit will be granted for only one of HKIN 490 and HKIN 493. Restricted to honours students. Required for honours students. Prerequisite: One of HKIN 374, 396 or 397. Six credits.

492 Exercise Metabolism
An in-depth study of the metabolic adaptations (acute and chronic) by the human body to potential challenges to homeostasis caused by muscular activity. Credit will be granted for only one of HKIN 492 or HKIN 392. Prerequisites: HKIN 151/152 or BIOL 251/252; HKIN 265 or 365. Three credits.

499 Directed Study
Designed for students with high academic standing who wish to pursue a directed, in-depth study in a selected topic. See section 3.5. Three credits.

9.23 HUMAN NUTRITION (HNU)

M. English, Ph.D.
T. Everitt, Ph.D., P.Dt.
A. Fox, Ph.D., P.Dt
R. Harvie, Ph.D., P.Dt.
J. Jamieson, Ph.D.
A. MacDonald, M.Ed., P.Dt.
L. Reid, M.Ed., P.Dt.

Senior Research Professor
L. Wadsworth, Ph.D., P.Dt.

The B.Sc. in Human Nutrition is a professional program which integrates foundational knowledge meeting core requirements in foods, nutrition and related areas with studies in biology, chemistry, statistics, business, humanities and social sciences. Collectively, the course requirements are designed to provide graduates with the expertise needed by food and nutrition professionals today. Depending upon the choice of emphasis, the Human Nutrition program prepares graduates for careers in areas such as dietetics, education, health promotion, industry, food service management, and research, development and entrepreneurship in food and nutrition.

In second year, students who meet the requisite average may apply for either the advanced major program, which has a seminar requirement; or the honours program, which has a seminar requirement, a second research methods course, a six-credit thesis course and a minimum or 15 credits at the 300-level or higher. Students' selection of thesis topics will reflect the research areas of faculty members.

With the proper selection of courses, (including HNU 225, 355(352), 452, 356, 456, and 485 as HNU electives), students may meet the requirements for admission to a graduate dietetic internship and/or the StFX Integrated Dietetic internship. Admission is competitive. The STFX Integrated Dietetic Internship enables students to attain PDEP competencies for entry level practice. Students must normally declare their intent to apply for the StFX Dietetic Internship Program by the end of their second year at the normal time of application for the advanced major or honours program. This Integrated Internship consists of three 14-week practicum courses. Each practicum includes one or more supervised placements in dietetic practice settings. At the earliest, students may commence the first practicum after completing the third-year sequence of HNU courses. Students must have an overall average of 70 in the HNU program, a minimum overall average of 75 in HNU courses, a minimum grade of 65 in each of HNU 351, 355(352) and 452 and satisfy the criteria for acceptance. Formal submission of the full application must be made by January 31.

With an appropriate selection of courses, students may also meet the requirements for admission to a B.Ed. program. In order to qualify for a family studies teachable, students must present a core of at least 18 credits of human nutrition. These courses must be augmented by a combination of courses in other subject areas which address the field of family dynamics. In general, these courses may be drawn from biology, psychology, sociology, and business administration. Students interested in pursuing this particular option should consult with the Faculty of Education. In addition, courses such as HNU 452 and HNU 461 can be used towards a biology teachable either as a minor or as a second major. (See section 6.1.4 for more details).

See chapter 7 for information on degree patterns, applications for advanced major and honours, advancement and graduation requirements.

All third- and fourth-year human nutrition students are required to attend the presentations in HNU 491. The attendance of first- and second-year students is recommended.

Bachelor of Science in Human Nutrition
The normal sequence for the program is shown below.

Year 1	BIOL 111, 215; CHEM 101, 102; HNU 142, 145; 12 credits arts electives - 6 credits in each of two subjects
Year 2	BIOL 251, 252; BSAD 112; CHEM 225, 255; HNU 146, 242, 262; STAT 101; 3 credits open electives

Year 3 HNU 351, 365, 384; 12 credits HNU electives; 6 credits arts electives for a pair; 3 credits open electives
Year 4 HNU 405, 475; 12 credits HNU electives; 12 credits open electives

B.Sc. in Human Nutrition with Advanced Major

The normal sequence for the advanced major program is identical to that of the program above, with the addition of HNU 490 in year 4.

B.Sc. in Human Nutrition with Honours

The normal sequence for the honours program is shown below.

Year 1 BIOL 111, 215; CHEM 101, 102; HNU 142, 145; 12 credits arts electives - 6 credits in each of two subjects
Year 2 BIOL 251, 252; BSAD 112; CHEM 225, 255; HNU 146, 242, 262; STAT 101; 3 credits open electives
Year 3 HNU 351, 365, 384, 485; 9 credits HNU electives; 6 credits arts electives for a pair; 3 credits open electives
Year 4 HNU 405, 475, 490, 491; 15 credits HNU electives*; 3 credits open electives

*A minimum 18 credits HNU electives at the 300-level or higher.

Bachelor of Science with Minor in Food and Nutrition

Required: HNU 142, 242, 262
Electives: 15 credits from HNU

Note that BIOL 251, 252, CHEM 225, 255 are required prerequisites for courses above.

Application to the StFX Integrated Dietetic Internship

Students planning to apply for dietetic internship programs follow the normal course sequence for B.Sc. in Human Nutrition with the following exceptions.

Year 2 HNU 225 in place of a 3 credit open elective
Year 3 HNU 351, 355(352), 356, 365, 384, 485; 6 credits arts for a pair; 3 credits HNU electives; 3 credits open electives
Year 4 HNU 405, 452, 456, 475; 3 credits HNU electives; 15 credits open electives

Co-operative Education Program in Human Nutrition

Co-operative education is offered as an option for HNU students. Through co-op, students have the opportunity to complete professional development training, 12-16 months of relevant and paid work experience, and COOP 405 (3 credits). The co-op education HNU graduate will be prepared to work within the food industry (product development and evaluation, food safety, and etc.), public relations, consumer affairs or marketing with various employers including not-for-profits, industry or government and other related areas of practice. The human nutrition co-op program is accredited by the Co-operative Education & Work-Integrated Learning Canada (CEWIL Canada). COOP 405 can be used as a HNU elective or as an open elective. For further information on work term sequencing options and professional development training topics see section 9.13.

B.Sc. in Human Nutrition degree in 5th year for B.Sc. Human Kinetics students with Minor in Nutrition

B.Sc. Human Kinetics students majoring in kinesiology and minoring in nutrition who wish to pursue a degree in human nutrition in 5th year should follow the course pattern below. The required six credits of open electives in the HKIN degree must be BSAD 102 and HNU 145. In third year, students must take HNU 145, moving the 3 credit HKIN elective to fourth year. In fourth year, students must take HNU 146, 351 and 365 as HNU electives. Students pursuing a dietetic internship must also take HNU 225 by year 4 (moving the open elective to year 5). HKIN 374, 396 or 397 will fulfill the requirement of HNU 384 in the HNU degree program.

Recommended Course Pattern

Years 1-4 HNU 142, 145, 146, 242, 262, 351, 363, 365; BIOL 215; BSAD 102; 3 credits open electives
Year 5 HNU 405, 475, 21 credits HNU electives; 3 credits open electives

Students who select HNU 225(in year 4) and HNU 355(452), 356, 452, 456 and 485 as HNU electives while completing year 5 are eligible to apply for the StFX Integrated and Graduate Dietetic Internship programs.

To obtain a second degree from StFX, students must complete a minimum of 30 additional StFX credits above the first degree requirements (for a minimum total of 150 credits).

Students must submit re-entry application.

B.Sc. in Human Kinetics degree in 5th year for B.Sc. Human Nutrition students

B.Sc. Human Nutrition students who wish to pursue a degree in human kinetics should complete the normal sequence of their HNU program and be sure to include BIOL 112 and 3 credits of HKIN electives. In year 5, students will complete a HKIN degree with the following courses: HKIN 136, 215, 265, 376; 6 credits of skills, and 2 of HKIN 253, 264, 332, 352, 354, 431, 443, 455; 6 credits of HKIN electives. Students must submit re-entry application.

B.Sc. in Human Nutrition with BBA in Entrepreneurship

This five-year, two-degree program is for B.Sc. Human Nutrition students interested in alternative career paths who wish to pursue a degree in business with a focus on entrepreneurship should follow the course pattern below. The double degree option will prepare Nutrition students to work within the food industry (product development and evaluation, food safety, etc.), marketing, or consumer affairs with various employers including their own start-ups, industry, not-for-profits and other related areas of practice. From the development of new plant-based food products, to eco-friendly packaging and emergency preparedness initiatives, food and health-related businesses remain among the most popular start-ups in Canada. To complete both degrees in five years the recommended course pattern involves:

Year 1 HNU 142, 145; BIOL 111, 215; CHEM 101, 102; 6 credits Arts X; ECON 101, 102
Year 2 HNU 146, 242, 262; STAT 101; BIOL 251, 252; CHEM 225, 255; BSAD 111, 112
Year 3 HNU 351, 365, 384; 12 credits HNU electives; MATH 105; 6 credits Arts X
Year 4 HNU 405, 475, 471, 445; BSAD 221, 223, 261, 231, 281, 241
Year 5 HNU 328; BSAD 332, 352, 453, 456, 458, 471; 3 credits BSAD entrepreneurship elective; 6 credits BSAD electives

To obtain a second degree from StFX, students must complete a minimum of 30 additional StFX credits above the first-degree requirements (for a minimum total of 150 credits).

135 Introductory Nutrition for Nursing

This course introduces nursing students to the fundamentals of nutrition with emphasis on macronutrients and micronutrients along with their functions, dietary sources, digestion and metabolism, and how and why nutrient needs change throughout stages of the life cycle. Discussion will include use of current dietary recommendations and guidelines for health and well-being by health professionals. The importance of inter-professional practice for nutritional care will also be introduced. Credit will be granted for only one of HNU 135, HNU 142, HNU 161, HNU 215, or HNU 253. Restricted to current nursing students. Three credits.

142 Introduction to Food and Health

This introductory course exposes students to the range of subject matter covered in the degree program and provides an introduction to the field of nutrition. The role of nutrients in a healthy diet is featured along with identifying the behavioural, social and political factors that impact food choice. Students will discuss nutrition in the media and will begin to work with food guidance tools to explore nutrition and health promotion Credit will be granted for only one of HNU 142, HNU 135, HNU 161, HNU 185 or HNU 215. Three credits.

145 Introduction to Foods

This course will introduce the physical and chemical properties of the major food groups, the extent to which these properties are altered by various types of processing, as well as issues of food quality and safety and their implications for human health. Topics will include how chocolate is made, sugar crystallization, cheese manufacture and the role of gluten in bread structure. Skills in baking, measurement and the manipulation of food ingredients will be emphasized. Three credits and lab.

146 Introduction to Food Science

This course provides an introduction to scientific concepts as a basis for understanding foods as a complex chemical system. It includes a study of the properties of food components affected by chemical and physical changes; the foundations of various food preservation methods; food safety; and the principles of food evaluation by sensory and objective methods. Students will complete the TRAINCAN Management Level Food Safety Training. Three credits and lab.

225 Foundations of Professional Practice

This course introduces the foundational knowledge and competencies integral to the dietetics profession. Students will review the nutrition care process and explore ethical practice, evidence–based decision making, and apply knowledge and skills essential for effective communication and collaboration. It will provide an understanding of adult learning principles with a focus on self-directed learning, reflective practice, and an introduction to behaviour change theories in the context of dietetics. Credit will be granted for only one of HNU 225, HNU 235 or HNU 325. Prerequisite: HNU 142 completed; 242 concurrently. Three credits and a nutrition communications lab.

242 Foundations of Nutrition Science
Students will learn the fundamentals of the science of nutrition with emphasis on energy, macronutrients, vitamins and minerals required by humans. The functions of these nutrients, their food sources and how the body handles them will be discussed within the framework of nutrition in the promotion of health and the prevention of chronic disease. Credit will be granted for only one of HNU 242, HNU 215 or HNU 261. Prerequisites: one of HNU 135, 142; CHEM 101, 102; BIOL 111. Three credits.

262 Principles of Nutrition in Human Metabolism
Building on HNU 242, students will apply the principles of nutrition with an emphasis on nutrient functions and metabolism while drawing on foundational knowledge in biology and chemistry. Topics will include energy metabolism, weight management, nutritional concerns across the life course and the emerging role of nutritional genomics. Prerequisites: HNU 242 or 261; BIOL 251, 252, completed or concurrent; CHEM 225, 255, completed or concurrent. Three credits.

328 Functional Foods
This course will introduce students to the growing global food industry trend of functional foods and their relationship to health and disease. Bioactive components of functional foods, their sources, chemistry, efficacy, safety, and metabolism will be examined. Evaluation of aspects of marketing and the regulatory environment related to health claims for functional foods will focus on consumer perceptions and roles of health professionals. Credit will be granted for only one of HNU 328, HNU 428 or HNU 496 (completed in 2015, 2016). Prerequisites: STAT 101, CHEM 255. Three credits.

351 Nutritional Assessment
This course addresses the principles and methods in nutritional assessment of individuals and populations with consideration for variations in health status and stages across the life course. It provides the theoretical foundation for nutritional assessment in the nutritional care process. Methods for dietary, anthropometric, biochemical, ecological and clinical evaluations of individuals and populations are examined, along with the development and appropriate use of the Dietary Reference Intakes. Prerequisites: HNU 262; BIOL 252; CHEM 225, 255. Three credits and lab.

355 Nutrition in Chronic Disease Prevention & Management
Nutrition care principles will be applied while examining the epidemiology, pathophysiology, and role of nutrition in the prevention and management of chronic diseases including, but not limited to, weight management, cardiovascular disease, diabetes mellitus, and renal disease. The course will explore and provide applications of the nutrition care process including medical terminology, nutrition counselling and documentation of care. Credit will be granted for only one of HNU 355 and HNU 352. Prerequisite: HNU 225, 351 concurrently. Three credits and lab.

356 Introduction to Food Service & Quantity Food Production
In this introduction to food service systems and quantity food production, principles, policies, and practices applied to the successful operation of quantity food service systems are examined. Topics include menu management; quantity recipe standardization and costing; procurement, production and service of quality food; marketing; quantity food service equipment; and environmental management. Prerequisites: HNU 262, 146. Three credits and lab.

363 Sport Nutrition
This course involves identification of the specific nutrient needs of the individuals engaged in vigorous physical activity, with a focus on the role of nutrients in energy metabolism as a means to support exercise performance. Students will demonstrate an understanding of energy, nutrient and fluid guidelines appropriate for power, endurance and team sports and apply the guidelines to food choices for training and competition. Skills in evaluating scientific evidence in the field of sports nutrition will be emphasized. Prerequisite: CHEM 255; HNU 262. Three credits.

365 Community Nutrition
An introduction to the field of community nutrition and its role in health and health care, which assumes students' familiarity with the theories and principles of normal nutrition. Students will explore the role of the community nutritionist in determining the needs of specific population groups; determinants of healthy eating; processes for planning, delivering, and evaluating community nutrition services; and necessary tools, skills and techniques for practice. Prerequisite: HNU 262. Three credits.

366 Maternal and Child Nutrition
This class takes a life-course approach to examine the role of nutrition within the context of normal human development from pre-conception to adolescence. Emphasis is placed on nutritional concerns and recommended dietary practices during pregnancy, lactation, and early childhood. The management of common childhood and adolescent dietary concerns is also discussed. Prerequisites: BIOL 252; HNU 262. Three credits.

384 Research Methods: Theory and Design
This course introduces the research methodologies and techniques used to study human nutrition. Focusing on the research question, students will develop a research plan, through the review of existing literature, and articulation of methods that will best answer the research question. Different approaches to research will be covered including qualitative, quantitative and mixed methodologies, noting that each approach consists of multiple methods that may be used. Credit will be granted for only one of HNU 384 or 385. Prerequisites: STAT 101 and credit for all courses in the first two years of the human nutrition program sequence. Three credits.

405 Food Availability
An examination of the vital issues that surround our national and global food supply from production to consumption. The course will explore interdependency of the many factors underlying the science of food and feeding of people, including the relation of nutrition to health and social policy decisions, the food supply, and access to food, food security, food technology, and domestic and global food distribution. Open to students in all faculties. Three credits.

421 Global Health, Equity, and Innovation
This course examines global health within the context of an increasingly uneven, globalized world. The course departs from a biomedical orientation on health to interrogate competing health and health system discourses, the political-economy of global health, factors that perpetuate and underpin global health inequities, as well as insights into the global health governance and policy landscape. Given the imperative for 'health for all', strategies and options for creating and spreading health through social innovation and policy will be explored. Cross-listed as HLTH 301. Credit will be granted for only one of HNU 421 and HNU 497(2017-2018). Prerequisite: HNU 142. Three credits.

425 Nutrition in Aging
A study of nutrition related to older adults. Emphasis is on nutritional concerns and dietary recommendations for the older adult population. Topics covered include healthy aging, attitudes and demographic trends around aging in Canada. Dietary management of common concerns in older adulthood (including dementia and osteoporosis) is discussed. Prerequisites: HNU 262; BIOL 252. Three credits.

433 Introduction to Policy for Health-Interdisciplinary Strategies
Designed to create an interdisciplinary learning experience for nursing, human nutrition and human kinetics students, this seminar course is an introduction to public policy change for health. The objective is to develop a fundamental understanding of healthy public policy development, analysis, and change from interdisciplinary and social justice perspectives. Issues such as healthy public policy, social and ecological determinants of health, social justice, health equity, and interdisciplinary/cross-sectoral and citizen lead policy action are explored. This course would be beneficial for students pursuing professions in the policy for health or healthcare delivery. Credit will be granted for only one of HKIN 433 and NURS 495, HKIN 495, HNU 495. Cross-listed as NURS 433 and HKIN 433. Three credits.

445 Food Product Development
This course is designed to advance the scientific practices leading to the development of new and improved food products. Students will work with the instructor and industry partners to carry out market research evaluations, and create and test the acceptability of new product formulations using the sensory evaluation laboratory. Prerequisites: HNU 145, 146; CHEM 225, 255; STAT 101. Three credits and lab.

452 Clinical Nutrition Therapy
An integrated approach to the study of clinical nutrition therapy within the following: the respiratory, neurological and gastrointestinal systems, cancer and wound healing. This course introduces the management of swallowing disorders, and the therapeutic use of enteral and parenteral nutrition support. Credit will be granted for only one of HNU 452, HNU 353 or HNU 354/454. Prerequisite HNU 355 or 352. Three credits and lab.

456 Food Service System Management
Building on material introduced in HNU 356, this course focuses on managerial decision-making relevant to human resource and financial management of food service systems in a range of settings in the public and private sectors. Using a problem-based learning approach, students working in small groups on problems assigned by the professor will examine current issues in food service practice and learn to apply quality assurance mechanisms in their management. Prerequisites: HNU 356; BSAD 112. Three credits.

461 Nutrition in Metabolic Disease
This course examines the etiology, pathophysiology, and clinical presentation of rare, nutrition-related metabolic diseases that affect the body's biochemical reactions. It also examines the interaction between diet, the gastrointestinal

microbiota and human metabolism and health. Designed for senior students, this course develops skills in finding and understanding clinical research, as well as translating research findings into nutrition guidelines, with a focus on the evidence leading to clinical practice guidelines for these disorders. Prerequisite: HNU 351. Three credits.

471 Entrepreneurial Practices for Nutrition Professionals

Learn to think and act like an entrepreneur. This course provides the foundation for your entrepreneurial journey, covering topics such as the entrepreneurial mindset, problem discovery, customer discovery, business model development, and pitches. Throughout, you will be introduced to the theories and tools modern entrepreneurs use to design their ventures and be challenged to develop your own skills through class discussions and a term project. Cross-listed as BSAD 356. Prerequisite: BSAD 112. Three credits.

475 Effecting Change

This capstone course focuses on the study of change, particularly as it relates to promoting and supporting healthy eating and nutritional health among community and population groups. Students will learn about policy, advocacy and art-based approaches to enhancing nutritional aspects of health and wellness. Prerequisites: HNU 365 and credit for all courses in first two years of the HNU program sequence. Three credits.

481 Internship Practicum I

A 14-week practicum course which prepares students to meet the entrance requirements for dietetic practice. Students work with preceptors in institutional and community settings to develop their assessment and communication skills; learn to plan; learn the basis of nutritional care; and choose a practice-based research project. Prerequisites: HNU 145, 146, 142, 225 or 235 and 225, 261/242, 262, 351, 352, 353/354, 356, 365, 385, 485; an overall average of 70 in the HNU program and an overall average of 75 in HNU courses, and minimum course grade of 65 in HNU 351, 352, 353/354; acceptance into the IDI program Six credits. Graded as pass/fail.

482 Internship Practicum II

A second 14-week (minimum) practicum course which provides opportunities to integrate theory and practice in a preceptor-supported environment, and to acquire the competencies required for entry-level dietetic practice. Interns will improve their skills in communicating, assessing, and implementing nutritional care, and complete a practice-based research project. Prerequisites: completion of the HNU program with an overall average of 70 and an overall average of 75 in HNU courses and minimum course grade of 65 in HNU 351, 352, 353/354, 452/454, 456, 481. Six credits. Graded as pass/fail.

483 Internship Practicum III

The final 14-week (minimum) practice course of the IDI program provides an opportunity to integrate theory with practice in a preceptor-supported setting of the IDI program. Students will develop their communication, assessment, implementation, and evaluation skills through participation in nutrition care activities. Completion of HNU 483 enables students to write the Canadian Dietetics Registration Exam (CDRE). Prerequisite: HNU 482. Six credits. Graded as pass/fail.

485 Research Methods: Application and Analysis

This course will provide an advanced understanding of approaches, theories and methods used in human nutrition research. Building on topics covered in HNU 384, students will apply, analyze and critique qualitative, quantitative, and mixed methods approaches. Formative research approaches using mixed methodologies will highlight nutrition program development and evaluation. Knowledge mobilization and dissemination of research findings is emphasized. Credit will be granted for only one of HNU 485 or 495(2017-2018). Prerequisite: HNU 384. Three credits.

490 Senior Thesis (Honours)

A full-year program of research in nutrition. An acceptable thesis based on original research must be submitted by the deadline to satisfy department requirements for a B.Sc. HNU honours degree. Credit will be granted for only one of HNU 490 and HNU 493. Prerequisite: HNU 485. Six credits.

491 Advanced Major and Honours Seminar

A critical study of current research in areas related to human nutrition. No credit.

499 Directed Study

Designed for students with high academic standing who wish to explore, in depth, some aspect of human nutrition not available in other course offerings. See section 3.5. Three credits.

9.24 INTERDISCIPLINARY STUDIES (IDS)

Service Learning Program

M. Turner, MA, Program Co-ordinator

Service learning is an innovative way to integrate experiential learning, academic study, and community service. It is an opportunity for students to apply what they learn in the classroom in a community setting. The program's goal is to blend community engagement with course work allowing for service experiences that reinforce, strengthen and improve academic outcomes. Service learning is possible in many disciplines and in a broad range of courses and service experiences. Third and fourth year students may also enrol in the independent studies course, IDS 305, which involves international and national service placements.

Course-Based Service Learning

Course-based service learning is a form of experiential education where students work with community members on local issues and where academically rigorous assignments are designed to explicitly link those experiences to specific learning outcomes. Students complete a service experience with a local partner organization and then prepare a reflective final assignment for the professor that determines the grade on this portion of the course. For information on courses offering a service learning component, consult the department website under information for students.

Immersion Service Learning

Students will engage in intense service learning experiences in diverse communities, nationally or internationally. Guided by a leader, students will explore community dynamics and issues in a development and social justice context. Students can participate in immersion service learning as a personal (non-credit) experience or may integrate an immersion experience into their chosen course of study through IDS 305 or by seeking optional course credit with the approval of their professor. Students must apply for immersion experiences. The deadline is mid-October. For more information, contact the department website or servicelearning@stfx.ca.

305 Immersion Service Learning

Designed for third- and fourth -year students interested in participating in a virtual immersion service learning program during the winter term. Students will engage in real-time conversation, with international community partners and local citizens in Peru to learn about issues relevant to their community. Through participation in meaningful interaction in a virtual global environment, students will develop an understanding of cultural context and global awareness in relation to social justice. This course facilitates relationship-building skills and intercultural learning and explores methodologies of community service provision. Students will participate in a seminar-style class that will involve in-depth reflection and exploration on a chosen topic that relates to their virtual ISL experience. This course can be used as part of DEVS or CLEN requirements, or as an elective in any program. Three credits.

398 Selected Topics

Six credits.

Service Learning Component Courses (tentative)

The following courses have offered a service learning component in previous years. For a list of sections with a service learning component for 2023-2024, please see the Service Learning here. Courses are three credits unless otherwise indicated.

Anthropology
ANTH 111 Introduction to Physical Anthropology/ Archaeology
ANTH 112 Introduction to Socio-Cultural Anthropology
ANTH 218 Anthropology of Health and Wellness

Business Administration
BSAD 424 Financial Accounting Theory
BSAD 461 Leadership
BSAD 473 Advanced Topics in Responsible Management

Development Studies
DEVS 311 Issues in Development Practice

History
HIST 141 Empire and Plague, 133-1800
HIST 142 Revolution: Global from 1750

Human Kinetics
HKIN 316 Motor Control in Special Populations
HKIN 357 Aging & Exercise

Health
HLTH 111 Fundamentals of Health I
HLTH 112 Fundamentals of Health II
HLTH 201 Health Across the Lifespan I

HLTH 202 Health Across the Lifespan II

Human Nutrition
HNU 142 Introduction to Food and Health
HNU 365 Community Nutrition

Psychology
PSYC 260 Developmental Psychology
PSYC 364 Psychology of Gender
PSYC 376 Abnormal Psychology

Sociology
SOCI 328 Social Inequality

Spanish
SPAN 102 Spanish for Beginners II

9.25 MATHEMATICS AND STATISTICS (MATH, STAT)

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The Department of Mathematics and Statistics offers degrees in both the Faculty of Science and the Faculty of Arts and a Certificate in Actuarial Science. A minor in mathematics is also possible in nearly every degree. Because of the diversity of programs offered, students are encouraged to consider their academic goals at an early stage in their studies, and to consult the chair and other members of the department regarding course selection.

MATHEMATICS AND STATISTICS

The scope of mathematics ranges from computer science to philosophy, from physics to finance, from biology to art. Mathematics emphasizes precision and logic, but also creativity, elegance and problem-solving. While mathematics is a subject with a rich history (some techniques, results and open problems go back thousands of years), it is also a subject that is very much alive, with new theories and applications continually arising. While mathematical and statistical models and methods form the basis of scientific and engineering fields, they are also used in such diverse areas as modern communication, cryptography, animation, banking and finance, policy development and consultation, public health care, and architecture. With an undergraduate degree in mathematics, students often go on to pursue an education degree to become a teacher or a graduate degree to become a researcher or professor. However, the career options are much broader. Students with a strong background in mathematics and statistics develop problem-solving skills, logical thinking, and creativity, which serve them well for any career path.

Statistics is the science of data and is a useful tool for research in virtually all areas of human endeavor. It involves collecting, organizing, summarizing, and analyzing information in order to draw conclusions. The practice of statistics takes into account the notion of uncertainty (variability), which leads to error when estimating something, predicting something, or making a decision. It is important, therefore, to measure and, if possible, control error. The framework for quantifying uncertainty is probability, which is a mathematical theory used to describe and analyze chance events. For this reason, probability is the foundation of statistics. Statistics is used in many different fields: medical studies, economics, GNP growth, forecasting, stock market valuations, futures pricing, sociological studies, social policy, marketing research, opinion polls, political polls, industrial processes, environmental processes, and ecological processes and issues.

Degrees Offered

BA with Major, Advanced Major, Honours
BA with Joint Major, Joint Advanced Major, Honours with Subsidiary
B.Sc. with Major, Advanced Major (including an option with Business Administration), Honours
B.Sc. with Joint Advanced Major, Joint Honours; see sections 7.1.6 and 7.1.7 for options
B.Sc. with Major or Advanced Major concurrently with a Diploma in Engineering

Students interested in any of these programs should consult with the department chair or any member of the department. General requirements for these degrees are in chapters 4 and 7.

Concentrations

There are diverse career paths possible within the mathematical sciences. Concentrations are selections of courses designed for students planning to pursue a career in secondary teaching, statistics, or actuarial science. Information on course selection for other career paths within the mathematical sciences are available from the department chair.

Mathematics Core Courses

All students who want to pursue a major, advanced major, or honours degree in mathematics must take the following core courses: MATH 106, 121 or 126, 107, 122 or 127, 253 or 223 (or ENGR 123), 267 or 222, 277, 491; STAT 231 or 224(101 if the degree is in the Faculty of Arts). CSCI 161 or ENGR 147 is required for advanced major and honours students but cannot be counted in the advanced major or honours credits. CSCI 162 is required for honours.

In addition, the senior seminar, MATH 491 (or STAT 491 for statistics concentration), is required for all major, advanced major and honours candidates.

Major in Mathematics

In addition to core courses, 18 credits of MATH/STAT are required.
Typical Course Pattern:
Year 1 MATH 106 or 126, 107 or 127
Year 2 MATH 253, 267, 277; STAT 231 or 101
Year 3 9 credits MATH/STAT
Year 4 MATH 491 (or STAT 491 for statistics concentration); 9 credits MATH/STAT

Major in Mathematics (Statistics Concentration)

Students wishing to pursue the statistics concentration should follow the applicable major in mathematics as listed above. In years 3 and 4, nine of the 15 credits of MATH/STAT must be STAT 331, 333 and one of STAT 311 or 334.

Major in Mathematics (Pre-Education Concentration)

Students wishing to pursue the pre-education concentration should follow the applicable major in mathematics as listed above. In years 3 and 4, 15 credits of MATH/STAT must be chosen from MATH 254, 347, 371, 372, 387; STAT 333. Second teachable may be chosen from any subject category identified in section 6.1.4. Candidates must follow the degree regulations in sections 4.1 or 7.1.

Advanced Major in Mathematics

In addition to core courses, MATH 254 and one of 354 or 366 are required. Additional courses must include nine credits of MATH or STAT courses at the 300 or 400 level, and an additional three credits (nine for B.Sc. students), which may be chosen from MATH/STAT. MATH 490 or STAT 490 is optional.
Typical Course Pattern:
Year 1 MATH 106 or 126, 107 or 127; CSCI 161
Year 2 MATH 253, 254, 267, 277; STAT 231 or 101
Year 3 MATH 354 or 366; additional MATH/STAT courses
Year 4 MATH 491 (or STAT 491 for statistics concentration); additional MATH/STAT courses

Advanced Major in Mathematics (Statistics Concentration)

Students wishing to pursue the statistics concentration should follow the applicable advanced major in mathematics as listed above. In years 3 and 4, 12 credits of MATH/STAT must be 331, 333, 334 and one of STAT 311 or 357.

Honours in Mathematics

In addition to core courses, MATH 254, 354, 366, 367, 490 (or STAT 490 for statistics concentration), CSCI 162 and one of MATH 454 or 466 is required. Additional courses must include 9 elective credits of MATH or STAT credits at the 300 or 400 level, 3 credits of MATH or STATS at the 400 level as an open elective, plus 12 credits which may be chosen from MATH/STAT.
Typical Honours Pattern:
Year 1 MATH 106 or 126, 107 or 127; CSCI 161, 162
Year 2 MATH 253, 254, 267, 277, STAT 231 or 101
Year 3 MATH 354, 366, 367; additional MATH/STAT courses
Year 4 MATH 454 or 466; MATH 491, 490 (or STAT 491, 490 for statistics concentration); additional MATH/STAT courses

Honours in Mathematics (Statistics Concentration)

Students wishing to pursue the statistics concentration should follow the applicable honours in mathematics as listed above. In years 3 and 4, twelve of the 15 credits of MATH/STAT must be from STAT 311, 331, 333, 334, 357; and STAT 490 must be chosen as the thesis course.

Minor or Subsidiary in Mathematics

Students planning to complete a minor or subsidiary in mathematics should complete 6 credits of calculus, 3 credits of statistics, and 15 additional credits of MATH or STAT courses. Students completing a minor or subsidiary and who plan to pursue a career in secondary school teaching with mathematics as their second teachable are advised to select the remaining 15 credits of MATH or STAT from the following: MATH 253, 277, 347, 371, 372; STAT 311. If your degree is not B.Sc. with Major, (including advanced major, honours, and joint degrees) then MATH 101, 102 are also options.

Concentration or Certificate in Actuarial Science

Students wishing to pursue a concentration or certificate in actuarial science must take BSAD 221, 241, 342; ECON 101, 102; STAT 333, STAT 334, MATH 236 and one of STAT 331 or 357. STAT 445 is strongly recommended.

The concentration is open to students in the mathematics programs. The certificate in actuarial science is open to students in programs other than mathematics. Mathematics students wishing to pursue a concentration in actuarial science should also follow the applicable major/advanced major/honours program in mathematics and may use any of BSAD 221, 241, 342, ECON 101, 102 as approved or open electives for their degrees.

BSAD 221, 342; ECON 101, 102; STAT 334; have been approved for Validation by Educational Experience (VEE) credits by the Society of Actuaries (SOA) for the period ending December 31, 2025. STAT 333 covers a large portion of the material on the first preliminary examination, Exam P: Probability of the SOA. MATH 236, STAT 331 and STAT 445 cover material included on Exam SRM: Statistics for Risk Modeling and Exam PA: Predictive Analytics. Students planning a career in actuarial science are strongly encouraged to complete two or more of the SOA preliminary exams before graduation. The concentration and certificate meet the SOA Recognition Tier UCAP-IC. Further information is available at the department website.

Co-operative Education Program in Mathematics

This optional academic program offers mathematics students the opportunity to gain 12 months of professional, paid work experience in a range of opportunities in industry, government and not-for-profit across Canada. Students can gain valuable technical and professional experience in areas including (but not limited to) modelling, analysis and design to reinforce classroom-based instruction and to increase students' networks and employability. COOP 405 can be used as a MATH elective or as an open elective. For further information on work term sequencing options and professional development training topics see section 9.13.

Department Regulations

The following pairs or groups are considered so similar that a student may only receive credit for 1 in each group: MATH 106, 111, 126, 121; MATH 107, 112, 127, 122; STAT 101, 201, 231, 224; MATH 221, 367; MATH 222, 267; MATH 223, 253.

MATH 100, 101,102, 105 cannot be counted in the major, advanced major or honours credits.

MATHEMATICS COURSES

101 Mathematical Concepts I: Sets, Logic, and Number Theory

This course surveys topics from diverse areas of mathematics, including problem solving, set theory, logic, historical numeration systems, and number theory. Students will solve problems using processes such as abstraction, pattern recognition, deduction and generalization. Credit will be granted for only one of MATH 101 or MATH 100. Acceptable for credit in all BA, BASc, BBA, HKIN, HNU, MUSI and NURS degrees. Prerequisite: Grade 12 math or equivalent. Three credits.

102 Mathematical Concepts II: Graphs, Functions, Geometry, and Probability

The course surveys interesting and useful topics from diverse areas of mathematics, including problem solving, algebra, graphs and functions, geometry, counting methods, and probability. Students will solve problems using processes such as abstraction, pattern recognition, deduction and generalization. Credit will be granted for only one of MATH 102 or MATH 100. Acceptable for credit in all BA, BASc, BBA, HKIN, HNU, MUSI and NURS degrees. Prerequisite: Grade 12 math or equivalent. Three credits.

105 Business Mathematics

This course will give an introduction to some of the quantitative methods used in the fields of business. A presentation of mathematics applicable to business, including functions, modelling, finance, regression, forecasting, simulation, and linear programming. Use of spreadsheets will be a fundamental part of this course. Acceptable for credit in all programs. May only be used as an open or an approved elective in mathematics or computer science programs. Credit will be granted for only one of MATH 105 and MATH 205. Three credits and one-hour lab.

106 Calculus I

An introduction to differential calculus of a single variable, with applications to physical, life, and social sciences. Topics include limits, differentiation of polynomial, exponential, logarithmic, and trigonometric functions, inverse functions and their derivatives, implicit differentiation, curve sketching, and applied max-min problems. The format of MATH 106 has been structured to provide students with additional learning resources to support and foster a conducive learning environment. Credit will be granted for only one of MATH 106, ENGR 121 or MATH 126. Prerequisite: Grade 12 pre-calculus or equivalent. Six credits of calculus is required in the B.Sc. major, advanced major or honours program. Three credits and one-hour problem-session and one-hour lab.

107 Calculus II

An introduction to integral calculus for functions of one variable. Topics include definite and indefinite integrals; the fundamental theorem of calculus; methods of integration; numerical approximation of definite integrals; applications to area and volume; probability density functions and distributions; differential equations; and Taylor polynomials. The format of MATH 107 has been structured to provide students with additional learning resources to support and foster a conducive learning environment. Credit will be granted for only one of MATH 107, ENGR 122 or MATH 127. Prerequisite: MATH 106 or 126. Six credits of calculus is required in the B.Sc. major, advanced major or honours program. Three credits and one-hour problem-session and one-hour lab.

121 Calculus I for Engineers

This course examines the main idea of calculus of a single variable. It covers functions, limits, continuity; differentiation and integration of polynomial, exponential, logarithmic, and trigonometric functions; product, quotient, and chain rules; applications of differentiation to graphing; maximum-minimum problems, and related rate problems; definite and indefinite integrals, and the fundamental theorem of calculus. Credit will be granted for only one of MATH 121 or MATH 106 or MATH 126. Cross-listed as ENGR 121. Prerequisite: grade 12 pre-calculus or equivalent. Three credits and one-hour lab and one-hour problem session.

122 Calculus II for Engineers

A continuation of ENGR 121, this course covers the applications of integration, including areas, volumes, moments, pressure, and work; techniques of integration; numerical integration; length of curves; surfaces of revolution; parametric equations; polar co-ordinates; sequences and series; and Taylor series. Credit will be granted for only one of MATH 122 or MATH 107 or MATH 127. Cross-listed as ENGR 122. Prerequisite: MATH 121. Three credits and one-hour lab and one-hour problem session.

126 Calculus I

An introduction to differential calculus of a single variable, with applications to physical, life, and social sciences. Topics include limits, differentiation of polynomial, exponential, logarithmic, and trigonometric functions, inverse functions and their derivatives, implicit differentiation, curve sketching, and applied max-min problems. Credit will be granted for only one of MATH 106, ENGR 121 or MATH 126. Prerequisite: Grade 12 pre-calculus or equivalent. Six credits of calculus is required in the B.Sc. major, advanced major or honours program. Three credits and a one-hour lab every other week.

127 Calculus II

An introduction to integral calculus for functions of one variable. Topics include definite and indefinite integrals; fundamental theorem of calculus; methods of integration; numerical approximation of definite integrals; applications to area and volume; probability density functions and distributions; differential equations; and Taylor polynomials. Credit will be granted for only one of MATH 107, MATH 127 or ENGR 122. Prerequisite: MATH 106 or MATH 111 or MATH 126. Six credits of calculus is required in the B.Sc. major, advanced major or honours program. Three credits and a one-hour lab every other week.

221 Differential Equations for Engineers

Covers first order linear and non-linear ordinary differential equations; ordinary differential equations of higher order with constant coefficients; applications to engineering problems; power series solutions; Laplace transforms; periodic functions; applications of Laplace transforms to linear systems; Fourier series. Credit will be granted for only one of MATH 221 or MATH 367. Cross-listed as ENGR 221. Prerequisite: MATH 122. Three credits and two-hour problem session.

222 Calculus III for Engineers

Extends the ideas introduced in MATH 121 to the calculus of several variables, and covers space curves, arclength, curvature; partial derivatives; implicit functions; constrained and unconstrained extrema; multiple integrals; line, surface, and volume integrals; change of variables in multiple integrals; scalar and vectors fields; gradient, divergence, and curl; Stokes theorem. Credit will be granted for only one

of MATH 222 or MATH 267. Cross-listed as ENGR 222. Prerequisite: MATH 122. Three credits and two-hour problem session.

223 Linear Algebra for Engineers
Covers geometric vectors in three dimensions; dot product; cross product; lines and planes; complex numbers; systems of linear equations; matrix algebra; matrix inverse; determinants; Cramer's rule; introduction to vector spaces; linear independence and bases; rank; linear transformations; orthogonality and applications; Gram-Schmidt algorithm; eigenvalues and eigenvectors. Credit will be granted for only one of MATH 223 or MATH 253. Cross-listed as ENGR 123. Prerequisites: MATH 122. Three credits and two-hour problem session.

236 Data Modeling for Business
Evidence-based decision-making in business required the use of the mathematical models to analyze data and to help identify and assess possible answers to what-if questions. This course introduces the student to what should be considered when using mathematical models for business. Topics include model construction, analyzing and modeling data sets, optimization, risk analysis and model testing. Prerequisite: One of MATH 105, 106 or 126. Three credits. Offered 2023-2024 and in alternate years.

253 Matrix Algebra
An introduction to solution of linear systems, algebra of matrices, determinants, two- and three-dimensional vector spaces, and the matrix eigenvalue problem. Credit will be granted for only one of MATH 253 or MATH 223. Prerequisite: One of MATH 101/102 ,106, 121, 126, CSCI 162. Three credits.

254 Linear Algebra
An introduction to abstract vector spaces, including discussion of bases, dimension and homomorphisms of vector spaces; linear transformations, including invariant subspaces; matrix representations and diagonalization procedures. Prerequisites: one of MATH 253, 223 or ENGR 123 and one of MATH 107, 122, 127. Three credits.

267 Calculus III
Topics include: vectors in two and three dimensions; equations of lines, planes and surfaces; calculus of vector functions, multivariate functions, partial derivatives, multiple integration and applications. Credit will be granted for only one of MATH 267 or MATH 222. Prerequisite: One of MATH 107, 122, 127. Three credits.

277 Discrete Structures
An introduction to sets, binary relations and operations; induction and recursion; partially ordered sets; simple combinations; truth tables; Boolean algebras and elementary group theory, with applications to logic networks, trees and languages; binary coding theory and finite-state machines. Cross-listed as CSCI 277. Prerequisite: One of MATH 101/102 ,106, 121, 126, CSCI 162. Three credits.

287 Natural Resource Modelling
The course covers formulating real-world problems from renewable natural resources; using software to solve mathematical models; formulating and testing policies for managing dynamic systems; and developing communication skills through report writing. Prerequisite: One of MATH 107, 122, 127. Three credits. Offered 2023-2024 and in alternate years.

335 Management Science
This course prepares students for careers as analysts and consultants in industries with a focus on enhancing business value through operations, logistics and supply chain management. A variety of successful implementations of management science/operations research tools in different application areas will be studied. Tools such as linear programming, project scheduling with uncertain activity times, various inventory models and simulation will be introduced and coupled with application in the fields of managing operations in manufacturing, long term financial planning and management of healthcare systems. Cross-listed as CSCI 335. Prerequisites: One of MATH 106, 121, 126 or CSCI 161. Three credits. Offered 2023-2024 and in alternate years.

347 Combinatorics
The course covers the principle of inclusion and exclusion; generating functions; recurrence relations; rings and modular arithmetic; finite state machines; group and coding theory; Pólya's method of enumeration; finite field and combinatorial design; graph theory. Prerequisite: MATH 277. Three credits. Not offered 2023-2024; next offered 2024-2025.

354 Modern Algebra I
This course introduces algebraic structures such as groups, rings and fields along with fundamental algebraic concepts such as symmetries, permutations, isomorphisms and homomorphisms. Applications from diverse areas may include coding theory, crystallography, circuits, logic, geometry and graph theory. Prerequisites: MATH 254, 277. Three credits.

361 Advanced Vector Calculus
Topics include vectors; vector differentiation including gradient, divergence, and curl; vector integration including the Gauss and Stokes theorems. Prerequisites: One of MATH 222 or 267 and one of MATH 223 or 253. Three credits. Not offered 2023-2024; next offered 2024-2025.

366 Real Analysis I
This course considers rigorous development of the real number system; numerical sequences and series; properties of continuous functions; metric spaces; sequences and series of functions. Prerequisites: MATH 254, 267, 277. Three credits.

367 Differential Equations
Topics include first- and second-order linear differential equations; systems of linear differential equations; methods of solution including Laplace transforms and series solution; introduction to non-linear differential equations and numerical methods. Credit will be granted for only one of MATH 367 or MATH 221. Prerequisite: one of MATH 107, 122, 127. Three credits.

371 Modern Geometries
A survey of Euclidean and non-Euclidean geometries. Topics include geometric axioms, the parallel postulate, constructions, models of hyperbolic geometry, topology, and fractals. Prerequisite: One of MATH 253, 277. Three credits. Not offered 2023-2024; next offered 2024-2025.

372 Number Theory
Topics include divisibility of integers; congruences; the Chinese remainder theorem; quadratic residues and non-residues; Gaussian reciprocity law; number theoretic functions; and the Moebius inversion formula. Prerequisite: MATH 277. Three credits. Offered 2023-2024 and in alternate years.

382 Sports Analytics
Modern sports science and professional teams increasingly require the use of applied statistical and analytical techniques. This course introduces the use of statistical analysis in a variety of contexts applicable to sport, including models, prediction, inference, simulation, and performance metrics. A research project involving the analysis of real-world data is an integral part of the course. Credit will only be granted for one MATH 382 or MATH 471(2019-2020) or MATH 399(2020-2021). Prerequisite: One of STAT 101, 224, 231. Three credits.

384 Numerical Methods
This course covers methods used to solve mathematical problems on computer systems, including mathematical background and error analysis of solutions to non-linear equations; polynomial interpolations; integration and differentiation; quadrature methods; systems of equations and differential equations. Prerequisites: One of MATH 223, 253; and one of CSCI 125, 161. Three credits. Not offered 2023-2024.

387 Mathematical Modelling
This course teaches the use of mathematical models to solve real-world problems. The modelling cycle will be practiced using problems found in the real world. Prerequisites: One of MATH 222, 267, and one of MATH 223, 253. Three credits. Not offered 2023-2024; next offered 2024-2025.

389 Financial Mathematics
Topics include stochastic models of financial markets; forward and futures contracts; European options and equivalent Martingale measures; hedging strategies and management of risk; term structure models and interest rate derivatives; and optimal stopping and American options. Ito's lemma and Girsanov's theorem to develop methods for pricing financial derivatives are examined. Pricing problems are considered in discrete (Binormal option price model) and continuous-time (Black-Scholes Merton price model). Credit will be granted for only one of MATH 389 or MATH 471 offered in 2012-2013. Prerequisites: One of MATH 106, 126 and one of STAT 101, 231. Three credits. Not offered 2023-2024; next offered 2024-2025.

454 Modern Algebra II
The topics are: polynomial rings, unique factorization, irreducible polynomials; Sylow theorems, solvability of polynomial equations; Galois theory; and the Jordan canonical form. Prerequisite: MATH 354. Three credits. Not offered 2023-2024; next offered 2024-2025.

462 Complex Variables
Topics include complex numbers, elementary functions, series and integration, Laurent series, and residue theory. Prerequisites: One of MATH 221, 367 and one of MATH 222, 267. Three credits. Not offered 2023-2024; next offered 2024-2025.

466 Real Analysis II
Material includes topology of Euclidean nspace; differentiation; Riemann Stieltjes integration; limits and continuity in n-dimensions; differentiation of nonlinear transformations; and the implicit function theorem. Prerequisite: MATH 366. Three credits. Offered 2023-2024 and in alternate years.

471 Selected Topics in Mathematics
This course will cover current mathematical topics such as graph theory, category theory, dynamical systems, optimization theory, point set topology or mathematical finance. Three credits.

481 Partial Differential Equations
The study of special functions and partial differential equations, including the wave, heat, and Laplace equations in various coordinate systems. Prerequisites: MATH 254 and one of MATH 221, 367 and one of MATH 267, 222. Three credits. Offered 2023-2024 and in alternate years.

490 Honours Thesis
Students will prepare and present a thesis based on original research conducted under the supervision of a faculty member. Required for honours students. Six credits.

491 Senior Seminar
Cross-listed as STAT 491. The purpose of this non-credit course is to assist students in carrying out research, composition, and oral presentation. Students will present a project topic in the fall term and their project in the spring. Attendance at departmental seminars is mandatory. No credit.

STATISTICS COURSES

101 Introductory Statistics
This course will give an introduction to descriptive and inferential statistics. Topics include descriptive statistics; graphical display of data, random variables and probability distributions, parameter estimations, hypothesis testing and simple linear regression. Students will learn to use statistical software tools; to identify bias in data collection; to organize and summarize data; to make inferences from data and to be able to test the significance of the results. Acceptable for credit in the Faculties of Arts and Business, and the Departments of Human Kinetics, Human Nutrition and B.Sc. Nursing. STAT 101.H will focus on applications to health sciences and STAT 101.B will focus on applications to business and economics. Credit will be granted for only one of STAT 101, STAT 224, STAT 231, PSYC 292(290). Three credits.

224 Probability and Statistics for Engineers
This course covers probability laws and the interpretation of numerical data, probability distributions and probability densities, functions of random variables, joint distributions, characteristic functions, inferences concerning mean and variance, tests of hypotheses, linear regression, and time series analysis. Engineering applications are emphasized and statistical computer packages are used extensively. Credit will be granted for only one of STAT 224, STAT 101, STAT 231, or PSYC 292(290). Cross-listed as ENGR 224. Prerequisite: ENGR 122 or MATH 122. Three credits and two-hour problem session.

231 Statistics for Students in the Sciences
Topics include descriptive statistics; data collection, tabulation, and presentation; measures of central tendency and variability; elementary probability; binomial, normal and chi-square distributions; parameter estimation and tests of hypotheses; linear regression and correlation. Students will learn about statistical significance and the communication of statistical evidence, and be introduced to a statistics computer package. Credit will be granted for only one of STAT 231, STAT 101, STAT 224, or PSYC 292 (290). Prerequisite: One of MATH 107, 122, 127. Three credits and a one-hour lab.

311 Survey Sampling Design
Topics include simple random sampling, stratified sampling, systematic sampling, cluster sampling, multi-stage sampling, bootstrap samples. Prerequisite: STAT 101 or 224 or 231. Three credits and a one-hour lab. Not offered 2023-2024.

331 Statistical Methods
An investigation of statistics and experimental design in the context of biological and health science issues. Topics include analysis of variance, categorical data; distribution-free tests; linear and multiple regression. Students will learn to analyze data and interpret conclusions using a statistical software package. Recommended strongly for all major, advanced major, and honours students. Credit will be granted for only one of STAT 331, PSYC 394, or PSYC 390. Cross-listed as BIOL 331. Prerequisite: One of STAT 101, 224, 231. Three credits and a one-hour lab.

333 Introductory Probability Theory
Material will include combinational analysis; axioms of probability; the law of total probability and Bayes' Theorem; discrete and continuous random variables; mathematical expectation and variance; joint distributions; introduction to moment-generating functions and their applications; limit theorems. Prerequisites: One of MATH 222, 267 and one of STAT 101, 224, 231 or permission by the department chair. Three credits.

334 Mathematical Statistics
Topics include distribution theory; order statistics; point and interval estimation; MVUEs and the Rao-Blackwell theorem; consistency and sufficiency; the method of maximum likelihood; the method of moments; uniformly most powerful tests and the Neymann-Pearson fundamental lemma; likelihood ratio tests; least squares theory; statistical models and estimation in ANOVA. Prerequisite: STAT 333. Three credits.

344 Epidemiological Methods I
Studying the factors that increase the risk of disease is a direct application of statistics. The course introduces the core concepts of epidemiology, the study of the cause and spread of diseases, to examine how we measure disease risk and design studies to examine the attributable risk to risk factor. Topics include measures of disease risk and impact, reliability of diagnostics tests, threats to the validity of a study, and health topics including outbreak investigation and disease surveillance. Credit will be granted for only one of STAT 344 or STAT 472(2018-2019) or STAT 472(2020-2021). Prerequisites: One of STAT 101, 224, 231, PSYC 292. Three credits. Not offered 2023-2024; next offered 2024-2025.

357 Regression Analysis
An investigation of the statistical techniques for modelling the relationship between a dependent variable and one or more independent or predictor variables. Topics include ordinary least squares method and linear regression, matrix algebra and multiple regression, variable selection, residual analysis, multicolinearity, and generalized linear models. Credit will be granted for only one of STAT 357 or STAT 435. Prerequisites: One of MATH 223, 253 and one of STAT 101, 224, 231 or permission of the chair. Three credits and a one-hour lab. Offered 2023-2024 and in alternate years.

445 Statistical Learning and Data Mining
The course covers the most current techniques used in data mining and machine learning and their background theoretical results. Two basic groups of methods are covered in this course: supervised learning (classification or regression) and unsupervised learning (clustering). The supervised learning methods include Recursive Partitioning Tree, Random Forest, Linear Discriminant and Quadratic Discriminant Analysis, Neural Network, Support Vector Machine. The unsupervised learning methods include Hierarchical Clustering, K-means, K-nearest-neighbour, model-based clustering methods. Furthermore, the course also covers the dimensional reduction techniques such as LASSO and Ridge Regression, and model checking criteria. Prerequisites: CSCI 161, STAT 224 or 231 or permission of department chair. Three credits. Not offered 2023-2024; next offered 2024-2025.

472 Selected Topics
The course will cover a selection of current selected topics, such as epidemiology II, sampling theory, time series analysis, stochastic processes, design and analysis of experiments, bootstrap methods, multivariate analysis, and bioinformatics. In 2023-2024, the focus will be mathematical statistics II. Three credits.

490 Honours Thesis
Students will prepare and present a thesis based on original research conducted under the supervision of a faculty member. Required for honours students. Six credits.

491 Senior Seminar
Cross-listed as MATH 491. The purpose of this non-credit course is to assist students in carrying out research, composition, and oral presentation. Students will present a project in the fall term and their completed project in the spring. Attendance at Departmental seminars is mandatory. No credit.

» **MI'KMAQ** see 9.26 Modern Languages

9.26 MODERN LANGUAGES (FREN, GERM, MIKM, MLAN, SPAN)

M. Faulkner, Ph.D.
V. Kocay, Ph.D.
E. Langille, D. ès L.
M. Paz-Mackay, Ph.D.
W. Tokarz, Ph.D.

Part Time
E. Djo
M. Lade, M.Ed.
D. Stevens

Placement of Students
Students registering for a French course for the first time at StFX should note that the Department of Modern Languages offers several courses to first-time registrants in French, depending on their background. Please note:

a) First time registrants in French at StFX must complete the online placement test prior to registering. This test is to assist in registering in the appropriate section (basic, intermediate or advanced level French). The link to the on-line placement test is http://moodle.stfx.ca, search French Placement Test.
b) First-time registrants who have not completed high school core French or its equivalent should enrol in FREN 111.
c) Results on the placement test are a determining factor in the enrolment for first-time registrants.
d) Students with native proficiency may register in any 200-level course.
e) The department reserves the right to place students. Students placed at the intermediate or advanced level of the placement test will not be able to receive credit for FREN 111 or 112.

Recommendations

Candidates for the major, advanced major or honours degrees in French are strongly encouraged to spend at least one summer (five weeks) in a French-speaking environment through an immersion program or one year in the junior year abroad program. Please see below for details.

Students hoping to pursue masters or doctoral studies in the humanities or social sciences are reminded that these programs often carry language requirements.

Minor or Subsidiary Program

A minor or subsidiary in French or Spanish requires at least 6 credits at the 300- or 400-level.

Major Program

Major in French

A student may take a major in French by completing 36 credits in FREN (excluding FREN 111/112), including FREN 312(215) and at least 15 credits at the 300- or 400-level. A thesis is not required.

Major in Spanish

The Department of Modern Languages offers a major in Spanish (language and literature) for students who have completed a minimum of one semester in a Hispanic country. Students completing the major requirement abroad will have to complete their course work at the 300- or 400-level, or equivalent, excluding courses already completed at StFX. Students who wish to apply for the major degree must seek permission from the department chair and submit relevant course descriptions of work to be done abroad to the Dean's office for approval.

Joint Major in French and Spanish

A student may do a joint major in French and Spanish. The requirements for each subject are the same as for a major in French and a major in Spanish.

Advanced Major Program

A student may take an advanced major in French by completing 36 credits in FREN (excluding FREN 111/112), including FREN 312(215) and at least 21 other credits at the 300- or 400-level. Students registered in the advanced major program in French are required to do FREN 492, a three-credit senior seminar comprising a thesis in French of approximately 4,000 words.

Honours Program

A student may take an honours degree in French by completing 60 credits in FREN (excluding FREN 111/112), including FREN 312(215) and at least 33 other credits at the 300- or 400-level. Twelve of the 60 credits may be taken in a related field with department permission. Students registered in the honours program in French are required to do FREN 492, a three-credit senior seminar comprising a thesis in French of approximately 6,000 words.

Certificate of Proficiency in French

This certificate is awarded to students who wish to have their proficiency in French officially acknowledged by a distinction appearing on their transcript. It is not necessary to do a major in French in order to take the test, although certain requirements must be met. Students who wish to sit for the exams should make their intentions known by 15 December. The exams will take place during the last week of classes.

Requirements:

a) At least 18 credits beyond the 100 level, including FREN 312(215), and at least 6 credits at the 300- or 400-level.
b) A minimum grade of 70 is required in each FREN course.
c) Written and oral examinations with a minimum of 70 on each part (exam may be repeated after one year). The structure of the exam includes:
    i) An exam covering grammar and usage (2 hours), specifically on the following points: verb conjugations (all tenses and moods), relative pronouns, object pronouns, prepositions, agreement of adjectives, plural of nouns and adjectives, complex sentence structures.
    ii) A composition on a subject prompt provided (1 hour)
    iii) An oral exam: 45 minutes to read a text provided, and 15 minutes to present its content and answer questions from three professors (1 hour).

Transfer Credit for French Immersion Courses

Students may request a maximum of six transfer credits for a successfully completed immersion course. The following guidelines apply:

a) Newly admitted students may request transfer credit in French only for courses taken after completing grade 12 French. Normally, transfer credit will not be granted for courses taken five years prior to admission.
b) Students must obtain a letter of permission from their Dean prior to enrolling in an immersion course if credit is sought.
c) The Explore summer immersion course in French may not be used in a major, minor or subsidiary but may be used as part of a pair or as an arts elective in any degree program. Other immersion courses will be assessed on an individual basis.

Summer Language Bursary Program

Official Languages Programs

To promote the study of Canada's official languages, the Council of Ministers of Education, Canada (CMEC), in co-operation with the provinces and territories, administers Accent (formerly OLMP, part-time), Odyssey (formerly OLMP, full-time), Explore (formerly SLBP), and CMEC also co-ordinates official-language activities related to agreements between the federal and provincial/territorial governments.

For information on the summer language bursary program contact the provincial co-ordinator, French language bursaries, Department of Education, Box 578, Trade Mart Building, Halifax, NS, B3J 2S9, 902-424-5283, or visit the following websites: EXPLORE: www.myexplore.ca

For information on immersion courses in France during the summer contact the French Consulate, 777 rue Main Suite 800, Moncton, NB, E1C 1E9, 506-857-4191. Program information is also available from the department chair.

Junior Year Abroad Program

The department encourages students in a four-year program to spend their junior year in a French-speaking environment. To this end, a study abroad program has been put into place allowing students to spend their third year at the Centre International d'Etudes Françaises in Angers, France. See section 3.18. For information about this program, see the chair or designate.

Department Requirements

A pair or a minor must be in one language. Students who complete a minor or a major in one language may also count a pair in a second language.

MLAN - Modern Languages

123 Contemporary Cinema: Global Screen

Three credits.

209 Beginning Arabic

Arabic is written and understood as an official language in more than 35 countries, including at least 400 million people living in majority Arabic-speaking countries. This course introduces students to formal written Arabic and the spoken dialects of Syria and Egypt. Students will become proficient at reading, writing, and understanding basic Arabic and will be able to carry on simple conversation. In addition to language, the course includes expressions of culture, both religious and non-religious. Credit will be granted for only one of MLAN 209 or RELS 291(2018-2019) or RELS 298(2017-2018). Cross-listed as RELS 209. Three credits. Offered 2023-2024.

FRENCH

111 Basic University French I

This course corresponds to level A1 of the Common European Framework of Reference for Languages (CEFR). Students will acquire the necessary competence in the four language skills: listening, speaking, reading and writing, to use familiar words and simple phrases for concrete communication situations such as introduction of self, answering basic questions about home, family and surroundings. This course is restricted to students with little previous background in French and who have not completed grade 12 core French. Credit will be granted for only one of FREN 111 or FREN 110. Three credits and one-hour lab.

112 Basic University French II

This course is a continuation of FREN 111 and corresponds to level A2 of the Common European Framework of Reference for Languages (CEFR). Students will learn to understand and communicate during easy or habitual tasks and will understand isolated phrases and common expressions that relate to areas of high personal relevance (like personal or family information, shopping, immediate environment, work). This course is recommended for students with some background in French or who have completed grade 12 Core French. Credit will be granted for only one of FREN 112 or FREN 110. Three credits and one-hour lab.

Notes:
a) The department reserves the right to refuse admission to these courses to students whose knowledge of French is inadequate according to the department placement test.
b) FREN 111 and FREN 112 may not be used as credit toward a major, advanced major or honours degree. They may be used toward a minor or subsidiary in French, as part of a pair, or as electives.
c) Closed to students who have completed 200-level French courses or higher, as well as to students from French schools and French Immersion programs.

211 Intermediate French I
This course corresponds to level B1 of the Common European Framework of Reference for Languages (CEFR). Students will acquire the necessary competence in the four language skills: listening, speaking, reading and writing, and will be able to communicate with some confidence on matters related to his/her interests and professional field. Students will be able to express thoughts on more abstract, cultural topics such as films, books, music etc. Recommended for students who have completed high school French Immersion Program, have completed FREN 112 (with a grade of at least 60), or who are placed into the course through the placement test. Credit will be granted for only one of FREN 211 or FREN 115. Three credits and one-hour lab.

212 Intermediate French II
This course corresponds to level B1 of the Common European Framework of Reference for Languages (CEFR). Students will acquire the necessary competence to interact with fluency and spontaneity and produce detailed text on a wide range of subjects. Recommended for students who have a strong background in French, who have completed FREN 211, or who are placed into the course through the placement test. Credit will be granted for only one of FREN 212 or FREN 115. Three credits and one-hour lab.

225 (Français des affaires I) Business French I
An introduction to the language in which the French-speaking world conducts business. Students will acquire solid communication skills, including knowledge of specialized vocabulary. Practical drill in the language lab will familiarize students with commercial correspondence and professional telephone etiquette. Prerequisite: FREN 211(115) or permission of the department chair. Three credits.

235 (Français des affaires II) Business French II
A continuation of FREN 225, this course introduces the language of specialized areas of business, such as marketing, finance, management, and teaches basic legal terminology. Students will learn the protocol of a formal business presentation in French as well as meeting procedures according to the Code Morin. Prerequisite: FREN 211 (115) or permission of the department chair. Three credits.

253 Langue et culture: le francais en Europe
A history of French language and culture, starting with its Latin, Celtic and Germanic origins, and stressing the ethnic, political, social, technological factors that have helped shape the language down through the centuries. Specifically examined are the influence of such institutions as feudalism, the monarchy, the Church, the universities, print culture, the French Academy, colonialism and so forth. Credit will be granted for only one of FREN 253 or FREN 220. Prerequisite: FREN 212. Three credits.

254 Langue et culture: Le français dans le monde
This course focuses on contemporary French language and culture as spoken and lived in the Francophone world. Emphasis will be on discovering cultural similarities and differences featured in literary texts, songs, cinema, legends, superstitions, beliefs, and celebrations in some of the 29 countries where French is an official language. This course may be of particular interest to current or prospective French teachers. Credit will be granted for only one of FREN 254 or FREN 220. Three credits.

271 Survey of French Literature: Origins to Renaissance
A study in historical context and sequence of the most important works written in French from 1000 to 1600. Extracts of literary works in modern translation extending from *la Chanson de Roland* to Montaigne's Essays and including, medieval romance, early poetry, plays, the works of Villon, Rabelais and Ronsard. Recommended for all French major, advanced major, and honours students. Credit will be granted for only one of FREN 271or FREN 216. Prerequisite: FREN 212. Three credits.

272 Survey of French Literature: Classical Period to 1900
A study in historical context and sequence of the most important works written in French from 1600-1900. Extracts taken from the literary works of Corneille, Racine and Molière, and including eighteenth and nineteenth century writers such as Marivaux, Voltaire, Diderot, Hugo, Baudelaire, Verlaine, Balzac, Flaubert, Daudet, Zola and Maupassant. Recommended for all French major, advanced major, and honours students. Credit will be granted for only one of FREN 272 or FREN 216. Prerequisite: FREN 212. Three credits.

311 Advanced French I
This course corresponds to level B2 of the Common European Framework of Reference for languages (CEFR). This focus is on complex sentence structure, the use of the verb tenses and moods, as well as on expressions of cause and consequence. Emphasis will be place on language acquisition by means of text analysis, writing exercises (notably the structure of the résumé) and oral presentations. Credit will be granted for only one of FREN 311 or FREN 215. Prerequisite: FREN 212(115) or completion of French School, or an exceptional result on the placement test. Three credits.

312 Advanced French II
This course corresponds to the level B2 of the Common European Framework of Reference for languages (CEFR). The focus is on complex sentence structure, including the use of relative pronouns, active and passive voice structures, indirect discourse, terms of articulation, expressions of attenuation and restriction. Emphasis will be placed on language acquisition by means of text analyzes, writing exercises (notably descriptive and argumentative texts) and oral presentations. Credit will be granted for only one of FREN 312 or FREN 215. Prerequisite: FREN 311 or permission of the department chair, or who are placed into the course through the placement test. Three credits.

318 Classical French Theatre
This class offers an introduction to 17th-century French literature with a primary focus on representative works by three major dramatists: Corneille, Molière and Racine. It explores their vision of humanity and assesses their contribution to French literature and the history of ideas. Credit will be granted for only one of FREN 318 or FREN 316. Prerequisite: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

319 Literary Works of the grand siècle (Les Moralistes)
This course studies a selection of primarily prose and poetry works from the classical period that was 17th-century France. It includes a study of works by Pascal, Descartes, La Rochefoucauld, La Fontaine, Boileau, Mme de Lafayette, and La Bruyère. Credit will be granted for only one of FREN 319 or FREN 316. Prerequisite: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

321 French Cinema
A study of France's unique contribution to the seventh art, starting with the Frères Lumières' moving pictures in 1895 and covering the history of French cinema. Emphasis will be placed on such masterpieces as *La Grande Illusion* and *Les Enfants du Paradis*. Prerequisite: FREN 212(115) or permission of the department chair. Three credits.

322 18th-Century French Theatre
An introduction to 18th-Century French theatre. This course focuses on the evolution of the field of theatre during the Enlightenment. Presented in chronological sequence, the course gives special attention to works by Lesage, Voltaire, Marivaux, Diderot and Beaumarchais. Credit will be granted for only one of FREN 322 or FREN 326. Prerequisite: 6 credits of FREN at the 200 level, completed or concurrent or permission of the department chair. Three credits.

324 18th-Century Literature: The Novel
An Introduction to the 18th-century French novel, this course gives special attention to works by Lesage, Montesquieu, Prévost, Voltaire, Marivaux, Diderot, Rousseau and Bernardin de Saint-Pierre. Credit will be granted for only one of FREN 324 or FREN 326. Prerequisite: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

327 French Writing I
An introduction to the techniques of composition through the study and practice of appropriate sentence structure. This course is designed to improve students' expression of complex thought and to familiarize them with the idiomatic use of French language in a variety of contexts. The course combines vocabulary enrichment, detailed analysis of texts and a variety of writing activities: descriptions, portraits, narrations, and correspondence. Emphasis is on describing and narrating. Prerequisite: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

329 Children's Literature
A critical survey of French children's literature. Authors to be studied include La Fontaine, Perrault, Ségur, Daudet, Cendrars, Aymé, Gripari, Sempé et Goscinny, PEF, Tournier. Prerequisites: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

331 From Self-expression to Self-denial: 19th Century France

This presents 19th century texts in the context of events, ideas and schools of thought that shaped this period, events such as the French Revolution, the Napoleonic era, and the Franco-Prussian war. Major currants of thought of this period involve Romanticism, Realism, Naturalism and Symbolism. Readings will include extracts from well-known authors of the period. Credit will be granted only for one of FREN 331 or FREN 347/348. Prerequisite: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

332 Ideas in French Literature: the 20th Century

This course proposes to present literary texts in the context of events, ideas and schools of thought that shaped 20th Century French literature, events such as the two world wars, and ideas associated with movements such as phenomenology, surrealism, communism, existentialism, and feminism. Readings will include extracts from texts of the period. Credit will be granted only for one of FREN 332 or FREN 347/348. Prerequisite: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

341 Linguistics I: Phonetics

An introduction to linguistics, this course presents the major concepts used in linguistics and outlines the phonetic structure of the French language as revealed in word formations and in sentence structures. It includes pronunciation exercises. Credit will be granted for only one of FREN 341 or FREN 340. Prerequisite: one of FREN 115, 211 or 212 or higher-level French course. Three credits.

342 Linguistics II: Morphology, Syntax & Semantics

This course presents three of the major branches of contemporary linguistics, morphology, or word form, syntax, or sentence structure, and semantics, or word meanings. Students will acquire an understanding of linguistic concepts and linguistic analysis through the student of practical examples. Credit will be granted for only one of FREN 342 or FREN 340. Prerequisite: one of FREN 115, 211 or 212 or higher-level French course. Three credits.

351 Stylistic Comparison of French and English

This course develops theoretical and practical knowledge specific to the field of translation. Students will be initiated to the techniques and instruments of translation to reflect upon the notions of comparative stylistics and accordingly understand the fundamental differences between the English and French languages. Prerequisite: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

361 Acadian Literature

A critical description of the historical, socio-cultural, linguistic, and literary significance of Acadian writing. Consideration will also be given to stylistic evolution, from oral literature to poetry, novels, and short stories. Credit will be granted for only one of FREN 361 or FREN 376. Prerequisite: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

362 Acadian Language and Culture

This course will examine the current linguistic situation in the Acadian communities of the Atlantic provinces. Students will study the cultural, social and historical circumstances which have influenced and contributed to the distinct cultural identity of the Acadian people. Credit will be granted for only one of FREN 362 or FREN 376. Prerequisite: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

363 Québécois Literature I: Révolution tranquille to the Present

An introduction to the study of Québécois literature since the Quiet Revolution. Through a sampling of works representing the major literary genres, this course focuses on the role of literature in Quebec's political and social affirmation as a society. Special attention is given to the works of Marie-Claire Blais, Pierre Vallières, Michel Tremblay, Gaston Miron and Gabrielle Roy. Prerequisite: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

364 Québécois Literature II: Origins to the Révolution tranquille

A study of the major literary forms and authors of French Canada from the beginning of the colony to the Révolution tranquille (ca. 1960). Emphasis is placed on a structural and thematic approach to narrative, set against a background of cultural and ideological influences. Prerequisites: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

410 Medieval French Literature

A study of literary genres from the chanson de geste, courtly romance, and the novels of chivalry to early French poetry covering the five hundred year period from 1000-1500. Credit will be granted for only one of FREN 410 or FREN 400. Prerequisite: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

415 Renaissance French Literature

A study of the Renaissance period in literature and language through the works of Marot, Rabelais, Du Bellay, Ronsard, Montaigne and the poets of the baroque. The century's concern with the French language provides a convenient introduction to the study of the development of modern French. Credit will be granted for only one of FREN 415 or FREN 400. Prerequisite: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

456 Literary Criticism (Roman et Société)

The objective of this course is to introduce the field of French literary criticism and to illustrate several analytical methods based on current schools of literary theory. After establishing a socio-historical background, the class will focus in detail on five major schools of textual analysis, springing from the concepts of structuralism and post-structuralism: *narratologie, sémiotique, psychocritique, thématique*, and *sociocritique*. Prerequisite: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

457 French Poetry from the Symbolist Movement to the Present

A study of major French poets beginning with the Symbolist Movement at the end of the 19th century and concluding with current trends in poetry. Authors include Stéphane Mallarmé, Paul Valéry, Guillaume Apollinaire, Pierre Reverdy, Francis Ponge, Paul Claudel, Andre Breton, Henri Michaux, Francis Jammes, Blaise Cendrars, Jules Supervielle, Paul Eluard, René Char, and Jacques Reda. Prerequisite: 6 credits of FREN at the 200 level or permission of the department chair. Three credits.

492 Senior Seminar and Thesis

An in-depth study of an area of French or French-Canadian literature chosen by the student as the basis for his or her thesis. Working under the supervision of a chosen professor, students will research and write a thesis in French of approximately 4,000 words for an advanced major and 6,000 words for an honours student. Professor and student will meet once a month to review progress. Required for all advanced major and honours students in their final year of study. Three credits.

GERMAN

101 German for Beginners I

This course is an introductory course intended for students with no previous knowledge of the language. This course provides student with a sound basis for learning German as it is used in spoken and written communication today within the context of German-speaking culture. This course will also familiarize students with contemporary life and culture in German-speaking countries. Credit will be granted for only one of GERM 101 or GERM 100. Three credits and language lab.

102 German for Beginners II

This course is a continuation of GERM 101 and stresses progress and systematic practice in the four language skills: listening, speaking, reading and writing. This course will provide a more advanced foundation in the basic elements of grammatical and syntactical structures in the target language. It promotes understanding of the culture of German speaking countries. Credit will be granted for only one of GERM 102 or GERM 100. Prerequisite: GERM 101 or permission of department chair. Three credits and language lab.

201 Language and Culture I

This course corresponds with the A2 level of the Common European Framework of Reference of Languages (CEFR) and is designed for students desiring to broaden and enhance their knowledge in the four language skills: listening, reading, speaking and writing through the study of authentic materials gleaned from German cultural productions. Students will be given the opportunity to understand and appreciate German culture through the introduction of language, texts, film, music, etc. Credit will be granted for only one of GERM 201 or GERM 200. Prerequisite: GERM 102. Three credits.

202 Language and Culture II

A continuation of 201, this puts the emphasis on understanding, speaking, writing and reading. Students will review grammar structures, acquire active vocabulary and continue to familiarize themselves with various aspects of contemporary German culture and everyday life. Students will practice their language skills through group activities, individual presentations and discussions of short texts, video clips and songs. Credit will be granted for only one of GERM 202 or GERM 200. Prerequisite: GERM 102. Three credits.

300 German Language III

This course will develop proficiency in speaking and listening. Emphasis will be placed on advanced writing skills and grammatical structures. This course will also enhance knowledge of the German speaking world through insights into the cultural and literary life in German speaking countries. Prerequisite: GERM 200 or 201. Six credits.

MI'KMAQ

105 Mi'kmaq Language I
Using creative inquiry methodology and Indigenous pedagogy, this course introduces students to the various aspects of the Mi'kmaq language: phonetics, morphology, semantics, syntax, and language acquisition. Comparisons will be made between the seven districts of the Mi'kma'ki nations. Three credits.

205 Mi'kmaq Language II
This course is intended for student whose first language is Mi'kmaq or who are proficient speakers of the language. The aim of the course is to develop substantive knowledge of Mi'kmaq literacy. Students will be introduced to the different writing systems used by the Mi'kmaq over time. Three credits.

SPANISH

101 Spanish for Beginners I
This course is intended for students with no previous knowledge of the language. Students will develop basic communicative skills in the target language, study Spanish grammar as a means to effective communication, express themselves in spoken and written Spanish, integrate their knowledge of grammatical structures and functions with thematically relevant vocabulary, and be introduced to the diversity of the Spanish-speaking world. Credit will be granted for only one of SPAN 101 or SPAN 100. Three credits and lab.

102 Spanish for Beginners II
This language course, in which communicative objectives are centred on personal life, and range from talking about family to narrating past events, focuses on past tenses, the use of indirect and direct object pronouns, and grammatical constructions with the present tense. This course continues to develop students' writing, speaking, and comprehension skills through a variety of written, oral, and audio-visual activities that integrate cultural elements. Credit will be granted for only one of SPAN 102 or SPAN 100. Prerequisite: SPAN 101 or permission of the department chair. Three credits and lab.

221 Intermediate Spanish I
This course is an intermediate course intended for students with previous knowledge of Spanish. It combines language and cultural elements that will allow students to improve their communicative competence in Spanish, review and practice the grammatical structures studied in 100-level Spanish courses, refine their language skills in reading, writing, listening, and speaking, and learn about the cultures of the Hispanic world. Credit will be granted for only one of SPAN 221 or SPAN 200. Prerequisite: SPAN 102 or 100. Three credits and language lab.

222 Intermediate Spanish II
A continuation of SPAN 221, students will learn advanced grammatical structures and further develop skills in reading, writing, listening, and speaking in Spanish, while continuing to learn about contemporary Hispanic cultures. Credit will be granted for only one of SPAN 222 or SPAN 200. Prerequisite: SPAN 221 or SPAN 299. Three credits and language lab.

255 Cultural Production and Human Rights in Latin America
Conducted in English, this interdisciplinary course will examine the history and reception of contemporary Latin American cultural production related to the defence of human rights. The course will cover controversial topics concerning repressed social group with a focus on textual and visual artifacts. This course will include the study of literature, films, documentaries, testimonies, street theatre performances and photography. The course provides a foundation for subsequent courses in Hispanic literature and culture. Three credits.

306 Advanced Spanish
A follow-up to SPAN 222, this course is an extensive review of the conventions that govern grammar and language usage in Peninsular and Latin-American Spanish. Students will improve their overall communicative proficiency in spoken and written Spanish. Representative texts from the target culture with an aim in developing the critical reading and writing skills at the upper-intermediate level will be discussed. Credit will be granted for only one of SPAN 306 or SPAN 305. Prerequisite: SPAN 222 or permission of the department chair. Three credits.

315 Hispanic Civilization to 1800
Students completing this course can expect to be able to read and discuss advanced texts in Spanish. Reading and course material for this course will be drawn from texts on Hispanic civilization in the Iberian Peninsula and in the New World to 1800, with emphasis on the age of exploration and discovery. Credit will be granted for only one of SPAN 315 or SPAN 300. Prerequisite: SPAN 222 or permission of the department chair. Three credits.

325 Hispanic Civilization, 1800 to the Present
Students completing this course can expect to be able to read and discuss advanced texts in Spanish. Reading and course material for this course will be drawn from texts on the social and cultural development of Spanish speaking countries from 1800 onward. The decline of Spain as a major cultural power is counterbalanced by the emergence of Spanish American countries. Their quest for independence in the 19th century gives this course a natural narrative. Credit will be granted for only one of SPAN 325 or SPAN 320. Prerequisite: SPAN 222 or permission of the department chair. Three credits.

327 Spanish Language Cinema
This course, for advanced students, is an introduction to Spanish language films. It studies films and their language in a cultural, historical and geographic context. Essays, readings and film analysis are the main activities for this course. Students are advised that film screenings will be in addition to scheduled class time. Prerequisite: SPAN 222 or permission of the department chair. Three credits.

334 Spanish Composition
An intermediate to advanced level composition course designed for students with a working knowledge of the language. Students will improve their overall proficiency in written Spanish, be exposed to representative texts from the target culture appropriate to developing their critical reading and writing skills, attain a deeper understanding of the significant socio-cultural aspects of the Spanish-speaking world, and learn the necessary writing skills to be able to participate in higher level academic courses in Spanish. Prerequisite: SPAN 222 or permission of the department chair. Three credits.

427 Spanish and Latin-American Literature and Cinema
This course will explore films based on novels. Students will acquire an understanding of the socio-cultural factors that engendered Spanish and Latin-American novels and cinema. These socio-cultural issues pertain to, but not limited to: race, ethnicity, gender, politics, globalization and human rights. At the same time, students will acquire a critical perspective of contemporary issues addressed and incorporated in Latin-American and Spanish novels and cinema. Prerequisite: SPAN 222 or permission of the department chair. Three credits.

431 Topics in Latin American Literature
This course provides a survey of Latin American literature through the works of Latin American. This course will cover a selection of key literature readings, from the early nineteenth-century to present, with an emphasis on the ways in which literature gives a voice to value systems, traditions, and beliefs. The course is intended to complement language studies, and provides a sufficient grounding for subsequent courses in Hispanic literature and culture. Conducted in Spanish. Credit will be granted for only one of SPAN 431, 374 or 464. Prerequisite: SPAN 306 or SPAN 334. Three credits.

434 Topics in Spanish Literature
The course covers Spanish literature from different regions of Spain. This course presents a selection of key literature readings from the early nineteenth-century to the present in their historical context. The course is intended to complement language studies, and provides a foundation to courses in Hispanic literature and culture. Conducted in Spanish. Credit will be granted for only one of SPAN 434, 363 or 463. Prerequisite: SPAN 306 or SPAN 334. Three credits.

498 Selected Topics
Three credits.

9.27 MUSIC (MUSI)

R. Billington, M.Mus.
K. Brunkhorst, M.Mus.
A. Farrugia, MA
J. Hanlon, M.Mus.
K. Omae, MA
A. Michelli, MA
P. Rushka, D.Mus.
P. Tynan, M.Mus.

Part Time
B. Bannerman, BA
B. Colins, BA
C. Curry, M.Mus.
C. Greencorn, M.Mus.

The Department of Music offers a curriculum that focuses on jazz studies and contemporary music. Degrees are windows to graduate study and commercial applications in the field of music. In addition to academically appropriate course work, award-winning faculty stress performance and composition as part of a well-rounded program.

General Admission Requirements

In addition to the general admission requirements listed in chapter 1, candidates for admission to the music program are required to pass an audition on a major instrument or voice; see section 1.3 c. Re-entry students must re-audition.

Music students are initially admitted to the Bachelor of Music. Entrance to the Bachelor of Music Honours will be by application and based on grades. Qualifying students will be eligible to apply to the Bachelor of Music Honours program at the end of their second year of study. Students who fail to meet the admission requirements to the Bachelor of Music programs may be eligible for the BA with Major in Music.

Placement Auditions

It has become the practice of the department in certain instrument areas to provide instruction in the first year of study as a group format. The decision to place students in group/private lessons will be made in accordance with placement auditions held during registration/orientation week and private instructor availability.

Students in Applied Performance courses will participate in regular juried exams each term.

All courses offered by the Department of Music, except the Applied Performance courses, are available to any student who satisfies the prerequisite requirement. Applied Performance courses are only available to non-music majors with the permission of the instructor and the department chair.

Applied Music Fees

Students (including non-music majors) take music lessons with our outstanding faculty. Due to the costs associated with applied music instruction, additional fees, above tuition, are applicable. A fee of $750 will be applied for registration in a 3-credit Applied Performance course. Should a student withdraw from an Applied Performance course, regular refund policies will be applicable. See https://www.mystfx.ca/financial-services/

Bachelor of Music

Typical Course Pattern:

Year 1	MUSI 104, 105, 108, 109, 146/156 or 147/157, 165, 166*, 181, 195, 265; 6 credits arts/science
Year 2	MUSI 208, 209, 246/256 or 247/257, 263, 276, 281, 295; one from MUSI 117, 118, 119, 217, 275, 312, 319, 385; 9 credits arts/science and/or open electives
Year 3	MUSI 235, 304, 346/356 or 347/357, 322, 323, 325, 381; 9 credits of arts/science and/or open electives
Year 4	MUSI 395, 446/456 or 447/457, 426, 465, 492; 18 credits of arts/science and/or open electives

The 24 credits of arts/science electives must be 2 pairs with at least 1 pair from the arts faculty.

Students are required to obtain a minimum grade of 65 in Applied Performance courses.

*Students with sufficient piano skill may test out of MUSI 166 upon passing a proficiency exam. Students exempted from this course are required to complete a music elective in place of MUSI 166.

Bachelor of Music with Honours

Typical Course Pattern:

Year 1	MUSI 104, 105, 108, 109, 146/156 or 147/157, 165, 166*, 181, 195, 265; 6 credits arts/science electives
Year 2	MUSI 208, 209, 246/256 or 247/257, 235, 263, 276, 281, 295; one from MUSI 117, 118, 119, 217, 275, 312, 319, 385; 6 credits arts/science electives
Year 3	MUSI 304, 346/356 or 347/357, 322, 323, 325, 381, 395; 9 credits arts/science and/or open electives
Year 4	MUSI 360, 446/456 or 447/457, 426, 465, 481, 494, 495; 9 credits arts/science and/or open electives

The 24 credits of arts/science electives must be 2 pairs with at least 1 pair from the arts faculty.

Students are required to obtain a minimum grade of 65 in Applied Performance courses.

*Students with sufficient piano skill may test out of MUSI 166 upon passing a proficiency exam. Students exempted from this course are required to complete a music elective in place of MUSI 166.

Bachelor of Arts with Major in Music

Students may complete a major in music in the BA program by completing 36 credits from the following, or others in consultation with the chair:

a) MUSI 104, 105, 108, 109;
b) 18 credits from MUSI 112, 117, 118, 119, 165, 208, 209, 217, 235, 275, 276, 312, 319, 322, 323, 385, 465;
c) 12 credits of performance courses from MUSI 146/156, 147/157, 166, 181, 195, 246/256, 247/257, 214, 281, 295, 346/356, 347/357, 446/456, 447/457;
d) A maximum of 15 credits at the 100-level (including MUSI 101, 103) are permitted in the major.
e) A minimum of 18 credits at the 300-400 level is required.

See section 4.1.3 for other degree requirements.

Minor in Music

Students may complete a minor in music with 24 credits from the following courses, or others in consultation with the department chair: MUSI 104, 105, 108, 109, 146/156 or 147/157, 117, 118, 119, 165, 166, 208, 209, 246/256 or 247/257, 214, 217, 219, 275, 276, 312, 322, 323, 385, 465. Applied Music courses (x81, x95) are also permitted, but admission to those courses is by audition only.

Pair in Music

A pair in music requires 12 credits with a maximum of 6 credits at the 100-level.

104 Structure of Common Practice Music

This course covers the fundamentals and basic concepts of music theory and notation, including those of melody, harmony, and rhythm. Prior rudimentary experience with reading music (the staff, pitch, clefs, intervals, and rhythmic value subdivisions) is strongly recommended. Credit will be granted for only one of MUSI 104 and MUSI 101. To be taken concurrently with MUSI 105. 1.5 credits.

105 Aural Skills I

This course is the aural accompaniment to MUSI 104. Prior rudimentary experience with reading music (the staff, pitch, clefs, intervals, and rhythmic value subdivisions) is strongly recommended. Credit will be granted for only one of MUSI 105 and MUSI 101. To be taken concurrently with MUSI 104. 1.5 credits.

108 Jazz Theory

The material studied in Jazz Theory is designed to be applied to the performance and writing of jazz. Topics include chord-scale relationships; chord construction; three-, four-, and five-part harmony; substitution and function; construction and analysis of harmonic progressions. Credit will be granted for only one of MUSI 108 and MUSI 103. To be taken concurrently with MUSI 109. Prerequisite: MUSI 104 and 105 with a minimum grade of 60 in each. 1.5 credits.

109 Aural Skills II

This course is the aural accompaniment to MUSI 108. Credit will be granted for only one of MUSI 109 and MUSI 103. To be taken concurrently with MUSI 108. 1.5 credits.

112 The Art of Listening

A survey course designed to acquaint students with the core elements of music, and musical periods, genres, and styles while developing critical listening skills. Not acceptable for credit in the Bachelor of Music programs. Three credits.

117 History of Popular Music

A survey of rock and pop styles from 1955 to the near-present. Among the many topics covered are Elvis Presley, The Beatles, Bob Dylan, styles of the 1970's, punk rock and the 'New Wave', Synth-pop, Manchester, Rap/Hip-hop and 'Alternative'. Three credits. May not be offered every term.

118 World Music

A survey course covering folkloric and ethnic musical traditions from around the world: Africa, Asia, North and South America, the Caribbean, Europe. Three credits. May not be offered every year.

119 Music in Film, Television & Video Games

A survey course designed to acquaint students with the music used in film, televisions and video games. Exploring the diverse relationship image and music share, the course will examine important composers, works and historical reasons why different styles of music are used in support of these various media. Three credits. May not be offered every year.

146 Vocal Ensemble I

Participation in the StFX University Choral and Vocal Jazz Program provides students with an opportunity to develop vocal fundamentals and musicianship through the rehearsal and performance of high-quality choral music from all periods and cultures. Vocal Jazz Ensembles provide a more advanced ground for ear-training and performance through the study of complex harmony in many jazz and popular styles. All ensembles are open to all university students by audition during the first week of fall classes. Two sections will be offered: section 11 is for voice majors and students participating in more than one ensemble and section 12 is for non-majors participating in one ensemble. Credit will be granted for only one of MUSI 146 and MUSI 106. 1.5 credits.

147 Instrumental Ensembles I

These courses integrate materials from applied music and other courses with ensemble playing. Ensembles meet weekly; extra rehearsal sessions are expected. Coaching comes from professors and advanced students. Repertoire will reflect aspects of jazz, popular, folk, or rock music. Assessment includes performance outside of the classroom. Concert attendance in the visiting artist series is required.

Attendance in weekly department master classes is required. Credit will be granted for only one of MUSI 147 and MUSI 107. Prerequisite: Successful audition held in the first week of September. 1.5 credits.

156 Vocal Ensemble II
A continuation of MUSI 146. Credit will be granted for only one of MUSI 156 and MUSI 106. Prerequisite: MUSI 146. 1.5 credits.

157 Instrumental Ensembles II
Continuation of MUSI 147. Credit will be granted for only one of MUSI 157 and MUSI 107. Prerequisite: MUSI 147. 1.5 credits.

165 Jazz History
An introductory course in improvisational style specifically pertaining to the Jazz Idiom from 1900 to present. Extensive viewing and listening will be required. Three credits.

166 Basic Keyboarding Skills
The piano keyboard has historically been the workshop for the study of harmony and music theory. This class introduces basic piano skills for supplementing the musicianship of non-piano majors. The course includes weekly instruction and testing on fingering patterns for scales, common voicings for all chord types, common chord progressions, melody and bass-lines; all primarily for use in jazz and popular styles of music. Some basic reading skills are also covered. Students with sufficient piano skill may test out upon passing a proficiency exam. Students exempted from this course are required to complete a music elective in place of MUSI 166. Restricted to students in the programs of Bachelor of Music and Bachelor of Arts with Major in Music. Three credits.

181 Applied Performance I
This course provides students with private instruction on a major applied instrument or voice. Normally restricted to students in the Bachelor of Music program or may be taken with permission of the chair. A jury performance is required at the end of term. Credit will be granted for only one of MUSI 181 or MUSI 190. Three credits.

191 Secondary Instrument I
This course provides students with instruction on an instrument other than their major instrument. Prerequisite: permission of the chair and studio teacher. Three credits over the full academic year.

195 Applied Performance II
This course provides students with private instruction on a major applied instrument or voice. Normally restricted to students in the Bachelor of Music program, or may be taken with permission of the chair. A jury performance is required at the end of term. Prerequisite: MUSI 181 with a minimum grade of 65. Three credits.

208 Jazz Theory and Arranging
A continuation of MUSI 108, this course introduces many devices used in small group arranging: writing intros, endings, background figures, voicing, and rhythm section parts. Credit will be granted for only one of MUSI 208 and MUSI 203. To be taken concurrently with MUSI 209. Prerequisites: MUSI 108, 109 with a minimum grade of 60 in each. 1.5 credits.

209 Aural Skills III
This course is the aural accompaniment to MUSI 208. Credit will be granted for only one of MUSI 209 and MUSI 203. Prerequisites: MUSI 108, 109 with a minimum grade of 60 in each. 1.5 credits.

214 History and Instrumental Techniques for Guitar
An overview of the guitar and its influence as a musical instrument in western music. Key figures, innovators, builders and performers will be studied in depth. Students will learn the basics of the instrument from its history to actual techniques on how to play. A guitar is required. Three credits.

217 The Beatles
The Beatles' influence on popular music and pop culture is indelible and continuing. This course examines their lives, their music and lyrics, and their context, musically and socially, in the 1960's and beyond. Three credits.

235 Music Technology
This course introduces the basic technology used to notate and edit music. Students will also be introduced to standard industry practices for the production of commercial music. Three credits.

246 Vocal Ensemble III
A continuation of MUSI 156. Credit will be granted for only one of MUSI 246 and MUSI 206. Prerequisite: MUSI 156. 1.5 credits.

247 Instrumental Ensembles III
A continuation of MUSI 157. Credit will be granted for only one of MUSI 247 and MUSI 207. Prerequisite: MUSI 157. 1.5 credits.

256 Vocal Ensemble IV
A continuation of MUSI 246. Credit will be granted for only one of MUSI 256 and MUSI 206. Prerequisite: MUSI 246. 1.5 credits.

257 Instrumental Ensembles IV
A continuation of MUSI 247. Credit will be granted for only one of MUSI 257 and MUSI 207. Prerequisite: MUSI 247. 1.5 credits.

263 Improvisation Fundamentals
This class introduces students to the skills and techniques of improvisation in music. The course will focus on skill development, with an emphasis on harmonic, melodic and rhythmic accuracy in a jazz setting. Prerequisites: MUSI 108, 109 with a minimum grade of 60. Three credits.

265 Jazz Styles and Analysis
A course in the harmonic and rhythmic analysis of players, particularly Thelonious Monk, Miles Davis, Charlie Parker, and Dizzy Gillespie, and their innovations which brought the music to its present maturity. Three credits.

275 Songwriters and Their Songs
The course is an in-depth study of songwriters and popular songs primarily from the second half of the 20th century to present day. Songs and songwriters of different styles and periods will be explored, as well as songwriters' approaches to lyric writing. Lyric devices, song forms, and storytelling will be explored and analyzed. Three credits.

276 Songwriting Workshop and Production
This course puts into practice the lyrical and musical devices from many great popular songwriters of different styles. Students will create a portfolio of songs and will make demo recordings of their material using music department technology. Students not enrolled in a music degree must demonstrate proficiency on an instrument or voice and submit a portfolio of their creative work in order to be admitted to the course. Prerequisites: MUSI 108, 109 with a minimum grade of 60. Three credits.

281 Applied Performance III
This course provides students with private instruction on a major applied instrument or voice. Normally restricted to students in the Bachelor of Music program or may be taken with permission of the chair. A jury performance is required at the end of term. Credit will be granted for only one of MUSI 281 or MUSI 290. Prerequisite: MUSI 195 with a minimum grade of 65. Three credits.

291 Secondary Instrument II
This course provides students with instruction on an instrument other than their major instrument. Prerequisite: permission of the chair and studio teacher. Three credits over the full academic year.

295 Applied Performance IV
This course provides students with private instruction on a major applied instrument or voice. Normally restricted to students in the Bachelor of Music program, or may be taken with permission of the chair. A jury performance is required at the end of term. Prerequisite: MUSI 281 with a minimum grade of 65. Three credits.

304 Small Ensemble Arranging
Combines jazz arranging and orchestration with writing assignments for small ensembles. Prerequisites: MUSI 208, 209 with a minimum grade of 60. Three credits.

312 Women and Popular Music
A critical examination of the roles of the singing performer from the later 19th century to present through the development and changes of different musical styles and cultural context. Singer/audience relationships are explored as well as vocal lineage and the musical contributions of key artists. The course also surveys key singers over the last 100 years, through examining ideas fame, artistry, cultural/political significance race, and gender. Credit will be granted for only one of MUSI 312 and MUSI 385 (offered from 2016-2018). Cross-listed as WMGS 312. Three credits.

319 Celtic Music
This course is an examination of traditional music from the six Celtic countries with emphasis on Scotland, Ireland, and Cape Breton, including Gaelic song, bagpipe, fiddle, and harp music. We will also explore the development of the "Celtic Music" genre in North America. Credit will be granted for only one of MUSI 319, MUSI 219 or CELT 253. Cross-listed as CELT 319. Three credits.

322 Western Art Music I: Medieval, Renaissance, and Baroque
An overview of musical styles and forms from the Middle Ages to the 18th century. This course addresses the broad spectrum of musical contributions that allowed for the development of Western music. The ability to read music is required. Credit will be granted for only one of MUSI 322 or MUSI 315. Prerequisites: MUSI 208, 209 with a minimum grade of 60 or permission of the chair. Three credits.

323 Western Art Music II: Romantic and 20th Century
An overview of musical styles and forms from the 18th to 20th centuries. This course addresses the broad spectrum of musical developments of Western music. Credit will be granted for only one of MUSI 323 or MUSI 316/416. Prerequisite: MUSI 208, 209 with a minimum grade of 60 or permission of the chair. Three credits.

325 Jazz Composition
Designed to provide a foundation in the techniques of jazz composition with an in-depth study of modal harmony and its applications. Prerequisite: MUSI 208, 209 with a minimum grade of 60. Three credits.

346 Vocal Ensemble V
A continuation of MUSI 256. Credit will be granted for only one of MUSI 346 and MUSI 306. Prerequisite: MUSI 256. 1.5 credits.

347 Instrumental Ensembles V
A continuation of MUSI 257. Credit will be granted for only one of MUSI 347 and MUSI 307. Prerequisite: MUSI 257. 1.5 credits.

356 Vocal Ensemble VI
A continuation of MUSI 346. Credit will be granted for only one of MUSI 356 and MUSI 306. Prerequisite: MUSI 346. 1.5 credits.

357 Instrumental Ensembles VI
A continuation of MUSI 347. Credit will be granted for only one of MUSI 357 and MUSI 307. Prerequisite: MUSI 347. 1.5 credits.

360 Advancing Improvisation
A continuation of MUSI 263 with a focus on the melodic, harmonic, and rhythmic vocabularies of jazz genres of 1960's forward and its associated repertoire. Restricted to students in the Bachelor of Music Honours program or with permission of the chair. Prerequisite: MUSI 263. Three credits.

381 Applied Performance V
This course provides students with private instruction on a major applied instrument or voice. Normally restricted to students in Bachelor of Music programs or may be taken with permission of the chair. A jury performance is required at the end of term. Credit will be granted for only one of MUSI 381 or MUSI 390. Prerequisite: MUSI 295 with a minimum grade of 65. Three credits.

386 Selected Topics II
Three credits.

391 Secondary Instrument III
This course provides students with instruction on an instrument other than their major instrument. Prerequisite: permission of the chair and studio teacher. Three credits over the full academic year.

395 Applied Performance VI
This course provides students with private instruction on a major applied instrument or voice. Normally restricted to students in Bachelor of Music programs, or may be taken with permission of the chair. A jury performance is required at the end of term. Prerequisite: MUSI 381 with a minimum grade of 65. Three credits.

426 Advanced Arranging/Orchestration
This course will focus on advanced composition and arranging concepts using and expanding on the techniques gained in previous theory and arranging classes. Topics include orchestration, formal analysis, examining contemporary writers, and writing for various ensembles. Credit will be granted for only one of MUSI 426 or MUSI 420. Prerequisite: MUSI 304 with a minimum grade of 60. Three credits.

446 Vocal Ensemble VII
A continuation of MUSI 356. Credit will be granted for only one of MUSI 446 and MUSI 406. Prerequisite: MUSI 406. 1.5 credits.

447 Instrumental Ensembles VII
A continuation of MUSI 357. Credit will be granted for only one of MUSI 447 and MUSI 407. Prerequisite: MUSI 357. 1.5 credits.

456 Vocal Ensemble VIII
A continuation of MUSI 446. Credit will be granted for only one of MUSI 456 and MUSI 406. Prerequisite: MUSI 446. 1.5 credits.

457 Instrumental Ensembles VIII
A continuation of MUSI 447. Credit will be granted for only one of MUSI 457 and MUSI 407. Prerequisite: MUSI 447. 1.5 credits.

465 Jazz Styles and Literature
A seminar class that examines the historic so-called "ECM Explosion" of the late 60's, 70's, 80's and the modern European influence. Important musicians and their contributions to improvised music will be examined. Current Canadian jazz and improvising musicians will also be covered. Three credits.

481 Applied Performance VII
This course provides students with private instruction on a major applied instrument or voice. Restricted to students in the Bachelor of Music Honours program. A jury performance is required at the end of term. Credit will be granted for only one of MUSI 481 or MUSI 490. Prerequisite: MUSI 395 with a minimum grade of 70. Three credits.

491 Secondary Instrument IV
This course provides students with instruction on an instrument other than their major instrument. Prerequisite: permission of the chair and studio teacher. Three credits over the full academic year.

492 Recital
Students work under the supervision of their private studio instructor to produce a half-hour concert performance on their major instrument/voice. Taken concurrently with MUSI 395. Restricted to students in the Bachelor of Music program. No credit.

494 Honours Recital and Thesis
Students work under the supervision of their private studio instructor to produce a one-hour concert performance on their major instrument/voice. Students also write a thesis on a topic relevant to their performing or compositional interest. Taken concurrently with MUSI 495. Restricted to students in the Bachelor of Music Honours program. Three credits over the full academic year.

495 Applied Performance VIII
This course provides students with instruction on a major applied instrument or voice. Taken concurrently with MUSI 494. Restricted to students in the Bachelor of Music Honours program. Prerequisite: MUSI 481 with a minimum grade of 70. Three credits.

499 Directed Study
In consultation with the department, students may undertake a directed study in an approved area of interest. See section 3.5. Three or six credits.

9.28 NURSING (NURS)

Faculty
M. Arnott, MN, RN
B. Benoit, Ph.D., RN
A. Borras, Ph.D., RN
D. Delorey, M.Ad.Ed., RN
H. Helpard, Ph.D., RN
D. Halperin, Ph.D., RN
P. Hansen-Ketchum, Ph.D., RN
S. Hendra, MN, RN
J. Kiernan, Ph.D., RN
C. MacDonald, Ph.D., RN
D. Mansell, Ph.D. RN
E. McGibbon, Ph.D., RN
J. Purvis, MN, RN
J. van Wijlen, MN, RN

Nurse Educators
L. Burns, MN, RN
D. Cabrera, MN, RN
C. Chisholm, B.Sc.N., RN
D. Connolly, MN, RN
J. Daviau, M.Ad.Ed., RN
K. DeCoste, B.Sc.N., RN
A.M. Dobbin, M.Ed., RN
F. Dunbar, MN, RN
Y. Fraser, M.Ed., RN
A. Hillman, B.Sc.N., RN
A. Laybolt, B.Sc.N., RN
S. Livingston, M.Ad.Ed., RN
J. MacDonald, MN, RN
L. MacDonald, M.Ad.Ed., RN
A. MacDonnell, B.Sc.N., RN
M. MacNeil, M.Ad.Ed., RN
J. Mbugua, M.Ed., RN
W. Panagopoulos, M.Ed., RN
M. Ryan, MN, RN
C. Steele, B.Sc.N., RN

Professor Emerita
A. Gillis, Ph.D.

StFX offers three pathways to a BScN degree, the prerequisite degree for eligibility to sit the licensing exam to become a Registered Nurse (RN). All three professional nursing programs offer a blend of classroom-based courses, simulation lab experiences, and nursing practica. Nursing. BScN graduates are generalists with entry-level professional competencies to provide care to a patients and families across the lifespan in a range of clinical and community-based settings.

There are three options for completion of the B.Sc. in Nursing:

a) A four-year regular program, involving a September entry point, eight semesters over four calendar years, summers off; May graduation.
b) An accelerated option program for students who have successfully completed at least one year of university, including prerequisite non-nursing courses in anatomy and physiology with lab (6 credits), microbiology (3 credits), English (3 credits), statistics (3 credits) and 15 open university electives. This program has a January entry point, and runs for six semesters over two calendar years including during summer semesters; December graduation.
c) A part-time distance programs for Licensed Practical Nurses (LPNs)

B.Sc. in Nursing

Regular program

Semester 1: BIOL 151; CHEM 151; ENGL 111; PSYC 155; STAT 101;
Semester 2: BIOL 115, 152; HNU 135; RELS 117 or PHIL 135; 3 credits humanities or social science

Regular and accelerated programs

Semester 3: NURS 206, 207, 208, 209
Semester 4: NURS 231, 232, 233, 234
Semester 5: NURS 306, 307, 308, 309
Semester 6: NURS 332, 333, 334, 3 credits NURS or open elective or NURS 395 for honours students
Semester 7: NURS 406, 408, 409, 3 credits NURS or open elective or NURS 498 for honours students
Semester 8: NURS 440

Part-time distance B.Sc.N. program for LPNs

Bridging program: BIOL 115; ENGL 111; NURS 265; NURS 297; STAT 101
Semester 4: NURS 231, 232, 233, 234
Semester 5: NURS 306, 307 308, 309
Semester 6: NURS 332, 333, 6 credits NURS or open elective
Semester 7: NURS 334, 406, 408, 409
Semester 8: NURS 440

Progression Requirements

a) Students must successfully complete all semester 1 and 2 courses before they may progress to semester 3 courses.
b) A minimum grade of 65% is required to pass any nursing course whether it is a required or elective nursing course.
c) Students must successfully complete all required nursing courses in one semester before they may progress to the next semester.
d) Students with two or more course failures will be suspended from the nursing program for a minimum of two semesters. Students may apply for re-admission. Re-admission is at the discretion of the Director and Associate Director of the School of Nursing and the Dean of Science, is not guaranteed, and is dependent on availability of seats. Application for re-admission is via a letter to the Associate Director about three months before the planned possible re-entry date.
e) For courses that have both classroom and lab components, students must successfully complete both to pass the course. Students who need to repeat a course with a lab component must repeat both the lab and the classroom component.
f) Completing all assigned practica is essential for progression. Practica may occur during days or nights, weekdays or weekends. Performance in clinical nursing courses will be evaluated based on a combination of written assignments, development of nursing care plans, and evaluation of performance. Students must successfully complete the clinical practicum in its entirely in order to receive credit for the course and progress to the next semester of the nursing program. Sometimes when there are circumstances such as a student's illness, family crises, or bereavement, it may be possible to reschedule clinical practice time for students who miss assigned time, and students who miss practicum time should plan accordingly. Sometimes it is not possible for a student to reschedule practicum time that is missed and thus a grade of IN (incomplete) will be considered. Extended absences are evaluated by the Associate Director on an individual basis.
g) Students must be prepared for practica in various locations beyond Antigonish, including costs of transportation. Practica placements involve a province-wide system called Health Student Placement Net (HSPnet). While they will be asked about preferences, students do not select their own practica placements.
h) Nursing students are responsible for maintaining certification in HSP CPR.
i) Nursing students are expected to disclose to the Associate Director of the School of Nursing any criminal record which has occurred since admission.

Students applying to transfer from the regular program to the accelerated program, or from the accelerated program to the regular program, are required to submit a change of program request form located on the services portal, the second week of classes in January. Approvals are subject to available seats. Transferring into the accelerated program requires an average of 85% in semesters 3, 4, and 5 and completion of electives. Transferring into the regular program requires an average of 75% in semesters 3, 4, and 5.

Professional Conduct and Safety to Practice

The ultimate goal of nursing education is to prepare safe, competent, knowledgeable, and ethical practitioners of nursing. Nursing is regulated through the Nursing Act of the Province of Nova Scotia (2019) and the Nova Scotia College of Nurses (NSCN). All persons practicing nursing, including nursing students, must do so in accordance with established legal, ethical, and professional standards. These are outlined in the Canadian Nurses Association Code of Ethics, NSCN Entry-level Competencies for Registered Nurses, and NSCN Standards of Practice. Any behaviors that demonstrate lack of accountability for one's own practice, or which endangers public health or safe patient care, warrants application of the StFX Rankin School of Nursing Academic Regulation for Students in Clinical Practice Settings. Serious infractions, or repeated infractions without demonstrated improvement in practice, might result in students being dismissed from the nursing program. See School of Nursing policy at https://www.mystfx.ca/nursing

Practical testing of skill performance (e.g. measuring vital signs, inserting intravenous lines) is required to ensure students can perform nursing skills safely and competently. Students must show successful ability to do so. See School of Nursing policy at https://www.mystfx.ca/nursing

Acquiring a criminal record may result in non-progression in the program. NSCN requires disclosure of criminal records prior to licensure. Students with questions about the impact of a criminal conviction are asked to speak with the Associate Director of the School of Nursing.

Costs

Standard university fees such as tuition, lodging, and student union fees, additional expenses for students in the nursing program include:

a) Nursing equipment and clothing such as stethoscopes and uniforms
b) Travel and lodging for practica
c) Resources to prepare for RN licensure exam

Students who do not submit required documentation such as criminal records checks of evidence of vaccinations within stated deadlines will be charged $150.

Nursing Core Courses

206 Foundations of the Discipline & Profession of Nursing

Students learn about nursing as a profession, the role of the professional nurse and the evolution of nursing. Exploration of professional identity, comportment, and moral, altruistic, legal, ethical, and regulatory standards and principles are addressed. Concepts of collective collaboration, leadership and evidenced-informed practice and their core competences are introduced. Introduction to learning plans and portfolio development are also included. Prerequisite: Successful completion of all first-year courses. Three credits.

207 Introduction to Human Functioning, Homeostasis and Nursing Therapeutics

Students learn about select human health body structures and functions and adaptive responses that support health. Students gain requisite foundational skills that promote health, prevent illness, manage disease processes, restore optimal function, and alleviate suffering for persons across the lifespan. The course is divided into three modules: homeostasis, pharmacology, and communication and nursing informatics. Supervised lab practice is a required component for all course modules. Prerequisite: Successful completion of all first-year courses. Six credits.

208 Foundations of Health and Health Systems

Students gain a broad understanding of health and wellness and how they are created in society, with emphasis on the determinants of health and social justice. A focus is on the Canadian health care system and concepts of person-centred care, primary health care, cultural competence, critical thinking, and population health promotion including person-centred teaching and learning. The role of theory and evidence, including best practice guidelines to support the care of healthy individuals, populations, and communities is introduced. Community practice application. Prerequisite: Successful completion of all first-year courses. Three credits.

209 Introduction to Health Assessment and Clinical Nursing Practice

Caring and the nursing process are introduced, with a focus on health history and development of plans of care. Students gain basic psychomotor skills to assess normal body structures and functions and to conduct a comprehensive physical exam. Students apply professional and ethical practice, communication and relationship building skills, and evidence and best practice guidelines and critical thinking in the care of select healthy persons across the life course through a required three-hour supervised lab practice per week and clinical applications. Prerequisite: Successful completion of all first-year courses. Three credits.

231 Fundamentals of Research

Students learn the fundamentals of research and the application of evidence in nursing and health care. The research process and research methodologies are examined, with an emphasis on critically reading and interpreting research evidence, selecting best practice guidelines, and making evidence-informed decisions. Collaborative approaches to research and knowledge translation strategies are introduced. Prerequisites: Successful completion of all semester three courses. Three credits.

232 Alterations in Health and Nursing Therapeutics I

Students are introduced to pathophysiology and disease processes. The focus is on select structures and functions that support health and wellbeing, including fluid and electrolyte balance, acid-base balance, fatigue, sleep, thermoregulation, gas exchange, neuro/intracranial regulation, comfort/pain, infection, inflammation, and immunity. This course builds on pharmacological applications of select medication routes, calculations and medication safety, particularly related to intravenous therapy. Complementary therapies to manage pain are emphasized. Three-hour supervised lab practice is a required component of the course and clinical applications. Prerequisites: Successful completion of all semester three courses. Three credits.

233 Care of Families in Transition: Childbearing and Childrearing Years

Students are introduced to the care of families in transition during the childbearing and childrearing years. Emphasis is on theories, concepts and relational practice related to family, maternity, and pediatric nursing practice. Understanding ethical dilemmas and legal issues and the application of cultural competence and safety and evidence-based practice for care of families at various transition points is a focus. The course is divided into three modules: family nursing and family-centred care; maternal-newborn nursing; and nursing of children and adolescents. Prerequisites: Successful completion of all semester three courses. Six credits.

234 Introduction to Nursing Practice

This integrated practice experience focuses on the care of families during the childbearing and childrearing years. Principles of primary health care and the nursing process are applied. Students integrate psychomotor skills and techniques and health assessments. Students also apply professional and ethical practice, communication, relationship building skills, evidence-based practice and best practice guidelines, and critical thinking and judgment to work effectively with families, groups, and various health care teams/members. Includes clinical application. Prerequisites: Successful completion of all semester three courses. Three credits.

306 Advanced Nursing Leadership, Management and Evidence-Informed Practice

Students learn the leadership and management roles of the nurse within collaborative teams. Concepts of power dynamics, management, human resource management, principles of assignment and delegation, conflict resolution, and program planning and evaluation are emphasized. Leadership is explored within the complexities of today's public policy systems and profession based systems and organizations. Strategies to critique and facilitate the use of evidence, including research and practice guidelines for evidence-informed nursing and collaborative practice are examined. Prerequisites: Successful completion of all semester four courses. Three credits.

307 Alterations in Health & Nursing Therapeutics II

Students build on concepts of pathophysiology and disease processes gained from NURS 232. The focus is on selected human structures and functions that support physical and mental health and wellbeing, including glucose and hormone regulation, cellular regulation (including cancer), clotting, perfusion, and sensory perception. Attention is given to pharmacology for addiction and mental health issues. Pharmacological applications, including complementary therapies related to major acute physical and mental health conditions for persons and families across the lifespan, are a focus. Weekly independent clinical skills study and labs are a required component of the course. Prerequisites: Successful completion of all semester four courses. Three credits.

308 Acute Care Nursing: Perinatal, Children, Medical-Surgical, and Psychiatric

Students learn about acute, episodic, and life threatening mental and physical illness for persons across the lifespan. Attention is specifically given to select cognitive, mood and affect, social functioning disorders, psychiatric emergencies, and select cardio-vascular, circulatory and hemolytic function, digestive and gastrointestinal, endocrine and metabolic, respiratory and gas exchange, and reproductive disorders. Understanding ethical dilemmas and legal issues and the application of cultural competence and safety and evidence informed practice is a focus. The course is divided into three modules: mental health illness; physical health illness; and illness during pregnancy and childhood. Prerequisites: Successful completion of all semester four courses. Six credits.

309 Care of Persons Experiencing Acute, Episodic, and Life Threatening Physical, Perinatal, and Mental Illness Across the Life Span

This integrated practice experience focuses on the care of stable and unstable persons experiencing acute, episodic, and life-threatening physical health challenges or injuries and mental health issues. Principles of primary health care and the nursing process are applied. Students have opportunities to strengthen previous skills as well as integrate new psychomotor skills and techniques including professional and ethical practice, communication, evidence-based practice and best practice guidelines, and critical thinking and judgment. Includes clinical applications. Prerequisites: Successful completion of all semester four courses. Pass/Fail. Three credits.

332 Advanced Therapeutics for Care of Persons Experiencing Complex Multi-System Health Challenges

Students will learn advanced critical thinking and application of the nursing process for the care of persons experiencing complex physical and mental health problems across the lifespan. Students will build on previous understanding of health assessment, health education, self-management, support and restoration, and advanced nursing therapeutics, including pharmacological and complementary therapies. Emphasis is on the interaction among multiple developmental, biophysical, psychosocial, spiritual, and sexual human functions and structures for persons experiencing complex co-morbidities and chronic illness. A one-hour weekly virtual clinical application review is a required component of the course. Prerequisites: Successful completion of all semester five courses. Three credits.

333 Care of Persons Experiencing Acute, Episodic & Life-Threatening Illness across the Life Span II

This course focuses on building students' understanding and competence in applying theories, current evidence, and best practice guidelines in the care of diverse individuals and in caring for persons experiencing acute, episodic, and life-threatening illnesses in varied contexts and amidst underlying co-morbidities, with an emphasis on the aging population and health equity. Prerequisites: Successful completion of all semester five courses. Six credits.

334 Integrating Nursing Roles & Practices IV: Care of Persons Experiencing Complex Co-Morbidities and Chronic Health Challenges

During this integrated practice experience, students focus on the care of persons experiencing complex multi-system physical and mental health challenges (co-morbidities and chronic illness) and caring for multiple persons. Principles of primary health care and the nursing process are applied. Opportunities to strengthen previous theoretical application, critical thinking and judgment, evidence-informed practice, communication skills, and therapeutic skills through the care of persons and families experiencing complex co-morbidities and chronic physical and mental illness and in the care of multiple persons. Includes clinical applications. Prerequisites: Successful completion of all semester five courses. Pass/Fail. Three credits.

395 Honours Thesis Seminar I

This seminar course is devoted to the theoretical, methodological and ethical issues involved in preparing an honours thesis. Students attend regular weekly/biweekly research seminars and develop a research proposal in an area of health research of mutual interest to both the student and their supervisor. Restricted to B.Sc. in Nursing with Honours students in the four-year program. Three credits.

406 Preparing for Professional Role Transition

Students critically examine local and global contemporary issues in nursing, nursing education and delivery of health care. Students also critique theories that guide nursing practice, knowledge development approaches in nursing, and health information and communication technologies. Particular emphasis is on transitioning from student to beginning practitioner role and on professional career development that includes values clarification, professional image, professional socialization,

nursing licensure and regulation, and inter-professional practice. Prerequisites: Successful completion of all semester six courses. Three credits.

408 Advanced Population & Public Health

Students critically examine population and public health issues, focusing on select local and global communicable diseases, chronic diseases, injuries, population emergencies and disasters, and millennium development goals. Understanding how nurses work inter-disciplinarily and inter-sectorally to prevent and address complex and current local and global population health issues is a focus. Emphasis is also on various roles of the interdisciplinary team to influence determinants of health and systems change. Prerequisites: Successful completion of all semester six courses. Three credits.

409 Exploratory Nursing Practice

In this integrated practice experience, students select a focused area of nursing from a variety of practice, policy, or research settings in order to integrate, refine and apply competencies in professional and ethical practice, theoretical and critical thinking, leadership and inter-professional collaboration, application of evidence-informed practice, and psychomotor skills. Efforts are made to place students in practice settings related to their concentrated area of study in nursing. Prerequisites: Successful completion of all semester six courses. Pass/Fail. Six credits.

440 Transition to Nursing Practice: Consolidation

During this final practice experience, students consolidate nursing knowledge and entry-to-practice competencies. The focus is the transition from the student to baccalaureate graduate registered nurse role through a mentored experience. Students assume responsibility for learning and increasingly complex assignments as they near the end of their baccalaureate education. Application of relevant evidence and best practice guidelines is required. Includes 440 hours of clinical practice experience. Prerequisites: Successful completion of all semester seven courses. Fifteen credits.

Nursing Electives

302 2SLBGTQ+ Health and Social Care

This course introduces students to health and social care challenges, and opportunities two-spirit, lesbian, gay, bisexual, transgender, queer (2SLBGTQ+) populations face across the life span. Students will work with theoretical concepts, current research, social determinants of health, legal/biomedical histories, alongside stories of 2SLBGTQ+ people/communities. Students will develop and propose strategies specific to improving health and wellness while strengthening their knowledge to address health disparities and improve this population's health and well-being. Cross-listed as WMGS 302. Prerequisites: Successful completion of all semester 4 courses. Three credits.

303 Indigenous Perspective of Health and Healing

Disrupting the dominant settler narrative, this course centre Indigenous voices and epistemologies, as it explores the strength, resilience and innovation of Indigenous Peoples. Indigenous worldviews of wellness and (w)holistic conceptualizations of health are considered as we enter relational spaces in the context of equity informed healthcare. This course will be framed around the presence of Indigenous Elders/Knowledge Holders, culturally responsive pedagogies and grounded with opportunities for land-based and Treat informed learning. Three credits.

364 Social Justice and Health

Examines the relationship between injustice and health outcomes nationally and globally. Core social justice ideas are analyzed, including the cycle of oppression, distinctions between equality and equity, and achievement of human rights as an ethical imperative. Throughout the course, social, ecological, and structural determinants of health are explored with numerous case examples. Modern and historical contexts are explored in key justice related areas: corporatization of health care; policy-created poverty; worldwide water crisis; links between planetary health and human health; and global conflict as a key driver of injustice. Learning includes analysis of selected award-winning films. Cross listed with WMGS 364. Three credits.

365 Gender and Health

This course examines theoretical concepts relevant to gender and health. The broad determinants of health, sexuality, reproductive health and fertility, common diseases, substance abuse, violence and culture are examined from a gender perspective. Strategies for promoting holistic health and preventing disease will be examined. Cross-listed as WMGS 365. Three credits.

Note: Fourth-year courses focus on trends and developments in the health field, the role of the professional nurse, and the application of research to the practice of nursing.

433 Introduction to Policy for Health-Interdisciplinary Strategies

Designed to create an interdisciplinary learning experience for nursing, human nutrition and human kinetics students, this seminar course is an introduction to public policy change for health. The objective is to develop a fundamental understanding of healthy public policy development, analysis, and change from interdisciplinary and social justice perspectives. Issues such as healthy public policy, social and ecological determinants of health, social justice, health equity, and interdisciplinary/cross-sectoral and citizen lead policy action are explored. This course would be beneficial for students pursuing professions in the policy for health or healthcare delivery. Credit will be granted for only one of NURS 433, NURS 495, HKIN 495, or HNU 495. Restricted to third and fourth-year students in human kinetics, human nutrition and nursing. Cross-listed as HNU 433 and HKIN 433. Three credits.

486 International Health and Development

This course is designed to introduce students to a holistic understanding of health within the context of international development. The relationship between health and development and the impact of development programs on health will be examined. Health concepts and issues will be examined within a social, political, economic and cultural framework. Models and case studies will focus mainly on countries of the south but examples will also be drawn from the Canadian context. May be used as an open elective. Three credits.

492 Directed Study

In consultation with the department, students may undertake a directed study in an approved area of interest. See section 3.5. Three or six credits.

495 Selected Topics

Three credits.

498 Honours Thesis II

A continuation of NURS 395, students work under the supervision of a thesis supervisor to complete a research project based on the student's research proposal developed in NURS 395. Students will defend and submit a completed thesis ready for binding. The final thesis must demonstrate original work completed by the student. Prerequisite: NURS 395. Three credits.

Nursing Prerequisites for LPN-BSc.Nursing

265 The Registered Nurse and Evidence-Informed Practice

This is a required pathway course for LPNs who will be entering the BScN program. The course introduces students to theoretical knowing, ways of thinking and reasoning, inquiry and scholarship, and global health. Concepts of theory, critical thinking, clinical judgment, evidence-informed practice, population health promotion, culture, and vulnerability are covered. The focus is on a broad understanding of health and wellness and how they are created in society. Three credits.

297 Selected Topics

The topic for 2023-2024 is Transitioning to the Role of a Professional Registered Nurse. This is a required pathway course for LPNs who will be entering the BScN program. The focus of the course is to support student transition from LPN to a baccalaureate prepared RN. The course introduces students to a concept-based curriculum and foundational concepts of professional RN practice including role and responsibilities, professional RN identity, ethics, and legal issues. Topics include scope of practice, standards of nursing practice, code of ethics, entry-level competencies, role of the Nova Scotia College of Nursing (NSCN) and the Canadian Nurses Association (CNA). Students are introduced to concepts of collaboration, communication, relational practice, informatics, and leadership. Three credits.

POST RN DISTANCE NURSING PROGRAM

Fred Allen, B.Sc.N., Program Co-ordinator

B.Sc. in Nursing for Registered Nurses

The Post RN program is phasing out; there are no new admissions as of 2022. Registered nurses who are graduates of nursing diploma programs and already admitted to the program may complete distance education requirements on a part-time basis. See chapter 7 for program requirements. All courses are offered through the distance-delivery format. Most distance nursing and science courses are restricted to post-RN students. Students may take distance science courses outside the post-RN program with permission of the Dean of Science. Science labs and tutorials are incorporated into the course content. The required courses are:

NURS 115, 135, 201, 205, 237, 245, 248, 300, 330, 415, 425, 494;
BIOL 105, 115, 161, 162
Nursing electives: 9 credits
Please note: NURS 115 and 135 are prerequisites for all other NURS courses.

For more information email distance.nursing@stfx.ca

Certificate in Gerontological Nursing

A 12-credit certificate program in nursing gerontology is offered by distance education to graduates of nursing diploma programs. The required courses are NURS 115, 245, 425, 488.

For more information email distance.nursing@stfx.ca

Certificate in Continuing Care

A 12-credit course certificate program in continuing care is offered by distance education to graduates of nursing diploma programs. The required courses are NURS 115, 135, 205, 425.

For more information email distance.nursing@stfx.ca

Biology courses

105 Introduction to Cell and Molecular Biology

This course will focus on the structure and function of cells, cell division, patterns of inheritance, and the molecular basis of inheritance. Restricted to students in the distance nursing program. Three credits and tutorial.

115 Microbes in Human Biology

An introduction to microorganisms from a human perspective for students in the nursing program. Topics include bacterial structure and function, bacterial genetic and antibiotic resistance, and viral structure and infection. Credit will be granted for only one of BIOL 115 and BIOL 215. Restricted to nursing students. Three credits and tutorial.

161 Human Anatomy and Physiology for Registered Nurses I

Using an integrated approach to the study of the integumentary, skeletal, muscular, nervous, and endocrine systems, this course provides students with a comprehensive working knowledge of the anatomy and physiology of these systems. Three credits.

162 Human Anatomy and Physiology for Registered Nurses II

As an integrated study of the cardiovascular, respiratory, urinary, reproductive, and digestive systems, this course provides student with a comprehensive working knowledge of the anatomy and physiology of these systems. Prerequisite: BIOL 161. Three credits.

Nursing Courses

115 Health Teaching and Learning

In contrast to health protection and illness prevention, health promotion is a broad and holistic concept. This course explores the concept of health promotion; the nurse's role in health promotion; the teaching-learning process; population health; social action and justice; the socio-cultural, economic, and political factors that influence health and behaviour. Three credits.

135 Contemporary Issues in Nursing

The foundation for all subsequent nursing courses, this class explores the evolution of nursing as a profession, including its theoretical and philosophical bases. Topics include Orem's self-care theory; legal and ethical issues; health care reform; the image of professional nursing; changing health care priorities. Three credits.

201 Community Mental Health Nursing I

This required theoretical course provides a comprehensive introduction to community mental health nursing. The course focuses on changes in mental health nursing and the shift away from the acute care setting to the community. Emphasis is placed on prevention and health promotion in improving mental health outcomes. This course explores the foundations of mental health nursing practice and prepares the student for further study in mental health. Three credits.

202 Community Mental Health Nursing II

Examines the theory of and concepts in mental illness, treatment regimens, and nursing interventions. Students will apply mental health nursing principles to specific clinical disorders, building on the foundations of practice explored in NURS 201. Three credits.

205 Community Health Nursing

Explores community health nursing practice from a Canadian perspective and the role of the community health nurse in the context of a changing health care system. Topics include population health; community assessment; epidemiology; and communicable disease control. Three credits.

237 Nursing Concepts in the Care of Women, Children and Families

This course encompasses a contemporary overview of the health of women, children and families during the childbearing and childrearing years from a wellness-focused nursing perspective. Select topics and issues related to health promotion and illness prevention within this population will be explored in the context of the various social, political, cultural and economic factors which impact the health and wellness of women, children and families. Three credits.

245 Aging and the Older Adult

This course covers the process of growing older with reference to theories on universal aging. Students will learn to improve the function, quality of life, and self-care abilities of the elderly well, to assist them in maintaining independence. Topics include aging-related changes; the role of the family and other aggregates; how elderly adults define and promote their health; the use of community resources. Three credits.

248 Basic Concepts of Pathophysiology

This course provides the student with an understanding of the basic concepts of pathophysiology. It builds upon a foundational knowledge of anatomy and physiology to meet the challenges presented in the study of disease process mechanisms. Credit will be granted for only one of NURS 248 or NURS 473. Prerequisites: BIOL 251, 252; NURS 115, 135. Three credits.

300 Research Methods

Introduces students to research methods used in nursing science. Topics include conducting and appraising research; concepts of research design, implementation, analysis, and interpretation; descriptive and inferential statistics; quantitative and qualitative research design; research ethics and bias. Credit will be granted for only one of NURS 300 or NURS 310. Six credits.

330 Legal and Ethical Issues in Nursing

Examines the moral and ethical implications of various practices in the field of health care as they affect human life and the basic dignity of the person. Also treats the moral, ethical, legal and theological issues raised by recent developments in the life sciences. Six credits.

333 Care of Persons Experiencing Acute, Episodic & Life-Threatening Illness across the Life Span II

This course focuses on building students' understanding and competence in applying theories, current evidence, and best practice guidelines in the care of diverse individuals and in caring for persons experiencing acute, episodic, and life-threatening illnesses in varied contexts and amidst underlying co-morbidities, with an emphasis on the aging population and health equity. Six credits.

405 Nursing of Adults I

Theory and clinical framework for providing comprehensive care to adults with acute and chronic health problems related to immune system dysfunction, cancer and other selected conditions. Three credits.

415 Nursing of Adults II

Theory and clinical framework for working with individuals at-risk for or experiencing chronic health issues related to diseases of the nervous, endocrine and sensory systems, among others. Nursing leadership component. Three credits.

425 Comprehensive Health Assessment

This theory and practice course focuses on a systematic assessment of the well adult. Students will incorporate health history and physical examination of body systems in identifying self-care requisites for a diverse population. Three credits.

471 Forensic Nursing I

Forensic nursing refers to the application of nursing science and knowledge when legal issues are involved. Regardless of the setting, nurses frequently interact with victims and perpetrators of crime, violence, and trauma. This course will examine how to incorporate theoretical issues of violence and forensic principles into nursing practice to ensure best patient outcomes, and includes content on theoretical foundations, forensic science, victimization and perpetration, trauma responses, specific populations, and an overview of justice approaches. Three credits.

483 Hospice Palliative Care Nursing

Provides an overview of theories, current practices, and relevant issues in the field of palliative care, with a focus on the nurse's role. In line with the philosophy of nursing at StFX, students will explore concepts of self-care and health promotion as they relate to quality of life issues. Restricted to third- and fourth-year B.Sc. Nursing students and post-RN students. Three credits.

488 Challenges in Aging

Using nursing and sociological perspectives on aging, students will explore holistic care of the older client, including current gerontological issues and trends and their implications for nursing. This course may be used as an open or NURS elective by third- or fourth-year B.Sc.Nursing students. Three credits.

494 Leadership and Management in Nursing

Examines nursing leadership theories and management models, and their relationship to client care. The course explores the changing roles and expectations for registered nurses as leaders in the health care system. Three credits.

497 Nursing Informatics

Teaches the knowledge and skills necessary to ensure that computers have a positive impact on the nursing environment and delivery of patient care. Students

learn computer concepts and terms and examine ways computers can enhance nursing practice, education, administration, and research. Trends and issues related to the use of computers in nursing are explored. Three credits.

499 Independent Study and Practice

This nursing elective is designed to give registered nurses credit for a hospital-based course or program. Courses are evaluated for credit on an individual basis by the distance nursing education committee. Three credits.

9.29 PHILOSOPHY (PHIL)

D. Al-Maini, Ph.D.
S. Baldner, Ph.D.
V. Bernard, ABD
L. Groarke, Ph.D.
W. Sweet, Ph.D., D.Th., D.Ph., FRSC
M. Szlachta, Ph.D.

What is the purpose of human existence? How do we discover the principles which ought to guide our actions? Can we prove whether God exists? Philosophy is the reasoned study of these and other questions of fundamental importance. The study of philosophy also introduces students to the main currents of intellectual history, provides a basis for critically understanding their own ideas, and develops analytical reasoning skills.

Students planning the major, advanced major, honours or honours with subsidiary degree in this field are required to consult the department chair about their program of study. Degree requirements are outlined below and at the department's website at https://www.mystfx.ca/philosophy/

Note: PHIL 100 is normally a prerequisite for advanced courses; exceptions are PHIL 213, 251, 331 and 335.

Minor Program

24 credits of PHIL.

Major Program

Of the 36 credits of philosophy required for the major, a minimum of 12 credits must be in the history of philosophy, with at least 6 credits from the ancient or medieval periods and at least 6 credits from the modern or contemporary periods. A minimum of 12 credits in the major must be at the 300/400 level.

Advanced Major Program

Of the 36 credits of philosophy required for the advanced major, a minimum of 12 credits must be in the history of philosophy, with at least 6 credits from the ancient or medieval periods and at least 6 credits from the modern or contemporary periods. A minimum of 18 credits in the major must be at the 300/400 level, including 6 credits of 400-level senior seminar coursework. Advanced major students are also required to complete a senior research paper. In the case of a joint advanced major in which philosophy is subject B, the senior research paper is completed only in subject A.

Honours Program

Of the 60 credits of philosophy required for the honours program, a minimum of 18 credits must be in the history of philosophy, with at least 3 credits from the ancient period, 3 credits from the mediaeval period, 3 credits from the modern period and 3 credits from the contemporary period (i.e., PHIL 367, 381, or 391). Students must normally also take a minimum of 3 credits in critical thinking/logic (i.e., at least one of PHIL 251 and PHIL 342), and PHIL 331 (ethical theory). A minimum of 33 credits in the honours courses must be at the 300/400 level, including 6 credits of 400-level senior seminar coursework and the honours thesis.

Honours with Subsidiary Program

When philosophy is the honours subject: Of the 48 credits of philosophy required for the honours program, a minimum of 18 credits must be in the history of philosophy, with at least 3 credits from the ancient period, 3 credits from the mediaeval period, 3 credits from the modern period, and 3 credits from the contemporary period (i.e., PHIL 367, 381, or 391). Students must normally also take a minimum of 3 credits in critical thinking/logic (i.e., at least one of PHIL 251 and PHIL 342), and PHIL 331 (ethical theory). A minimum of 27 credits in the honours courses must be at the 300/400 level, including 6 credits of 400-level senior seminar coursework and the honours thesis. Six credits in logic (PHIL 251, 342) are strongly recommended.

When philosophy is the subsidiary subject: Of the 24 credits of philosophy required for the subsidiary, a minimum of 6 credits must be in the history of philosophy, with at least 3 credits from the ancient or medieval periods and at least 3 credits from the modern or contemporary periods. A minimum of 12 credits in the subsidiary must be at the 300/400 level, including 3 credits of 400-level senior seminar coursework.

When religious studies is the honours or the subsidiary subject with philosophy, PHIL 245 will normally be included in the course pattern.

Humanities Colloquium

The humanities colloquium is an optional and interdisciplinary way of studying three first-year courses, usually ENGL 100, HIST 101 and 102, and PHIL 100. See section 4.4 for further information.

Ethics, Politics, and Law

The departments of philosophy and political science offer a concentration in ethics, politics, and law to students doing a joint degree in these two departments. Students following this concentration will take courses in ethics, critical thinking, the philosophy of law, and two of the four sub-fields of political science, namely Canadian politics, political philosophy, comparative politics, and international relations. Joint degrees in philosophy and political science can be done as an honours degree in one with a subsidiary in the other, a joint advanced major, or a joint major. This concentration will be of particular interest to students planning to apply to law school. Interested students may consult the chairs of the two departments for additional advice on course selection.

The following courses must be included in the degree pattern: PHIL 251, 331, 372; one of PHIL 201, 202, 371; 15 credits from PSCI 303, 306, 308, 321, 325, 335, 341, 242, 343, 344, 353.

100 Introductory Philosophy

An introduction to the study of philosophy that looks at major thinkers in the history of western philosophy as well as the fundamental and enduring questions they raised. Among the philosophers considered are Socrates, Plato, Aristotle, Aquinas, Descartes, and Hume. The questions raised by these thinkers include: What is it to think rationally and critically? Can we demonstrate the existence and nature of God? Can we discover any ethical principles that should guide our actions? What are the limits of human knowledge? Six credits.

135 Healthcare Ethics: Theories, Values, & Practice

This course introduces students to ethical reasoning about problems in healthcare. It does so by exploring four fundamental philosophical theories (Virtue Ethics; Contractarianism & Rights; Duty-Based Ethics; and Consequentialism), presenting the corresponding values in healthcare workers, and showing how these principles and values can be applied to specific cases. Restricted to students in the B.Sc. Nursing program. Three credits.

201 Ancient & Medieval Political Thought

This course will examine the political philosophies of Plato, Aristotle, Augustine, and Aquinas through a careful reading of primary texts. The relevance of these philosophies will be evaluated critically with a view to their contemporary relevance. Credit will be granted for only one of PHIL 201 or PSCI 200. Cross-listed as PSCI 201. Prerequisite: PHIL 100 or permission of the instructor. Three credits.

202 Modern Political Philosophy

A critical text analysis of modern philosophers such as Machiavelli, Hobbes, Locke, Rousseau, Kant, Mill, and Marx, with emphasis on their political philosophy. This course will stress the continuing relevance of these thinkers to current policies and the search for a just society. Credit will be granted for only one of PHIL 202 or PSCI 200. Cross-listed as PSCI 202. Prerequisite: PHIL 100 or permission of instructor. Three credits.

213 Philosophy of Science

Examines the methodology of the natural and social sciences, including the logic of scientific discovery and experimental testing, the confirmation of hypotheses, and the nature of scientific explanation. Credit will be granted for only one of PHIL 213 or PHIL 210. Three credits.

231 Love and the Emotions

A philosophical investigation of what it means to be human. Topics include human emotions, love, friendship, and their relation to moral virtues; freedom and emotions; the basis for morality in human nature. Credit will be granted for only one of PHIL 231 or PHIL 230. Prerequisite: PHIL 100 or permission of instructor. Three credits. Not offered 2023-2024.

232 Philosophy of Mind and Consciousness

A philosophical investigation of what it means to be human. Topics include relation of mind and body; the problem of soul and body; immortality; free will; consciousness; and human knowledge. Credit will be granted for only one of PHIL 232 or PHIL 230. Prerequisite: PHIL 100 or permission of instructor. Three credits. Not offered 2023-2024.

245 Philosophy of Religion

Explores religion and religious faith, with emphasis on the Judeo-Christian tradition; concepts of God arguments for the existence of God; classical and modern challenges to belief in God. Issues such as 'life after death', miracles, religious experience, and the concept of prayer may also be discussed. Cross-listed as

RELS 246. Credit will be granted for only one of PHIL 245 or PHIL 240. Prerequisite: PHIL 100 or RELS 100 or 111/112 or permission of the instructor. Three credits. Not offered 2023-2024; next offered 2024-2025.

251 Critical Thinking
What is an argument? How do arguments work? What makes some arguments better than others? This course will equip students to recognize and analyze arguments as they occur in a variety of contexts such as media editorials, speeches, textbooks, argumentative essays, and philosophical texts. To accomplish this, we will study the components of good arguments and techniques for criticizing and constructing arguments. Students will also be introduced to propositional logic. Prerequisite: normally at least one semester of successful university study. Three credits.

281 Aesthetics
Is beauty in the eye of the beholder? Is it necessary or possible to define art? What is the nature of aesthetic experience? This course will examine several classical and modern theories of art and beauty selected from such writers as Plato, Aristotle, Hume, Kant, Hegel, Maritain, Dewey, Goodman, Danto, Foucault. It will also draw on a variety of examples of art, including literature, visual arts, music, poetry, theatre, architecture, and artistic handiwork. Prerequisite: PHIL 100. Three credits. Not offered 2023-2024; next offered 2024-2025.

298 Selected Topics
The topic for 2023-2024 is Philosophy of Love and Friendship. What is the nature of love and friendship? Are they necessary to happiness? Are they feelings or a kind of knowledge? A philosophical discussion of love and friendship also enables understanding many related ethical issues, such as whether we should be monogamous, whether we should love all people equally, the place of hate, the role of eroticism in the good life, adultery and prostitution, and whether love promotes inequality. Prerequisite: PHIL 100 or with permission of instructor. Three credits.

305 Philosophy and Feminism
This course explores the relationship between feminism and philosophy, and the ways in which feminism and philosophy have influenced one another. The first part considers the theoretical commitments of some major schools of feminist thought, their grounding in classical philosophy, and their explicitly feminist development of it. The second part discusses feminist examinations of the activity of philosophy itself, focusing on feminist analysis of the philosophical ideals of rationality and objectivity. Prerequisite: PHIL 100 or junior standing or permission of the instructor. Three credits. Not offered 2023-2024.

331 Introduction to Ethics
This course introduces students to several major ethical theories, including utilitarianism, virtue-based ethics, natural law theory and deontology. It addresses such questions as: Is there an objective moral standard? Is there a common good? Do we have duties to others? What does morality have to do with personal happiness? Prerequisite: PHIL 100 or third-year standing or permission of the department chair. Three credits.

332 Contemporary Moral and Social Issues
Building on PHIL 331, this course examines contemporary moral and social issues such as freedom of speech and censorship; equality and affirmative action; legalization of non-medical drug use; the duty to alleviate suffering; assisted suicide and euthanasia; justifications for punishment and capital punishment. Prerequisite: PHIL 331. Three credits. Not offered 2023-2024; next offered 2024-2025.

333 Environmental Ethics
This course examines the ethical relationship between humans and the natural environment. It begins with the theoretical principles that help determine human conduct within the natural world. Once these beliefs about nature have been examined, it assesses different normative models that might govern our behaviour regarding the environment. Prerequisite: PHIL 331. Three credits. Offered 2023-2024 and in alternate years.

335 Ethics in Health and Medicine
Introduces students to ethics as it bears on health and medicine. After a brief survey of ethical principles and values, the course addresses a number of contemporary issues such as: the ethical responsibilities of professionals and professional integrity; autonomy and consent; dying and assisted death; research involving human subjects; allocation of medical resources; confidentiality and privacy; reproductive technologies and rights. Credit will be granted for only one of PHIL 335, PHIL 135 or PHIL 336. Prerequisite: junior standing or permission of the instructor. Three credits.

342 Logic
A course in formal logic. Presupposing a familiarity with propositional logic, it focuses on first order predicate logic (with identity) and metalogic. Topics to be covered include translating sentences from English into symbolic notation, the semantics of predicate logic, deductions, soundness and completeness. Prerequisite: PHIL 251. Three credits. Offered 2023-2024 and in alternate years.

351 Socrates and Plato
Topics include the nature of Socratic dialectic, Socrates' response to the pre-Socratic philosophers, and Plato's contributions to ethics, political philosophy, metaphysics, and epistemology. Prerequisite: PHIL 100. Three credits. Not offered 2023-2024; next offered 2024-2025.

352 Aristotle
Topics include Aristotle's contributions to metaphysics, natural philosophy, and epistemology; his response to Plato and the pre-Socratic philosophers; and the development of Greek philosophy in the subsequent Stoic, Epicurean, and Neo-Platonic schools. Prerequisite: PHIL 100. Three credits. Not offered 2023-2024; next offered 2024-2025.

361 Early Medieval Philosophy
A study of the Christian and Neo-Platonic influence on philosophy from the 4th- to the 12th-centuries. Principal thinkers: Augustine, Boethius, Anselm, and Abelard. Principal problems: faith and reason; knowledge; evil; providence; free will; immortality of the soul; universals; ethical principles. The course ends with an introduction to important medieval Islamic and Jewish thinkers: Avicenna, Averröes, Maimonides. Prerequisite: PHIL 100. Three credits. Offered 2023-2024 and in alternate years.

362 Philosophy in the High Middle Ages
A study of the influence of Christian theology and Aristotelian philosophy on thinkers of the 13th- and 14th-centuries. Principal figures: Bonaventure, Thomas Aquinas, John Duns Scotus, William of Ockham. Principal problems: faith and reason: knowledge; evil; providence; free will; immortality of the soul; universals; and ethical principles. Prerequisite: PHIL 100. Three credits. Offered 2023-2024 and in alternate years.

365 The Rationalists
A review of the intellectual developments of the Renaissance relevant to philosophy is followed by a study of Descartes and his rationalist successors, such as Spinoza and Leibniz. Prerequisite: PHIL 100 or permission of the instructor. Three credits. Not offered 2023-2024; next offered 2024-2025.

366 The Empiricists
British philosophy of the late 17th and 18th century is traced through a study of the writings of Locke, Berkeley, and Hume. Works by Kant may also be studied. Prerequisite: PHIL 100. Three credits. Not offered 2023-2024; next offered 2024-2025.

367 Philosophy from Kant to Hegel
In the 19th century, German philosophy found expression in the idealist movement. Major figures such as Kant, Fichte, Schelling, and Hegel were united in the belief that reality, and the categories we use to understand it, had a common origin and development. Out of this belief came new conceptions of science, history, theology, and politics. Prerequisite: PHIL 100 or permission of the instructor. Three credits. Not offered 2023-2024.

371 Social and Political Philosophy
Examines fundamental issues in social and political philosophy through a discussion of such questions as: What would an ideal society be like? Should there be limits on human freedom? Do human beings have rights that everyone should respect? Is it ever morally acceptable to disobey or rebel against the state? Texts will be selected from the classical, medieval, modern, and contemporary periods, but topics will focus on issues of current interest. Prerequisite: PHIL 100. Three credits. Not offered 2023-2024.

372 Philosophy of Law
Examines fundamental issues in legal philosophy through a discussion of such questions as: What is the nature and function of law? What is the relation between law and morality? What is the character of legal reasoning and judicial decision-making? What are the justifications and aims of punishment? Texts will be selected from the classical, medieval, modern, and contemporary periods, including works on liberal, libertarian, Marxist, and feminist thought. Prerequisite: PHIL 100. Three credits. Not offered 2023-2024; next offered 2024-2025.

381 Existentialism and Phenomenology
Examines 19th- and early 20th-century philosophical ideas in continental Europe. A look at the philosophical antecedents of existentialism and phenomenology will be followed by a discussion of the writings of some of the major figures in these movements: Kierkegaard, Sartre, Beauvoir, Marcel, Merleau-Ponty, Husserl, Arendt, and Heidegger. Prerequisite: PHIL 100 or permission of the instructor. Three credits. Offered 2023-2024 and in alternate years.

391 Mind, Logic and Language
Presents some of the major currents of philosophy in the English-speaking world in the 20th century. The course includes a brief account of 19th-century empiricism, pragmatism, and idealism, before turning to 'common sense analysis' (e.g., G.E.

Moore), early discussions of logical positivism and the place of metaphysics, ethics, and aesthetics (e.g., Bertrand Russell, Ludwig Wittgenstein, A.J. Ayer, and Karl Popper), and the beginnings of 'ordinary language' philosophy. Credit will be granted for only one of PHIL 391 or PHIL 461 in 2017-2018. Prerequisite: PHIL 100 or permission of the instructor; junior standing strongly recommended. Three credits. Not offered 2023-2024; next offered 2024-2025.

451 Seminar in Ethics, Political Philosophy, and the Philosophy of Law I

A seminar course that focuses on questions of ethics, political philosophy, and the philosophy of law. Content varies from year to year. The course will include both classical and contemporary authors. Prerequisite: junior standing in any program or permission of the instructor. Prerequisite: Junior standing in philosophy or political science or permission of the instructor. Three credits. Offered 2023-2024 and in alternate years.

452 Seminar in Ethics, Political Philosophy, and the Philosophy of Law II

A seminar course that focuses on questions of ethics, political philosophy, and the philosophy of law, not discussed in PHIL 451. Content varies from year to year. The course will include both classical and contemporary authors. Prerequisite: junior standing in any program or permission of the instructor. Three credits. Not offered 2023-2024.

461 Seminar in Metaphysics and Epistemology I

A seminar course that focuses on issues in classical and contemporary epistemology and metaphysics. Topics to be considered may include: an investigation of the ultimate structure of reality as a whole: the nature of material things; the existence of the immaterial; the meaning of being; what can and cannot be known of reality; whether there is a First Cause. Credit will be granted for only one of PHIL 461 or PHIL 391 in 2017-2018. Prerequisite: junior standing in any program or permission of the instructor. Three credits. Not offered 2023-2024.

462 Seminar in Metaphysics and Epistemology II

A seminar course that focuses on issues in metaphysics and epistemology not discussed in PHIL 461. Content varies from year to year. The course will include both classical and contemporary authors. Prerequisite: junior standing in any program or permission of the instructor. Three credits. Not offered 2023-2024.

490 Honours Thesis

Each student works under the supervision of a professor who guides the selection of a thesis topic, the use of resources, the methodological component, and the quality of analysis. Credit will be granted for only one of PHIL 490 and PHIL 489. Restricted to honours students. Six credits.

9.30 PHYSICS (PHYS)

C. Adams, Ph.D.
H. Ahmed, Ph.D.
K. Le Bris, Ph.D.
K. P. Marzlin, Ph.D.
P. Poole, Ph.D.
N. Tasneem, Ph.D.

Professor Emeritus
D. Hunter, Ph.D.
N. Jan, Ph.D.
M. Steinitz, Ph.D.

Senior Research Professor
D. Pink, Ph.D.

Physics deals with the fundamental properties of matter and energy. Physicists explore phenomena both in analytical detail and through statistical or average results, to create precise descriptions of the way in which systems behave. Physics courses stress analytical thinking and problem solving, while trying to communicate the excitement of discovery and the beauty of nature. The physics program prepares students for graduate study in physical and related sciences, engineering, meteorology, oceanography, and business administration; for professional programs such as medicine, dentistry, law and education; and for careers in science, business, and industry.

The physics department offers honours, advanced major, and major programs; joint advanced major and honours programs combining physics with biology, chemistry, computer science, Earth and environmental sciences, economics or mathematics; an advanced major in physics with business administration; and an advanced major in physics with a diploma in engineering. Students interested in these programs should contact the department chair. Since physics depends on mathematics, most of the programs described below require at least four mathematics courses.

See chapter 7 for information on the degree patterns, declarations of major, advanced major and honours, advancement and graduation requirements. First-year students considering a physics program should consult the department chair before registration. See the department website at https://www.mystfx.ca/physics/

Major Program

The typical program outlined below may be varied with approval of the department chair.

Year 1	PHYS 121, 122; MATH 106 or 126, 107 or 127 or 121, 122; CHEM 121, 122 or 101, 102; 6 credits arts electives; 6 credits open electives
Year 2	PHYS 201, 221, 241, 242; MATH 267, 367; 6 credits arts electives; 6 credits open electives
Year 3	PHYS 325, 6 credits PHYS elective; MATH 253, 254; CSCI 161 or ENGR 147; 6 credits arts electives; 6 credits open electives
Year 4	PHYS 302, 491 (no credit), 6 credits PHYS elective; 12 credits open electives; 9 credits approved electives

Advanced Major Program

The typical program outlined below may be varied with approval of the chair.

Year 1	Same as major program
Year 2	PHYS 201, 221, 241, 242; MATH 253, 254, 267, 367; CSCI 161 or ENGR 147; 3 credits approved elective
Year 3	PHYS 302, 322, 323, 325; 6 credits arts electives; 6 credits open electives; 6 credits approved electives
Year 4	PHYS 343, 344, 491(no credit), 494(no credit); 6 credits PHYS electives; 6 credits arts electives; 12 credits open electives

Honours Program

The typical program outlined below may be varied with approval of the chair.

Year 1	Same as major program
Year 2	PHYS 201, 221, 241, 242; MATH 253, 254, 267, 367; CSCI 161 or ENGR 147; 3 credits arts electives.
Year 3	PHYS 302, 322, 323, 325, 343, 344; MATH 462 or 481; 6 credits arts electives, 3 credits approved elective
Year 4	PHYS 422, 443, 483, 491 (no credit), 493; four of 223, 303, 425*, 444*, 475*, 476* (*choice must include at least 2 marked); MATH 481 or 462; 3 credits arts electives.

Minor Program

Physics can be combined as a minor with almost every other subject in science, arts and business. Conversely, most subjects in science and some in arts can be a minor with physics as major subject. For details, see section 4.1.2, 5.1.3(b) and 7.1.3. A minor in physics consists of 24 credits of physics courses. Any 24 credits will be acceptable, except that PHYS 171 and 172 cannot be used for a minor in physics as part of a B.Sc. program. We recommend the following courses.

a) For students with knowledge of calculus: PHYS 121, 122, 201, 202, 241, 242, 250, 271, 272, 278, 302, 303, 322, 325, 343, 344.
b) For B.Sc. students with little knowledge of calculus: PHYS 101, 102, 202, 250, 271, 272, 278, and special topic courses 297, 298, 299.
c) For students in programs other than a B.Sc.: PHYS 101, 102, 171, 172, 202, 250, 278, and special topic courses 297, 298, 299.

Pair

A pair is a program option in the Faculty of Arts and consists of 12 credits in one subject, with at least 6 credits at the 200-level or higher. The following courses are recommended for a pair in physics: PHYS 101, 102, 171, 172, 202, 250, and special topic courses 297, 298, 299.

Pre-Education Stream in Physics

If you are considering a career in secondary school teaching, you should consult with the department chair early in your physics program. It is straightforward to create a physics program that will qualify you to have both physics and mathematics as first and second teachable (30 and 18 credits, respectively). Combined expertise in physics and mathematics is highly sought-after by school boards worldwide. With a suitable choice of electives in our major and advanced major programs, you may also be able to add a third teachable (18 credits), such as chemistry or computer science; and perhaps also a second-teachable subject in the humanities, social sciences, or a language such as French. Please consult with the department chair for more details.

101 Physics for the Life and Health Sciences I

An algebra-based introduction to physics focusing on mechanics. Topics include vectors; Newton's Laws; static equilibrium of point and extended bodies; kinematics and dynamics in 1 and 2 dimensions; gravity; momentum and energy conservation; work; rotational dynamics; and fluids. Applications to biology, human physiology,

and medical technology will be emphasized. Recommended for students in the life or health sciences. Students expecting to take additional physics courses above the 100-level should take PHYS 121. Credit will be granted for only one of PHYS 101, 121, 100, or 120. Three credits and lab.

102 Physics for the Life and Health Sciences II

An algebra-based introduction to physics focusing on periodic motion, waves, and electricity. Topics include a review of mechanics based on periodic motion; wave motion and standing waves; electric charge, field, potential, and circuits; the electromagnetic spectrum; optics; and thermodynamics. Applications to biology, human physiology, and medical technology will be emphasized. Recommended for students in the life or health sciences. Previous physics experience would be an asset but is not required. May only count as a science A course for advanced major and honours students in physics with permission of the Chair. Credit will be granted for only one of PHYS 102 or PHYS 100. Three credits and lab.

121 Physics for the Physical Sciences and Engineering I

A calculus-based introduction to physics focusing on mechanics. Topics include Newton's Laws; static equilibrium; kinematics and dynamics in 1 and 2 dimensions; momentum and energy conservation; work; and rotational dynamics. Recommended for those considering further study in any of the physical sciences, computer science, engineering, and mathematics. MATH 106 or 121 should be taken concurrently. Credit will be granted for only one of PHYS 121, 101, 100, or 120. Three credits and lab.

122 Physics for the Physical Sciences and Engineering II

A calculus-based introduction to physics focusing on electricity and magnetism. Topics include simple harmonic motion; electric charge, force, field, and potential; Gauss's Law; simple electric circuits; magnetism, magnetic forces and fields; electromagnetic induction and Faraday's Law. Recommended for those considering further study in any of the physical sciences, computer science, engineering, and mathematics. MATH 107 or 122 should be taken concurrently. Credit will be granted for only one of PHYS 122 or 102, 100 or 120. Prerequisite: PHYS 121; or PHYS 101 with permission of instructor. Three credits and lab.

171 Introduction to Astronomy I

This course provides an introduction to astronomy for students who have no background in mathematics or science. Topics include observing the night sky with and without optical aid, the development of astronomy and related sciences, time and calendars, the evolution of the solar system, sun, planets, comets, and meteors. Observing sessions will be arranged. This course is intended for non-science students, but may be taken by science students as an elective. PHYS 271 is recommended for science students. Credit will be granted for only one of PHYS 171 or PHYS 271. Three credits.

172 Introduction to Astronomy II

This course provides an introduction to astronomy for students who have no background in mathematics or science. Topics include stellar systems, galaxies, quasars, black holes, dark matter, dark energy, cosmology, cosmogony and life in the universe. Observing sessions will be arranged. This course is intended for non-science students, but may be taken by science students as an elective. PHYS 272 is recommended for science students. Credit will be granted for only one of PHYS 172 or PHYS 272. Three credits.

201 Modern Physics: Introduction to Relativity and Quantum Physics

Topics include Einstein's special relativity; wave description of matter; early atomic quantum theory; introduction to nuclear and particle physics; Schrödinger's quantum mechanics. Prerequisite: PHYS 122; MATH 107 or 127 or ENGR 122/MATH 122. Three credits and lab.

202 Warping Time, Entangling Light, and Teleportation: Modern Physics and Its Applications

Many technological devices, such as GPS and computer chips, function thanks to quantum physics and relativity. Interestingly however, observations in these fields defy common ideas about basic concepts like time or space. This course provides a conceptual introduction to modern physics and its applications for students from all faculties. Explanations are based on diagrams and basic geometry. Topics include warp drive, black holes, gravitational waves, quantum teleportation, entanglement, "mind-control", and quantum computers. Three credits.

221 Basic Electric Circuits Theory

Topics include introductory concepts; resistive networks; response to linear circuits with energy storage; exponential excitation functions; steady-state AC circuits; analysis; network analysis; systems. Cross-listed as ENGR 237. Prerequisites: ENGR 221/MATH 221 concurrent; PHYS 121, 122. Three credits and lab.

223 Digital Electronics

This hands-on, practical course introduces digital electronics with applications to computer hardware and micro-computer peripherals. Topics include the families of digital electronic technology; combinational and sequential logic; digital device characteristics; micro-computer interfacing; data acquisition; instrument control; data transmission. Labs provide an opportunity to design and test practical digital devices. Cross-listed as ENGR 238. Prerequisites: PHYS 121, 122. Three credits and lab.

241 Mathematical Physics: Oscillations and Waves

An introduction to complex numbers, treatment of experimental uncertainties, ordinary differential equations, partial differential operators, partial differential equations and Fourier series for dealing with the physics of oscillating systems and waves. Simple, damped, forced, and coupled oscillators are treated in detail. The one-dimensional wave equation is derived and solved. Fourier series are introduced in order to satisfy the initial conditions. Prerequisites: PHYS 122; MATH 107 or 127) or ENGR 122/MATH 122. Three credits.

242 Classical Dynamics I

The course covers conservative systems and potential energy; non-inertial frames; multi-particle systems; calculus of variations; Lagrangian mechanics; the connection between symmetries and conservation laws; central force problems; orbital mechanics; coupled oscillators and normal modes; Hamilton's equations of motion. Prerequisites: PHYS 122; MATH 107 or 127 or ENGR 122/MATH 122. Three credits.

246 Circuit Analysis

Covers advanced circuit analysis techniques, starting with sinusoidal excitation. Topics include grounding and harmonics; symmetrical components and dealing with unbalanced networks; real and reactive power flow; balanced three-phase circuits for power distribution; phasors and complex impedance. Mutual inductance and magnetically coupled coils are used to introduce transformer behaviour and performance. Cross-listed as ENGR 246. Prerequisites: CSCI 161; ENGR 237 or PHYS 221. Three credits and three-hour lab.

250 Medical Imaging

The course examines the fundamental principles of medical imaging (radiography, CT, ultrasound, MRI, emission tomography, etc.). The basic physical concepts behind the interactions of light with matter, the production of X-rays and radioactivity will be introduced. Technical parameters important to all forms of diagnostic imaging such as image quality and data processing will be addressed. Credit will be granted for only one of PHYS 250 or PHYS 297(2019-2020). Three credits.

271 Astronomy: The Solar System

This course provides a quantitative and more detailed treatment of the topics covered in PHYS 171. These topics include the evolution of the solar system, sun, planets, comets, meteors, and solar wind. Observing sessions will be arranged. Credit will be granted for only one of PHYS 271 or PHYS 171. Prerequisites: PHYS 101 or 121; MATH 107 or 127; PHYS 122 recommended. Three credits.

272 Astronomy: The Stellar System

This course provides a quantitative and more detailed treatment of the topics covered in PHYS 172. These topics include stellar evolution, supernovae, quasars, pulsars, neutron stars, black holes, the universe, our galaxy, and cosmology. Observing sessions will be arranged. Credit will be granted for only one of PHYS 272 or PHYS 172. Prerequisites: PHYS 101 or 121; MATH 107 or 127; PHYS 122 recommended. Three credits.

278 Introduction to Atmospheric Physics

This course aims at developing an understanding of the physical processes that influence our climate. It is suitable for science students interested by atmospheric sciences, climate and air quality issues. Topics include introduction to radiation, atmospheric composition, planetary atmospheres, introduction to molecular spectroscopy and photochemistry, radiation balance - natural variability and anthropogenic effects, greenhouse effect, ozone depletion, clouds, methods of sounding atmospheric constituents, instrumentation, introduction to climate modeling. Cross-listed as EESC 278. Prerequisites: MATH 107 or 122 or 127; CHEM 101/102(100) or 120, and one pair of PHYS 101/102, 121/122. Three credits. Not offered 2023-2024.

299 Selected Topics

The topic for 2023-2024 is The Atmosphere. The aim of this course is to develop a practical understanding of the physical processes which govern the development of Earth's climate using the tools of algebra. Topics include solar and infrared radiation; thermodynamics; atmospheric stability and thermodynamic diagrams; water vapor and cloud microphysics; atmospheric dynamics; and climate dynamics. The student will develop practical skills in interpreting measurements from weather balloons, cloud classifications, identifying fronts, and understanding the influence of large-scale climate oscillations (e.g., El Nino, North Atlantic Oscillation, etc.) and climate feedbacks on the Earth system. Suitable for BSc and BASc in CLEN

students in second year and above. Credit will be granted for only one of PHYS 299 or PHYS 303. Three credits.

302 Modern Physics: Properties of Matter

This course is an introduction to the very broad topic of materials science from a physics perspective. Topics include continuum mechanics and elasticity, fluid mechanics, classical thermodynamic treatment of phase transitions, electronic structure of atoms, bonding, crystallography, electrochemistry, magnetic solids and electrical conductivity. Prerequisites: PHYS 201, 241. Three credits and lab.

303 Modern Physics: Subatomic Physics and Cosmology

Topics include nuclei; elementary particles; concepts of general relativity; cosmology. Credit will be granted for only one of PHYS 303 and PHYS 299(2023-2024). Prerequisite: PHYS 201. Three credits.

322 Electromagnetic Theory I

This course presents a comprehensive study of electrostatics in the presence of conductors and dielectrics. Particular attention is paid to developing and solving the differential equations that describe the electric field and scalar potential. Topics include vector fields; Coulomb's Law; Gauss's Law; Poisson's/Laplace's equation; Green's function; multipole expansion; method of images; polarization of materials; the displacement field; introduction to magnetostatics. Prerequisites: PHYS 122; MATH 267 or ENGR 222/MATH 222; PHYS 241 or MATH 361. Three credits.

323 Electronics

An introduction to electronic systems, devices and circuits. Devices and topics discussed include equivalent circuits, filters, feedback, diodes, bipolar junction transistors, field effect transistors, operational amplifiers, and digital circuits. Prerequisites: PHYS 221/ENGR 237; ENGR 221/MATH 221 or MATH 367. Three credits and lab. Not offered 2023-2024.

325 Optics

Topics include the nature of light, Maxwell's equations, geometric optics, optical instruments, polarization; coherence and interference; Fraunhofer and Fresnel diffraction and an introduction to lasers. Prerequisites: PHYS 201, 241; ENGR 221/MATH 221 or MATH 367. Three credits and lab. Not offered 2023-2024.

343 Quantum Mechanics I

Covers states as vectors, measurable quantities as operators in a linear vector space, eigenstates and eigenvalues; the process of measurement, superposition of eigenstates; Schrödinger's equation; orbital and spin angular momentum; time-independent perturbation theory, applications. Prerequisites: PHYS 201, 242; MATH 254, 267 or ENGR/MATH 223. Three credits. Not offered 2023-2024.

344 Thermal Physics

This course introduces the statistical nature of physical systems from an energetic perspective. Topics covered: laws of thermodynamics; ideal gases and Einstein solids; entropy and its relation with temperature, pressure, and chemical potential; engines and refrigerators; Helmholtz and Gibbs free energy; chemical thermodynamics; Boltzmann statistics; partition functions; Maxwell distribution; Gibbs factors and quantum statistics; Fermi-Dirac and Bose-Einstein distributions; degenerate electron gases; blackbody radiation and Planck's distribution; Debye theory of solids. Prerequisites: PHYS 242; CSCI 161 or ENGR 144. Three credits and lab.

399 Selected Topics

The topic for 2023-2024 is General Relativity (GR). This course will cover the basics of GR: fundamentals of differential geometry, metric, geodesics, experimental tests of GR, black holes, cosmic expansion, gravitational waves, warped space-time, Einstein equation, Prerequisites: PHYS 241 or MATH/ENGR 221 or MATH 367; MATH 267 or MATH/ENGR 222. Three credits.

422 Electromagnetic Theory II

This course, a continuation of PHYS 322, covers magnetic fields in magnetic and non-magnetic materials, electromagnetic induction, the electric and magnetic fields of moving electric charges; Maxwell's equations; and the propagation and radiation of electromagnetic waves in various media. Prerequisites: PHYS 322; ENGR 221/MATH 221 or MATH 367. Three credits.

425 Lasers and Modern Optics

An introduction to the theory, operation, and applications of lasers. Topics include the principles of optical coherence; optical resonators; operating principles and the most important laser types; holography; wave mixing; harmonic generation; the optical Kerr effect; stimulated Raman scattering and fibre optics. Prerequisites: PHYS 201, 325, 343. Three credits and lab.

443 Quantum Mechanics II

Topics include function space analysis; state vectors, pure and non-pure states described by density operators; unitary and antiunitary transformations, symmetries and group theory in quantum mechanics; Schrödinger, Heisenberg, and interaction pictures; angular momentum coupling, tensor operators, the Wigner-Eckart theorem; time-dependent perturbation theory, variational approach; scattering theory with applications to modern physics. Prerequisite: PHYS 343. Three credits. Not offered 2023-2024.

444 Statistical Mechanics

This advanced course explores thermodynamics and its relationship to statistical mechanics. Topics include review of the thermodynamic postulates and conditions for equilibrium; extensive and intensive quantities; entropic and energetic formulations; Euler equation and Gibbs-Duhem relation; Legendre-transformed representations; response functions and Maxwell relations; stability; first-order phase transitions; van der Waals fluid; critical point and second-order phase transitions; Ising model of magnetic systems; connection to statistical mechanics through numerical models. Prerequisite: PHYS 344. Three credits and lab.

474 Computational Physics

This course covers computational modelling of a variety of systems relevant to physics, physical chemistry, and engineering. Topics will include deterministic and stochastic methods; drawing connections among different phenomena from underlying similarities revealed through the modelling process; implementing simulations and analyzing the results; numerical integration of neural networks and spin glasses. Prerequisites: PHYS 122; MATH 107/127 or 122; CSCI 161 or ENGR 144. Three credits and lab.

475 Atomic and Molecular Physics

Covers the development of atomic physics; one-electron and multi-electron atoms; fine and hyperfine structure; radiation and radiative transitions; the Pauli principle and atomic shell structure; atomic spectroscopy. Also covers a selection of current areas of research in the field such as lasers, laser cooling, and quantum computing. Prerequisite: PHYS 343. Three credits and lab.

476 Solid-State Physics

An introduction to the theory of solids and important experimental results. Topics include crystal structure; diffraction methods; lattice vibrations; specific heat of solids; thermal conductivity; the behaviour of electrons in metals and semiconductors; magnetism; superconductivity. Prerequisites: PHYS 201, 302, 344. Three credits and lab.

483 Honours Thesis I

Students will prepare and present a proposal for a thesis, describing a project of original research they intend to perform under the supervision of a faculty member. Required for honours students with physics as science A. Three credits.

491 Physics Seminar

All students in the fourth year of a physics program are required to attend department seminars as scheduled. No credit.

493 Honours Thesis II

Students will prepare and present a complete thesis based on original research they have performed under the supervision of a faculty member. Required for honours students with physics as science A. Three credits.

494 Advanced Major Project

Students will prepare and present a report based on a project they have performed under the supervision of a faculty member. Required for advanced major students. No credit.

9.31 POLITICAL SCIENCE (PSCI)

D. Abelson, Ph.D.
N. Allen, Ph.D.
J. Bickerton, Ph.D.
Y. Cho, Ph.D.
Y. Grenier, Ph.D.
J. Levin, Ph.D.
I. Shoikhedbrod, Ph.D.
L. Stan, Ph.D.
R. Wallace, Ph.D.

Senior Research Professors
P. Clancy, Ph.D.
S.K. Holloway, Ph.D.

The Department of Political Science offers the following BA degree programs: major; joint major; advanced major; joint advanced major; honours; and honours with subsidiary. Students in any of these programs can also pursue one of the following four optional subfield concentrations offered by the department: political theory; Canadian politics; comparative politics; and international relations. Additionally, the department offers, along with the Department of Philosophy, an optional concentration in ethics, politics and law. Minor and subsidiary programs

are available for students majoring in another discipline. Degree candidates should consult the department chair for course selection, and they must have their programs of study approved by the chair.

Minor and Subsidiary Program

24 credits of PSCI required, including:
a) PSCI 101 and 102
b) 6 credits at the 200 level
c) 12 additional credits, including at least 6 credits at the 300 level or above

Major and Joint Major Programs

36 credits of PSCI required, including:
a) PSCI 101 and 102
b) 9 credits from PSCI 201, 202, 211, 212, 221, 222, 251, 252
c) 18 credits at the 300 level or above, including PSCI 397 or 399
d) 3 additional credits at the 200 level or above

Advanced Major and Joint Advanced Major Programs

36 credits of PSCI required, including:
a) PSCI 101 and 102
b) 9 credits from PSCI 201, 202, 211, 212, 221, 222, 251, 252
c) 18 credits at the 300 level or above, including PSCI 397 or 399 and 6 credits of 400-level seminars
d) Advanced major paper in a 400-level seminar
e) 3 additional credits at the 200 level or above

Honours Program

60 credits of PSCI required, including:
a) PSCI 101 and 102
b) 12 credits from PSCI 201, 202, 211, 212, 221, 222, 251, 252
c) 24 credits at the 300 level or above, including PSCI 397 and 399, 6 credits of 400-level seminars, and honours thesis (PSCI 490)
d) 18 additional credits at the 200 level or above

Honours with a Subsidiary Subject

48 credits of PSCI required, including:
a) PSCI 101 and 102
b) 12 credits from PSCI 201, 202, 211, 212, 221, 222, 251, 252
c) 24 credits at the 300 level or above, including PSCI 397 and 399, 6 credits of 400-level seminars, and honours thesis (PSCI 490)
d) 6 additional credits at the 200 level or above

Optional Concentrations

Concentration in Political Theory

For majors and joint majors, 18 credits of political theory required, including:
a) PSCI 201 and 202
b) 12 credits from PSCI 301, 303, 306, 308, 401

For advanced majors and joint advanced majors, 18 credits of political theory required, including:
a) PSCI 201 and 202
b) 9 credits from PSCI 301, 303, 306, 308
c) PSCI 401
d) Advanced major paper in PSCI 401

For honours and honours with a subsidiary, 24 credits of political theory required, including:
a) PSCI 201 and 202
b) 9 credits from PSCI 301, 303, 306, 308
c) PSCI 401
d) Honours thesis (PSCI 490) in political theory

Concentration in Canadian Politics

For majors and joint majors, 18 credits of Canadian politics required, including:
a) PSCI 221 and 222
b) 12 credits from PSCI 321, 322, 323, 324, 325, 326, 343, 344, 351, 421

For advanced majors and joint advanced majors, 18 credits of Canadian politics required, including:
a) PSCI 221 and 222
b) 9 credits from PSCI 321, 322, 323, 324, 325, 326, 343, 344, and 351
c) PSCI 421
d) Advanced major paper in PSCI 421

For honours and honours with a subsidiary, 24 credits of Canadian politics required, including:
a) PSCI 221 and 222
b) 9 credits from PSCI 321, 322, 323, 324, 325, 326, 343, 344, 351
c) PSCI 421
d) Honours thesis (PSCI 490) in Canadian politics

Concentration in Comparative Politics

For majors and joint majors, 18 credits of comparative politics required, including:
a) PSCI 211 and 212
b) 12 credits from PSCI 312, 314, 315, 316, 331, 335, 336, 345, 365, 371, 372, 373, 391, 395, 452

For advanced majors and joint advanced majors, 18 credits of comparative politics required, including:
a) PSCI 211 and 212
b) 9 credits from PSCI 312, 314, 315, 316, 331, 335, 336, 345, 365, 371, 372, 373, 391, 395
c) PSCI 452
d) Advanced major paper in PSCI 452

For honours and honours with a subsidiary, 24 credits of comparative politics required, including:
a) PSCI 211 and 212
b) 9 credits from PSCI 312, 314, 315, 316, 331, 335, 336, 345, 365, 371, 372, 373, 391, 395
c) PSCI 452
d) Honours thesis (PSCI 490) in comparative politics

Concentration in International Relations

For majors and joint majors, 18 credits of international relations required, including:
a) PSCI 251 and 252
b) 12 credits from PSCI 311, 351, 352, 353, 354, 355, 356, 357, 358, 359, 363, 364, 451

For advanced majors and joint advanced majors, 18 credits of international relations required, including:
a) PSCI 251 and 252
b) 9 credits from PSCI 311, 351, 352, 353, 354, 355, 356, 357, 358, 359, 363, 364
c) PSCI 451
d) Advanced major paper in PSCI 451

For honours and honours with a subsidiary, 24 credits of international relations required, including:
a) PSCI 251 and 252
b) 9 credits from PSCI 311, 351, 352, 353, 354, 355, 356, 357, 358, 359, 363, 364
c) PSCI 451
d) Honours thesis (PSCI 490) in international relations

Concentration in Ethics, Politics, and Law

This concentration is open to students pursuing a joint degree in political science and philosophy (joint majors, joint advanced majors, or honours with a subsidiary). Students in this stream must meet the credit requirements of both departments, including:
a) PSCI 343
b) 12 credits from PSCI 303, 306, 308, 321, 325, 335, 344, 353
c) PHIL 251, 331, 372
d) 3 credits from PHIL 201, 202, 371

CONCENTRATION DESIGNATED COURSES

Courses are three credits.

Political Theory

PSCI 201	Ancient & Medieval Political Thought
PSCI 202	Modern Political Thought
PSCI 301	Liberalism and Its Critics
PSCI 302	Marxism and Its Critics
PSCI 303	Controversies in Contemporary Political Thought
PSCI 306	Theory and Politics of Human Rights
PSCI 308	Global Justice
PSCI 401	Political Theory Seminar

Canadian Politics

PSCI 221	Canadian Political Institutions
PSCI 222	Canadian Politics and Society
PSCI 321	Federalism and Intergovernmental Relations
PSCI 322	Atlantic Canada
PSCI 323	Parties and Elections
PSCI 324	Provincial Politics
PSCI 325	Indigenous Politics in Canada
PSCI 326	Politics of Resentment in Canada
PSCI 343	Law and Politics

PSCI 344 Citizenship, Identity and Diversity
PSCI 351 Canadian Foreign Policy
PSCI 421 Canadian Politics Seminar

Comparative Politics
PSCI 211 Comparative Politics of Western Democracies
PSCI 212 Comparative Politics of Non-Western & Developing Countries
PSCI 312 Art and Politics
PSCI 314 Topics in European Politics
PSCI 315 Democratization around the World
PSCI 316 Dictatorships
PSCI 331 Comparative Nationalism
PSCI 335 Human Rights and International Justice
PSCI 336 Religion and Politics
PSCI 345 Women and Politics
PSCI 365 Russian Politics
PSCI 371 Political Economy of Development
PSCI 372 Politics in the Muslim World
PSCI 391 Latin American Politics and Government
PSCI 395 Mexican Politics
PSCI 452 Comparative Politics Seminar

International Relations
PSCI 251 Foundations of Global Politics
PSCI 252 Contemporary Global Politics
PSCI 308 Global Justice
PSCI 311 European Union
PSCI 351 Canadian Foreign Policy
PSCI 352 American Foreign Policy
PSCI 353 International Organizations
PSCI 354 Global Political Economy
PSCI 355 Global Issues
PSCI 356 Arab-Israeli Conflict
PSCI 357 Model United Nations
PSCI 358 International Security
PSCI 359 Unconventional Warfare and New Security Threats
PSCI 363 International Relations of East Asia
PSCI 364 Fault Lines in Israel/Palestine
PSCI 451 International Relations Seminar

Ethics, Politics, and Law
PSCI 303 Controversies in Contemporary Political Thought
PSCI 306 Theory and Politics of Human Rights
PSCI 308 Global Justice
PSCI 321 Federalism and Intergovernmental Relations
PSCI 325 Indigenous Politics in Canada
PSCI 335 Human Rights and International Justice
PSCI 343 Law and Politics
PSCI 344 Citizenship, Identity and Diversity
PSCI 353 International Organizations

Note: Not all courses are offered every year. Most 300-level courses are offered in alternate years. To confirm course offerings students should check the StFX timetable prior to registration.

101 Introduction to Power and Politics
This course provides a basic introduction to the study of politics by exploring key concepts, ideas and debates that are important for understanding political life. Topics covered include the nature of politics, varieties and dimensions of political power, political authority and the state. Students will be introduced to both traditional and contemporary political ideologies. Credit will be granted for only one of PSCI 101 or PSCI 100. Three credits.

102 Introduction to Comparative and Global Politics
International relations and national politics shape political life today. This course examines various forms of government and compares political systems and processes, electoral systems, and public policies. It introduces students to the international state system and relations among states, covering topics such as co-operation and conflict, alliances and international organizations, war and peace, the global economy and contemporary global issues. Credit will be granted for only one of PSCI 102 or PSCI 100. Three credits.

201 Ancient & Medieval Political Thought
A critical textual analysis of ancient and medieval thinkers such as Socrates, Plato, Aristotle, Aquinas and Augustine, with emphasis on their political thought. This course will stress the continuing relevance of these thinkers to current politics and the search for the just society. Credit will be granted for only one of PSCI 201 or PSCI 200. Cross-listed as PHIL 201. Prerequisites: PSCI 101, 102. Three credits.

202 Modern Political Thought
A critical textual analysis of modern thinkers such as Machiavelli, Hobbes, Locke, Rousseau, Kant, Mill, and Marx, with emphasis on their political thought. This course will stress the continuing relevance of these thinkers to current politics and the search for the just society. Credit will be granted for only one of PSCI 200 or PSCI 202. Cross-listed as PHIL 202. Prerequisites: PSCI 101, 102. Three credits.

211 Comparative Politics of Western Democracies
This course covers comparative politics and/or regional politics as a field of study, and prepares students for upper level courses in the field. It will present the basic methodological and theoretical tools in the field and take a close look at countries whose political institutions, culture, and policies are similar or closely related to Canada's. These countries may include Great Britain, France, Germany, Sweden, or Australia, among others. Prerequisites: PSCI 101, 102. Three credits.

212 Comparative Politics of Non-Western and Developing Countries
This course covers comparative politics and/or regional politics as a field of study, and prepares students for upper level courses in the field. It examines the evolution and diversity of governments in countries whose political institutions, culture, policies differ from Canada's. These countries may include Russia, China, Brazil, Japan, Iran, India or Nigeria, among others. Prerequisites: PSCI 101, 102. Three credits.

221 Canadian Political Institutions
This course covers the key political structures and institutions of the Canadian state (the Constitution, the political executive, parliament, federalism, intergovernmental relations, the public service and the courts) which constrain, shape and give impetus to Canadian politics, governance and decision-making. Prerequisites: PSCI 101, 102. Three credits.

222 Canadian Politics and Society
This course will focus on the Canadian political environment and cover the cultural, social, and regional context of how citizens interact with the Canadian state. Topics covered include political culture, parties and elections, interest groups, social movements, and the implications for the political process of key social divisions such as gender, language, and race. Language politics, multiculturalism, the women's movement, and Indigenous peoples will receive attention. The course concludes with a discussion of Canada's global affairs. Prerequisites: PSCI 101, 102. Three credits.

231 United States Politics
This course introduces U.S. government with a focus on the historical development of American political institutions. It examines the U.S. federal system and constitutional development, as well as executive, legislative, and judicial powers with particular attention to the founding and its enduring legacy in American political culture. Prerequisites: PSCI 101, 102. Three credits.

241 Business and Government
This course examines the historical roots and the current contours of the business-government relationship. While the focus is on Canada, conditions in other advanced capitalist states will be considered. Topics include the mechanisms of business power, the micro-politics of industries and case studies of corporate-state relations. Credit will be granted for only one of PSCI 240 or PSCI 241. Prerequisites: PSCI 101, 102. Three credits.

251 Foundations of Global Politics
This course examines international relations as a field of study, offering a comprehensive survey of the conceptual, theoretical, and historical foundations of global politics. It provides students with a wide range of analytical and interpretive tools to make sense of global politics and prepare them for more advanced courses in international relations. Credit will be granted for only one of PSCI 251 or PSCI 250. Prerequisites: PSCI 101, 102. Three credits.

252 Contemporary Global Politics
This course examines a set of contemporary problems and issues in global politics, focusing primarily on security-related questions, the politics of international economic relations, and transnationalism. Among the topics examined are: international security, nuclear deterrence and proliferation, humanitarian intervention, terrorism, economic globalization and its consequences, the problem of poverty and development for the global South, environmental challenges, new transnational actors, and global governance. Credit will be granted for only one of PSCI 252 or PSCI 250. Prerequisites: PSCI 101, 102. Three credits.

291 Violence, Conflict, and Politics
An introduction to the comparative study of types of collective political violence: war, terrorism, ethnic or identity-based conflicts, coup d'état, revolution, civil war, and genocide. Specific case studies are examined along with the main theoretical approaches in the field. Prerequisites: PSCI 101, 102. Three credits.

301 Liberalism and Its Critics
A critical study of liberal political theory, its basic concepts and its limitations in a multi-cultural age. Theorists considered include John Stuart Mill, John Rawls, Joseph Raz, Charles Taylor, John Gray and Wendy Brown. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (201/202 recommended). Three credits.

302 Marxism and Its Critics
A study of Marxism as a critical theory and a critique of political economy. The course will discuss Marx, Engels, Kautsky, Bernstein, Luxemburg, Lenin, Trotsky, Gramsci, Lukacs, Pashukanis, Bloch, Habermas, Arendt, Popper, Hayek, Kolakowski, Cohen, and Mills, among other Marxist thinkers and critics. Themes will include the interplay between social science, philosophy, politics, economics, ethics, law, revolution, and social transformation. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (201/202 recommended). Three credits. Offered 2023-2024 and in alternate years.

303 Controversies in Contemporary Political Thought
Critical study of the major ideas and issues in contemporary political theory, focused on assessing and engaging central moral debates in domestic and global politics. Emphasis will be placed on applying political theories and concepts to examine real-world cases. Main themes: political authority and obligation, democracy, multiculturalism, human rights, global justice, war and intervention, environment, gender and power. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (201/202 recommended). Three credits.

306 Theory and Politics of Human Rights
This course critically examines the theory and politics of human rights, including conceptual, historical, legal, and practical controversies surrounding human rights and the institutions that have been designed to protect them. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (201/202 recommended). Three credits.

308 Global Justice
This course critically explores political theories of global justice that fall in both the statist or nationalist camp and the cosmopolitan camp, along with rights-based approaches that address pressing global concerns through the lens of political philosophy, including global gender justice, world poverty and global responsibility, democracy and global governance, the ethics and politics of global migration, animal rights, climate change and intergenerational justice, and indigenous struggles. Credit will be granted for only one of PSCI 308 or PSCI 394 (2018-2019). Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (201/202 recommended). Three credits.

311 The European Union
This course examines European integration since World War II, with emphasis on the European Community (EC) and European Union (EU), their institutions and policy processes, and the consequences of European unity for the political process in European societies. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (251/252 recommended). Three credits.

312 Art and Politics
This course introduces students to what modern artists have to say about politics and what governments do and say about art. It provides some of the historical and theoretical tools needed to analyze the political role of art in our time. Students will examine literary works, painting, music, and architecture, and discuss specific policies on art. Cross-listed as ART 312. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (211/212 recommended). Three credits.

314 Topics in European Politics
This course examines themes and issues relevant to European politics and societies, ranging from political institutional arrangements, state-society relations, and the role of civil society and social capital to public policy, immigration, church-state relations, security, the EU Eastern enlargement, and the EU Neighbourhood Policy. By examining different European countries, Europe as a whole and the European Union, students are encouraged to develop their own project to understand politics in that part of the world. Credit will be granted for only one of PSCI 314 or PSCI 310. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (211/212 recommended). Three credits.

315 Democratization around the World
This course investigates the problems facing countries from different parts of the world that have sought to move from non-democratic political systems to democracy. Students will learn the social, cultural and economic conditions necessary for the process of democratization; analyze the institutional structures and constitutional designs most conducive to the transition from authoritarianism to democracy; and consider the consequences of democratization for development. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (211/212 recommended). Three credits.

316 Dictatorships
This course introduces students to the nature and varieties of dictatorships in our time by examining their causes of emergence, what sustains them, and why they (sometimes) fall. This comparative politics course covers cases of dictatorial rule in countries such as China, Cuba, Egypt, North Korea, Russia, and Rwanda. Students will examine the political institutions and the public policies (e.g. economic, cultural, human rights) of dictatorships. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (211/212 recommended). Three credits.

318 Power and the State
The state is a central concept within the social sciences and one of the most significant sources of power in the modern world. Despite this, states today appear increasingly in crisis, with their very legitimacy questioned. In this course, we will explore the development of the modern state in order to better understand our present. Topics include: the power of disinformation; surveillance; Trump; and Black Lives Matter. The course concludes with a reflection on democracy. Cross-listed as SOCI 309. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (211/212 recommended). Three credits.

321 Federalism and Intergovernmental Relations
This course examines the theory and practice of federalism, with a focus on Canadian federalism. Topics include theories of federalism, comparative federal systems, inter-governmental relations, fiscal arrangements, federal-provincial diplomacy, and constitutional reform. Cross-listed as PGOV 321. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (221/222 recommended). Three credits. .

322 Atlantic Canada
A course on modern government and politics in the four Atlantic provinces. Regional development and dependence are the themes within which students will explore federal-provincial relations, fiscal and administrative changes, development policies, political culture, and party systems. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (221/222 recommended). Three credits.

323 Parties and Elections
This course is concerned with parties and elections in Canada. Topics include comparative party and electoral systems; the evolution of the Canadian party system; party leadership and financing; the electoral system; brokerage politics and political marketing election campaigns and voting behaviour. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (221/222 recommended). Three credits.

324 Provincial Politics
A comparative study of the differing political cultures, institutions, behaviour, and public policies of the Canadian provinces. Students will seek explanations for the similarities and differences in the social and economic structures and political histories of the provinces. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (221/222 recommended). Three credits.

325 Indigenous Politics in Canada
As an introduction to Indigenous politics and governance in Canada, this course will cover the history of Indigenous-Crown relations, the political mobilization of Indigenous peoples, the constitutional entrenchment of their rights, key court decisions and political struggles, and governance challenges in the modern era. Topics to be covered include the treaty process, the Indian Act, Aboriginal and non-Aboriginal perspectives, citizenship and sovereignty, land claims and modern treaties, and various forms of self-government. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (221/222 recommended). Three credits. Offered 2023-2024 and in alternate years.

326 Politics of Resentment in Canada
This course examines the politics of resentment in Canada, focusing on intergroup conflict and divisions within the Canadian federation. The course will explore the major “fault lines” that shape Canadian politics, including tensions regarding language, regionalism, race and immigration, Indigenous relations, and gender equality. We will also assess how Canadian political institutions—including the electoral system, party system, courts, media, and more—respond and/or contribute to such tensions. Credit will be granted for only one of PSCI 326 or PSCI 392 (2021-2022). Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (221/222 recommended). Three credits.

331 Comparative Nationalism
An analysis of the historical origins of nationalism and of its central concepts and justifications. Both Western and non-Western nationalism (focusing on four or more cases) will be examined in a comparative context. Evidence for the recent decline of the nation state will be explored. Credit will be granted for only one of PSCI 331 or PSCI 330. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (211/212 recommended). Three credits.

335 Human Rights and International Justice
Human rights and international justice are important components of politics. This course examines the theoretical and practical concerns shaping the study and promotion of human rights today. Using a variety of material and case studies, we examine the debate over whether rights are universal; the institutions and organizations enforcing human rights; and the role states play in protecting human rights. A strong component of this class is state responses to massive human rights violations. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (211/212 recommended). Three credits.

336 Religion and Politics
An examination of the impact of religion on politics and politics on religion. Students will consider the relationship between religion and politics in the Middle East, Northern Ireland, India and Pakistan, Eastern Europe and North America. Case studies will demonstrate interactions between the state and Christianity, Islam, Hinduism, and Judaism, as well as the influence of religion on citizenship, education, the party system, and social issues. Credit will be granted for only one of PSCI 336, PSCI 295, RELS 295. Cross-listed as RELS 336. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (211/212 recommended). Three credits.

343 Law and Politics
This course explores the role of the courts in politics, particularly in Canada. Possible Topics include recent constitutional developments; the impact of the Charter of Rights and Freedoms; the judicialization of politics; philosophy of law; and strategic litigation. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (221/222 recommended). Three credits.

344 Citizenship, Identity and Diversity
This course examines various aspects of Canadian citizenship, with a particular focus on the accommodation of diversity. Topics include citizenship theory, the evolution of the Canadian citizenship regime, majority and minority nationalisms, Indigenous citizenship, gender and sexual minorities, and multiculturalism. Prerequisites: PSCI 101, 102(100) and 6 credits of PSCI at the 200 level (221/222 recommended). Three credits.

345 Women and Politics
An introduction to the study of women and politics, this course has three parts: feminist political thought and the women's movement; political participation and representation; and public policy. Topics include feminist political thought in the Western political tradition; the evolution and politics of the women's movement; political parties and legislatures; women and work; women and the welfare state. Cross-listed as WMGS 345. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (211/212 recommended). Three credits.

351 Canadian Foreign Policy
This course is designed as a general historical survey of Canadian external interests, external policy-making processes, and contemporary themes and issues. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (251/252 recommended). Three credits.

352 American Foreign Policy
This course introduces students to the study of US foreign policy, examining major political, economic, and social forces that shape and constrain the making of American foreign policy. Among the issues examined are the historical and doctrinal context of US foreign policy, actors and institutions in the American foreign policymaking process, and contemporary external security and foreign economic policies of the US. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (251/252 recommended). Three credits.

353 International Organizations
A study of the development and role of international organizations in global politics, examining the achievements and limits of institutionalized multilateral cooperation among states. Institutions examined include the UN, NATO, the WTO, the IMF, and the World Bank. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (251/252 recommended). Three credits.

354 Global Political Economy
This course examines the politics of international economic relations. Topics include transnational corporations and the globalization of production, the multilateral trade system and regionalism, the global monetary and financial system, and economic development in the global South. Cross-listed as DEVS 354. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (251/252 recommended). Three credits.

355 Global Issues
This course examines the state's supremacy and its capacity to manage such global issues as transnational flows of goods, services, money, and ideas; the phenomenon of failed states in the post-Cold War period; global environmental issues; weapons proliferation; terrorism and other forms of transnational crime; and the rise of transnational social activist groups. Cross-listed as DEVS 355. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (251/252 recommended). Three credits.

356 Arab-Israeli Conflict
This course examines the multifaceted dimensions of the Arab-Israeli conflict. In addition to exploring various historical, political, societal, economic, and religious cleavages behind the conflict, the course also examines peace initiatives and the prospects for their success in the region. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (251/252 recommended). Three credits.

357 Model United Nations
Introduction to the structures, activities, and operations of the UN, the protocols and procedures of UN deliberations, and contemporary international issues and agendas faced by the UN and its member states. The course is built around student preparation for, and participation in, simulated UN deliberations at the Five-day annual NMUN Conference in New York scheduled for March. Conference attendance is mandatory; there are additional travel-related costs; and funding raising is required. Credit will be granted for only one of PSCI 357 or PSCI 392 (2014-2015, 2016-2017). Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (251/252 recommended). Three credits.

358 International Security
This course examines both the causes of war and the various strategies and tactics pertaining to how war has been and is presently conducted, as well exploring conflict mitigation and peacemaking strategies. Taking a pluralistic view of security studies, the course uses various frameworks of analysis drawing from classical works, rationalist approaches, structuralist accounts, normative works, and constructivist explanations for war and peace. Credit will be granted for only one of PSCI 358, 392 (2018-2019), 394 (2017-2018), or 392 (2016-2017). Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (251/252 recommended). Three credits.

359 Unconventional Warfare & New Security Threats
Since the end of the Cold War, and especially since September 11, 2001, new security issues have proliferated in the international arena, including espionage, transnational terrorism, guerrilla warfare, insurgency, and electronic warfare. The course begins by defining these phenomena conceptually and explores how they have been used strategically as means to an end. Credit will be granted for only one of PSCI 359 or PSCI 394 (2019-2020). Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (251/252 recommended). Three credits.

363 International Relations of East Asia
An examination of contemporary international relations and foreign policies of major regional actors in East Asia including China, Japan, North and South Koreas, and the US. Topics include the political economy of East Asian regionalism, institution-building, the regional security complex, the rise of China, and the ongoing nuclear crisis in the Korean Peninsula. Places in the course are limited and a secondary application process will be announced to those registering on Banner. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (251/252 recommended). Preference given to students who have taken PSCI 356. Three credits.

364 Fault Lines in Israel/Palestine
This course is a companion to PSCI 356. It will be held in Israel and Palestine over 10 days following exams (returning prior to convocation). The course aims to foster a nuanced understanding of Israeli and Palestinian politics and culture using a mixed-methods format (formal lectures, informal discussions, guided tours, meetings with cultural figures, policy makers, activists, and academics). Places in the course are limited. A secondary application process will be announced to those registered. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (251/252 recommended). Three credits.

365 Russian Politics
This course explores the reasons for the collapse and the pursuit of political and economic alternatives to state socialism in the Russian Federation. Students are encouraged to develop their own project, examining the manner in which forms of ownership, constitutional developments, party formation, political personalities, and domestic and international pressure influence events in post-communist Russia. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (211/212 recommended). Three credits.

371 Political Economy of Development
Countries in the developing world face a distinct set of political challenges, particularly as they relate to fostering economic growth and providing effective public services. This course will explore the political determinants of development as well as the effect of economic conditions on political outcomes. Key issues include the origins of state weakness, the relationship between political institutions and economic growth, the causes of corruption, and the effect of diversity on governance outcomes. Credit will be granted for only one of PSCI 371 and PSCI

370. Cross-listed as DEVS 371. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (211/212 recommended). Three credits.

372 Politics in the Muslim World
A comparative examination of politics in Muslim-majority countries. This course will focus on the interaction of religion with issues of political order and development. We will consider the prospects of democracy, the strategies of religious political parties, the interplay of religious and national identities, and the constitutional status of religion across cases. Particular attention will be paid to politics of the largest Muslim countries. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (211/212 recommended). Three credits. Not offered 2023-2024.

389 Selected Topics
The topic for 2023-2024 is Politics and Technology. This course will assess the relation between technology and politics, including considerations of evolving conceptions of citizenship in Canada. Topics may include the intersections among technology and equity seeking groups, democratic rights, media and the web, as well as continued colonization. The interaction between politics and technology by looking at how technological changes in Canada have shaped political life will be examined. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level. Three credits.

391 Latin American Politics and Government
This course offers a comparative analysis of governments, political processes, and policies in Latin America. It focuses on countries such as Argentina, Brazil, Chile, Costa Rica, Cuba, El Salvador, Mexico, Peru, and Venezuela. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (211/212 recommended). Three credits.

395 Mexican Politics
This course looks at Mexico's distinct political tradition. It presents and discusses Mexico's main political actors (political parties, groups, social movements) and institutions (democratic, republican, federal, presidential), and examines the political challenges of democratization and liberalization. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (211/212 recommended). Three credits.

397 Research Design in Political Science
This course is all about asking interesting questions in political science and then coming up with ways to answer these questions. We will introduce the concept of variance and causality, units of analysis, and strategies for case selection. At the end of the course, students will be able to formulate research questions, generate a research design, and discuss a range of methodological approaches that can be used to explore the world of politics. Cross-listed as PGOV 304. Credit will be granted for only one of PSCI 397 or PSCI 399 offered up until 2019-2020. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level. Three credits.

399 Quantitative Research Methods
This course introduces students to the use of quantitative analysis in political science. While studying the logic of statistical inference, students will learn practical skills, including survey questionnaire design, dataset management, and data presentation. By the end of the course students will be able to critically assess quantitative research and apply quantitative tools to pursue their own research questions. Cross-listed as PGOV 303. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level. Three credits.

401 Political Theory (Seminar)
This seminar will critically analyze selected political thinkers, themes, issues and/or controversies in political theory, and their current relevance to the discipline of political science and politics. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (201/202 recommended). Three credits. Not offered 2023-2024.

421 Canadian Politics (Seminar)
This seminar deals with the analysis of power in Canadian politics, through the study of selected institutions, policy fields, and governance challenges. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (211/212 recommended). Three credits.

451 International Relations (Seminar)
This seminar examines advanced theories of International Relations and contemporary issues in global politics. Prerequisites: PSCI 101, 102, 251, 252. Three credits.

452 Comparative Politics (Seminar)
This seminar discusses major issues in comparative politics and examines the advanced theories, methods, and concepts in the field. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level (211/212 recommended). Three credits.

490 Thesis
Restricted to students in the BA Honours program. Six credits.

499 Directed Study
See section 3.5. Six credits.

9.32 PSYCHOLOGY (PSYC)

E. Austen, Ph.D.
L. Berrigan, Ph.D.
K. Brebner, Ph.D.
T. Callaghan, Ph.D.
J. Corbit, Ph.D.
E. Koch, Ph.D.
L. Lambe, Ph.D.
C. Lively, Ph.D.
C. Lomore, Ph.D.
E. Mazerolle, Ph.D.
P. McCormick, Ph.D.
J. McKenna, Ph.D.
E. Prusaczyk, Ph.D.
R. Redden, Ph.D.
K. Thompson, Ph.D.
M. Watt, Ph.D.
A. Weaver, Ph.D.

Professor Emeritus
A. Bigelow, Ph.D.
G.P. Brooks, Ph.D.
K.C. den Heyer, Ph.D.
J. Edwards, Ph.D.
R.W. Johnson, Ph.D.

Minor Program
24 credits of PSYC.

BA and B.Sc. Major Program
Candidates must follow the degree regulations in chapters 4 and 7 and complete:
a) PSYC 101, 102
b) PSYC 291, 292; six additional credits of 200-level lab courses (must include six credits from 211, 221, 222, 225, 231, 232, 261, 262)
c) 12 PSYC credits at the 300 or 400 level*; and
d) 6 additional PSYC credits

Students contemplating pursuing an honours degree are strongly recommended to complete PSYC 291, 292 in second year.
*400 level courses are restricted to students in the honours program or students who have a minimum average of 70.

BA and B.Sc. Honours Program
Candidates must follow the degree regulations in chapter 4 or 7 and complete:
a) PSYC 101, 102; six additional credits of 200-level lab courses (must include six credits from 211, 221, 222, 225, 231, 232, 261, 262); 301, 302, 394;
b) 6 credits at the 400 level
c) PSYC 391, 491 (non-credit) and PSYC 490

Psychology as a Subsidiary Subject
If psychology is selected as a subsidiary subject by an honours student in the BA program, 24 PSYC credits are required. These credits must include PSYC 301, 302.

B.Sc. Programs
Candidates must follow the degree regulations in chapter 7 and should note the following:
a) PSYC courses are considered science courses only when they are taken as part of a major or honours subject in the B.Sc. program
b) B.Sc. major program must include BIOL 111, 112; MATH 106 or 126, 107 or 127, and 12 additional credits in science courses (excluding PSYC)
c) B.Sc. honours degree program must include BIOL 111, 112; CHEM 101, 102; MATH 106 or 126, 107 or 127; and 6 additional credits in science courses (excluding PSYC)
d) For the B.Sc. honours program, the 18 credits of electives approved by the department normally consist of courses in PSYC or in other science subjects

B.Sc. with Joint Honours
Students enrolled in joint honours programs in which psychology is one of the two honours subjects must take PSYC 230.

Applied Forensic Psychology
Degrees offered:
B.A in Applied Forensic Psychology
B.A. Honours in Applied Forensic Psychology
B.Sc. in Applied Forensic Psychology
B.Sc. Honours in Applied Forensic Psychology

BA and B.Sc. Major in Applied Forensic Psychology Program

Candidates must follow the degree regulation in chapters 4 and 7 and complete:

a) PSYC 101, 102, 110
b) PSYC 257, 291, 292; six additional credits of 200-level lab courses (must include six credits from 211, 221, 222, 225, 231, 232, 261, 262)
c) PSYC 356, 376, 379, 381, 382, 457; one of PSYC 364, 365, 367, 368, 372, 373, 378.

BA and B.Sc. Honours in Applied Forensic Psychology Program

Candidates must follow the degree regulation in chapters 4 and 7 and complete:

a) PSYC 101, 102, 110; PSYC 291, 292; six additional credits of 200-level lab courses (must include six credits from 211, 221, 222, 225, 231, 232, 261, 262); PSYC 257, 301, 302, 356, 394; one of 364, 365, 367, 368, 372, 373, 378; PSYC 376, 379, 381, 382
b) PSYC 457, 3 credits at the 400 level
c) PSYC 391, 491 (non-credit) and PSYC 490

Concentration in Forensic Psychology

Students enrolled in the Bachelor of Arts may apply in their sophomore year to concentrate their psychology degree in forensic psychology. In the second year, applicants must take PSYC 291, 292 and six additional credits of 200-level lab courses (must include six credits from 211, 221, 222, 225, 231, 232, 261, 262). Candidates must complete PSYC 356, 357, 376, 378, 379, 381, 382 and one of the following: PSYC 364, 365, 367, 368.

Applications are submitted to the Co-ordinator of the Forensic Psychology program (please see co-ordinator for additional information on the program).

Note: PSYC 101 and 102 are prerequisites for all other psychology courses except PSYC 394.

101 Introduction to Psychology as a Natural Science

Topics include research methodology, neuroscience, consciousness, sensation and perception, learning, memory, and cognition. Students have an opportunity to be involved with ongoing research in the department by participating in experiments during the course of the academic term. Credit will be granted for only one of PSYC 101 or PSYC 100. Three credits.

102 Introduction to Psychology as a Social Science and Profession

Topics include lifespan development, motivation and emotion, health, social psychology, personality, abnormal, clinical, and forensic psychology. Students have an opportunity to be involved with ongoing research in the department by participating in experiments during the course of the academic term. Credit will be granted for only one of PSYC 102, PSYC 100 or PSYC 155. Prerequisite: PSYC 101. Three credits.

110 Introduction to Forensic Psychology

Forensic Psychology refers broadly to all matters at the interface of psychology and law. This includes the production and application of psychological science and knowledge to legal issues. Possible topics include: eyewitness testimony, jury selection, deception detection, criminal law, police stress, forensic risk assessment, criminal behaviour, and types of offenders (e.g., sexual offenders, psychopaths, murderers). Restricted to students in Applied Forensic Psychology programs. Prerequisite: PSYC 101, concurrent or completed. Three credits.

155 Introduction to Psychology for Nurses

A survey of the major topics of psychology applicable to the health professions, with a focus on age-related changes from conception to adolescence. Special emphasis will be placed on using critical thinking to evaluate scientific research, biological psychology, physical, cognitive and social development, health, stress, and coping, and the diagnosis and treatment of psychological disorders. Credit will be granted for only one of PSYC 155, PSYC 100, PSYC 102 or PSYC 354. Restricted to students in the B.Sc.Nursing program. Three credits.

211 Psychology of Behaviour

The course provides a detailed description of the psychology of behaviour with consideration given to behaviours of both animals and humans. Topics will include major theories of learned behaviours, traditional and contemporary research methods and findings, and applications to everyday problems. There will be an emphasis on classical conditioning, operant conditioning, and observational learning approaches. Prerequisite: PSYC 101/102 or 100. Lab component. Three credits.

221 Cognitive Psychology I

Cognitive psychology involves the scientific study of the mind and mental processes. Cognition refers to the mental processes of perception, attention, memory, language, problem solving, reasoning, and decision making. It is part of cognitive science, an interdisciplinary approach to understanding the human mind. In this course, we start with the processes of perception and attention. We consider the role these mechanisms play in our conscious experience. We will then cover human memory in depth. Credit will be granted for only one of PSYC 221 or PSYC 221. Prerequisite: PSYC 101/102 or 100. Lab component. Three credits.

222 Cognitive Psychology II

Cognitive psychology involves the scientific study of the mind and mental processes (perception, attention, memory, language, problem solving, reasoning, and decision making). It is part of cognitive science, an interdisciplinary approach to understanding the human mind. In PSYC 222, we will look at applied memory (flashbulb memory, eyewitness memory, false memory), language, problem-solving, judgment, reasoning, and decision-making. Credit will be granted for only one of PSYC 222 or PSYC 220. Prerequisite: PSYC 221. Lab component. Three credits.

225 Sensation and Perception

An examination of how the physical structure of sensory systems and the psychological interpretation of sensory information influence what is perceived. Major sensory systems will be covered. Theoretical and empirical work will be explored. Prerequisite: PSYC 101/102 or 100. Lab component. Six credits. Not offered 2023-2024.

231 Brain and Behaviour I

An introduction to the brain cells and chemicals that underlie behaviour, as well as how drugs impact the brain. Recommended for students considering graduate work in clinical psychology. Credit will be granted for only one of PSYC 231 or PSYC 230. Prerequisite: PSYC 101//102 or 100. Lab component. Three credits

232 Brain and Behaviour II

An introduction to systems neuroscience and how perceptions, cognition, and action are represented in the brain, as well as the brain basis of psychiatric disorders. Recommended for students considering graduate work in clinical psychology. Credit will be granted for only one of PSYC 232 or PSYC 230. Prerequisite: PSYC 231. Lab component. Three credits

255 Social Psychology

This course covers how real, imagined, or implied others affect thoughts, feelings, and behavior. Topics may include the self, aggression, altruism, conformity, social cognition, prejudice & stereotyping, interpersonal relationships, and attitudes & persuasion. Credit will be granted for only one of PSYC 255 or PSYC 250. Prerequisite: PSYC 101/102 or 100. Three credits

257 Professional Skills Training & Practicum I

This course will introduce students to the professional skills that are essential for success in practicum placements, work settings; undergraduate, graduate and professional studies. These skills include effective communication (oral, written, listening); critical, analytical, and creative thinking; intercultural competency; inclusivity and diversity; problem solving and conflict resolution; leadership and teamwork; professional ethics and integrity; personal wellness; and career development. Students will have the opportunity to practice these skills in a 20-hour practicum placement*. Restricted to students in Applied Forensic Psychology programs. Prerequisites: PSYC 101, 102, 110. Three credits.

*Students in the Applied Forensic Psychology program complete practicum placements in each of the last three years of their program: 2nd (≥20 hours), 3rd year (≥40 hours) and 4th year (≥40 hours). Placements must be approved and are coordinated with the Practicum Coordinator. Placements typically are done in applied /clinical forensic settings (e.g., mental health clinics, community-based organizations, police agencies, correctional facilities, prisons, law offices) and under the supervision of professionals (e.g., registered clinical psychologists, social workers, community organization workers, police and parole officers). Preparing (training) to do a practicum placement is an essential first step. Practicum hours can be spread throughout the regular school year, completed during reading week, or in the summer. Students are encouraged to consider options and opportunities for doing a placement in their home communities.

261 Developmental Psychology I

The origins of human nature will be examined from a developmental perspective with a focus on perceptual, cognitive and social foundations of mind and behavior that emerge in infancy and early childhood. Includes a lab component where students will obtain hands on experience with empirical studies that examine basic psychological processes and their development. Credit will be granted for only one of PSYC 261, PSYC 260 or PSYC 354. Lab component. Prerequisite: PSYC 101/102 or 100. Three credits.

262 Developmental Psychology I

The major developmental milestones of cognitive, social and emotional development in childhood will be examined, focusing on developmental contexts (family, peers, school, culture). Includes a lab component where students will obtain experience with empirical studies of cognitive, social, and emotional development in childhood.

Credit will be granted for only one of PSYC 262, PSYC 260 or PSYC 354. Prerequisite: PSYC 101/102 or 100. Lab component. Three credits.

291 Research Methods in Psychology

An introduction to methods used to conduct psychological research. Topics include identifying research questions, theory development, experimental, correlational, and observational research designs, ethics, measurement, sampling, survey development, and APA style research proposals. Quantitative methods will be emphasized. Lab component. Credit will be granted for only one of PSYC 291 or PSYC 290. Prerequisite: PSYC 101/102 or 100. Three credits.

292 Introductory Statistics for Psychological Research

An introduction to the statistical methods used to conduct psychological research. Topics include descriptive statistics, hypothesis testing, effect size, power, and inferential statistics including Z-test, t-tests, correlation and regression, basic analysis of variance, and non-parametric procedures such as chi-square. Students will learn to use statistical software. Lab component. It is highly recommended that students have a laptop that meets the standards set by StFX IT Services. Credit will be granted for only one of PSYC 292, PSYC 290, or STAT 101. Prerequisite: PSYC 291. Three credits.

301 History & Theory of Psychology I: From Ancient Times to the Rise of Experimental Psychology

An examination of psychology's evolution, including the theoretical issues that underlie past and present debates about the discipline's subject matter and methodology. Approaches to historiography within the history of the sciences will also be discussed. Prerequisites: 6 credits of PSYC at the 200 level. Three credits.

302 History & Theory of Psychology II: From the Beginnings of Experimental Psychology to Current Psychological Science

An examination of psychology's evolution, including the theoretical issues that underlie past and present debates about the discipline's subject matter and methodology. Approaches to historiography within the history of the sciences will also be discussed. Prerequisite: PSYC 301. Three credits.

313 Health Psychology

This course provides an introduction to key issues in Health Psychology. In adopting a bio-psycho-social approach, the course will examine the ways in which biological, psychological, and social factors interact to affect health. Prerequisites: 6 credits of PSYC at the 200 level. Three credits.

315 Positive Psychology

Positive psychology is the scientific study of human strengths and optimal human functioning. The history of, and precursors to, positive psychology will be reviewed. Research and theory related to topics including character strengths, resilience, flow, mindfulness, optimism, gratitude, positive psychology in the workplace, and altruism will be discussed. Techniques and exercises designed to enhance each aspect of optimal functioning will be explored. The format of the course will be both experiential and research-based. Credit will be granted for only one of PSYC 315 or PSYC 386 offered in 2016-2017. Prerequisites: 6 credit PSYC at the 200-level. Three credits.

317 LGBTQ and Psychology

This course provides an overview of psychological research and practice as it pertains to the lives and wellbeing of LGBTQ+ individuals and communities. Topics include: historical treatment of LGBTQ+ individuals within the field of psychology, LGBTQ+-inclusive research methods within Psychology, identity development and coming out, LGBTQ+ relationships, families and parenting, transgender and non-binary identities, conversion therapy and other controversies in the field, prejudice, stigma and discrimination, minority stress theory, and LGBTQ+ health. Prerequisites: 6 credits of PSYC at the 200 level or permission of the instructor. Three credits.

327 The Psychology of Pain

Contrary to popular belief, the experience of pain is not necessarily linked to bodily injury or detection of intense energy. Pain can be caused by various factors, including tissue injury, visibility of wound or noxious stimulus, attentional state, expectation, mood, previous pain experience, conditioned responses, etc. This course provides a basic understanding of pain perception and of the physical and psychological means of modulating pain. Prerequisites: 6 credits of PSYC at the 200 level. Three credits.

328 Neural Mechanisms of Pain and Analgesia

This course examines the neurophysiological mechanisms of pain perception and related analgesic treatments. It provides a basic understanding of the neural activities underlying pain perception and the mechanisms that underlie pain-related neuroplasticity and various means of modulating pain. Prerequisites: 6 credits of PSYC at the 200 level. Three credits.

341 The Self

This course explores contemporary perspectives and research on the self as it relates to social behaviour. The nature and function of the self and the ways in which the self is both influenced by and influences other people will be examined from a social-psychological perspective. Topics will include knowledge of the self, self-motivation, self-esteem, self-regulation, self-prediction, the self in the context of relationships with others, and the influence of culture on views of the self. Prerequisites: One of PSYC 240, 250, 255; a minimum of 6 credits of PSYC at the 200 level. Three credits.

353 Psychology of Personality

The purpose of this course is to explore the diverse body of contemporary research and theory on personality psychology. Although the course will also present some sense of history of personality psychology, the focus will be on the most recent empirical research. The course may involve small group research projects and/or an APA-style research proposal. Prerequisites: 6 credits of PSYC at the 200 level. Three credits.

356 Professional Skills Training & Practicum II

Students observe/shadow psychologists and other clinical forensic staff in their work, receive relevant on-the-job training, and work with a trained staff member during their interactions with vulnerable populations. Students will be evaluated by the practicum supervisor at the end of the practicum. The minimum number of hours per practicum will be 40 hours. Students will be encouraged to explore options and opportunities for doing a placement in their home communities. Restricted to students in Applied Forensic Psychology programs. Prerequisite: PSYC 257. Three credits.

357 Professional Skills Training & Practicum II

A continuation of PSYC 257, this course will allow students to continue to develop their professional skillset. These skills include effective communication (oral, written, listening); critical, analytical, and creative thinking; intercultural competency; inclusivity and diversity; problem solving and conflict resolution; leadership and teamwork; professional ethics and integrity; personal wellness; and career development. Students will have the opportunity to practice these skills in a 40- hour practicum placement*. Credit will be granted for only one of PSYC 357 or PSYC 356. Restricted to students in applied forensic psychology programs. Prerequisites: PSYC 101, 102, 110, 257. Three credits.

362 Applications of Psychology to the Health Sciences

This is a lecture and seminar course in which contemporary applications of psychology to the health sciences will be considered. The psychological issues related to the design and implementation of technologies to improve the well-being and functioning of individuals with disabilities will be covered. Prerequisites: 6 credits of PSYC at the 200 level. Three credits.

363 Applications of Psychology to Society

This is a lecture course in which applications of psychology to society will be considered. This course provides students with an in-depth understanding of the tools of persuasion (e.g., consistency, reciprocity, liking, social proof, persuasive language, non-verbal cues), how to use these tools in an ethical manner, and apply them to solving everyday life and real-world problems. Prerequisites: 6 credits of PSYC at the 200 level. Three credits.

364 Psychology of Gender

This course will review theories and research regarding gender in psychological development, social roles, and personality. Topics to be covered will include the history of research in gender; issues to consider in conducting gender research; gender role development and the socialization of gender; gender as a social variable in education and the workplace. Cross-listed as WMGS 343. Prerequisite: 6 credits of PSYC at the 200 level. Three credits.

365 Developmental Social Psychology of Gender

This course will review theories and research that integrate developmental and social perspectives on gender. Topics will focus on gender as a social construct and include gender role development, gender role socialization in the family and gender development in cross-cultural perspective. Cross-listed as WMGS 344. Prerequisites: 6 credits of PSYC at the 200 level. Three credits. Not offered 2023-2024.

367 Basics of Psychopharmacology

This course surveys basic neuropharmacology and the actions of psychoactive drugs used to treat psychological disorders. It covers basic principles of neuropharmacology, distribution and elimination of drugs, drug-receptor interactions, neuroanatomy, neurochemistry and neurophysiology. This course is designed to provide an introduction to the pharmacological treatment of psychological disorders and to provide a foundation for advanced study in behavioural neuroscience,

neuropsychopharmacology and related areas. Prerequisites: 6 credits of PSYC at the 200 level; PSYC 231/232(230) recommended but not required. Three credits.

368 Pharmacology of Drugs of Abuse

This course covers various topics in the study of drug addiction, including pharmacological and pathophysiological effects of recreational drug use. Topics such as mechanisms of action, tolerance, long-term effects, side effects, and toxicity will also be included. The primary emphasis is on biological aspects of addiction, with only minor attention given to social aspects. The pharmacological properties of both legal and illegal addictive drugs will be examined. Prerequisites: 6 credits of PSYC at the 200 level. PSYC 231/232(230) recommended but not required. Three credits.

372 Cultural Psychology

The focus of this course is on how culture influences human behaviour and mind. The evolution of culture is considered as we dissect the debate surrounding claims that culture exists outside of the human species. Contemporary research and theory in human development and socialization, self-identity and cultural constructs of collectivism and individualism, acculturation and multi-culturalism, building relationships with others, conceptions of health and healing, and the impact of culture on the basic psychological processes will be covered. Prerequisites: 6 credits of PSYC at the 200 level. Three credits.

373 Human Neuropsychology

Neuropsychology is the study of how damage to the brain causes changes in thoughts and behaviours. Cognitive changes associated with specific diseases/conditions will be the focus of the course (e.g., Alzheimer's disease, multiple sclerosis, Parkinson's disease, stroke, etc.). Examples of cognitive and behavioural symptoms will be presented via videos, audio recordings, and performance on neuropsychological tests. The assessment of cognitive processes will be introduced and relevant structural and functional neuroanatomy will be reviewed. Cross-listed as BIOL 374. Prerequisites: 6 credits PSYC at the 200 level; PSYC 231/232(230) recommended but not required. Three credits.

374 Human Development Across Cultures

This course examines the development of the individual from a cultural perspective. Development is considered to involve a process of co-construction of the individual and culture. The impact of cultural practices, traditions, and parental beliefs on the developing child are considered, along with the interplay between those cultural forces and the biological foundations that influence the course of development. Cognitive, social, emotional development will be studied, along with a consideration of applied issues that emerge from investigations of the impact of cultural environments on child development. Prerequisites: 6 credits of PSYC at the 200 level, PSYC 260 recommended. Three credits.

376 Introduction to Psychopathology

This course deals with current perspectives and research on the various psychological disorders. Courses in learning, brain and behaviour, developmental psychology, and personality form a useful background for this course. Credit will be granted for only one of PSYC 376 or PSYC 370. Prerequisites: 6 credits of PSYC at the 200 level. Three credits.

378 Human Sexuality

This course provides a broad introduction to research and theory in human sexuality. It includes examination of fundamental topics such as the nature of human sexuality and contemporary issues. Specific topics include historical perspective, theories of sexuality, sex research, sexual anatomy, sexual variation, sexual response, gender, sexual dysfunction and sex therapy. Cross-listed as WMGS 378. Prerequisites: 6 credits of PSYC at the 200 level. Three credits.

379 Introduction to Clinical Psychology

This course provides an introduction to the theory, research and practice of clinical psychology. It assumes an evidence-based approach to assessment and treatment of psychological disorders, and examination of relevant ethical, professional, and theoretical issues. This course will be of interest to students intending to pursue graduate or professional studies in mental health or human services (e.g., clinical psychology, social work, counselling, nursing, law, medicine, corrections). Prerequisites: 6 credits of PSYC at the 200 level and PSYC 370 or 376. Three credits.

381 Correctional Psychology

This course refers broadly to the production and application of psychological knowledge to legal issues. This course covers the history and mandate of corrections; nature of offending, behaviour assessment, treatment, and rehabilitation of different types of offenders. Field work and projects involving trips to prisons and other correctional facilities are a required component of this course and involve significant commitment of time beyond scheduled class time. At times, trips may conflict with other classes. Students are responsible for managing their schedule and workload to facilitate participation in this course without needing accommodations in other courses. Restricted to students in the applied forensic psychology programs. Prerequisites: PSYC 101, 102, 257, 357, 376, 379. Three credits.

382 Psychology and Law

Law A continuation of PSYC 381, this course covers the history of the relations between psychology and law; Canadian criminal law; basic concepts in criminal justice and the study of crime. The course may include attendance at provincial and Supreme Court sessions, organization of special events as well as hosting guest speakers from the criminal justice system. Students are responsible for managing their schedule and workload to facilitate participation in this course without needing accommodations in other courses. Restricted to students in the applied forensic psychology programs. Prerequisite: PSYC 381. Three credits.

383 Adolescence and Emerging Adulthood

This course will provide an in-depth, scientifically based understanding of development in adolescence and emerging adulthood. Important changes in physical, cognitive, social/emotional development will be discussed, as well as psychosocial issues experienced by adolescents and young adults (e.g., identity, intimacy, risk behaviors) and the contexts in which these developmental tasks occur, including family, relationships, and culture. Credit will be granted for only one of PSYC 383 or PSYC 385(2022-2023). Prerequisites: 6 credits of PSYC at the 200 level. Three credits.

384 Selected Topics

The topic for 2023-2024 is Cognitive Neuroscience. Cognitive neuroscience is the study of the brain-based mechanisms of mental processes. In this course, students will consider the types of problems that can and cannot be solved with cognitive neuroscience; find and use open science tools relevant to cognitive neuroscience; read, understand, and communicate about cognitive neuroscience research articles; and describe what is known about the brain mechanisms of at least one mental process (e.g., memory, attention). Prerequisites: PSYC 221/222 (220) or 231/232 (230) or permission of instruct. Three credits.

391 Junior Seminar

The purpose of this non-credit course is to assist students in carrying out their thesis or senior paper research, choosing a career, and gaining admission to graduate or professional school. Attendance at colloquia and guest lectures relevant to psychology is mandatory. Prerequisite: junior standing in an honours program in psychology.

394 Advanced Statistics for Psychological Research

An examination of intermediate and advanced statistical procedures for the psychology researcher, with emphasis on the use of statistical software packages. Lectures and lab sessions cover topics such as factorial analysis of variance; mixed designs; contrasts and comparisons; power; multiple regression and correlation; the MRC approach to factorial and mixed designs; and multivariate analysis. It is highly recommended that students have a laptop that meets the standards set by StFX IT Services. Credit will be granted for only one of PSYC 394 or STAT 331. Prerequisites: grades of 70 PSYC 290(291, 292). Lab component. Three credits.

421 Advanced Topics in Cognition

This seminar and laboratory course will examine current topics in cognition. Topics considered may include attention, memory, decision-making, consciousness, pattern recognition and artificial intelligence. Restricted to honours students or students with a minimum average of 70 or permission of the department chair. Prerequisite: PSYC 220 or 225. Three credits.

422 Advanced Topics in Perception

This seminar and laboratory course will examine current topics in perception. Topics considered may include multisensory integration, attention and action, sensory impairments, brain plasticity, visual perception, and haptic perception. Restricted to honours students or students with a minimum average of 70 or permission of the department chair. Prerequisites: PSYC 220 or 225. Three credits.

431 Advanced Topics in Behavioural Neuroscience I: Neurobiology of Psychological Disorders

Topics in the field of behavioural neuroscience will be considered. The precise topics covered in the seminar will change from year to year, however the focus of the course content will be on various aspects of the behavioural neuroscience, including, but not limited to the etiology, diagnosis and treatment of neurological disorders, broadly defined. Restricted to honours students or students with a minimum average of 70 or permission of the department chair. Cross-listed as BIOL 453. Prerequisite: PSYC 231/232 (230). Three credits.

432 Advanced Topics in Behavioural Neuroscience II: Contemporary Issues

This is a seminar course in which current topics in the field of behavioural neuroscience are considered. Restricted to advanced major and honours students

or permission of the department chair. Cross-listed as BIOL 454. Prerequisite: PSYC 231/232 (230). Three credits.

441 Advanced Social Psychology

An examination of selected topics in experimental social psychology. The specific topics in this course will vary depending on the instructor. Topics include self-compassion, sexuality, and relationships. Restricted to honours students or students with a minimum average of 70 or permission of the department chair. Prerequisite: PSYC 240 or 250 or 350 or 353 are recommended. Three credits.

442 Advanced Social and Personality Psychology

An examination of selected topics in experimental social psychology and consideration of the overlap between social psychology and personality psychology. The specific topics will vary depending on the instructor. Topics include self-esteem, interpersonal rejection, and prejudice and stereotyping. Restricted to honours students or students with a minimum average of 70 or permission of the department chair. Prerequisite: PSYC 240 or 250 or 350 or 353 are recommended. Three credits.

457 Professional Skills Training & Practicum III

A continuation of PSYC 257 and 357, this course continues to build upon clinical skills and professional development undertaken in the first 3 years of the AFP program. This senior practicum course is a culmination and application of 4 years of practical training and experience. AFP students are provided classroom-based skills training in evidence-based interviewing (clinical, investigative, forensic); risk assessment; introduction to psychometrics and intervention strategies, as well as mini-workshops (e.g., professional skills, mental health literacy, cognitive behavioural therapy) offered by practicing mental health and other professionals. Students will have the opportunity to practice these skills in a 40- hour practicum placement*. Credit will be granted for only one of PSYC 457 or PSYC 356. Restricted to students in applied forensic psychology programs. Prerequisites: PSYC 101, 102, 110, 257, 357. Three credits.

461 Advanced Developmental Psychology: Social & Emotional Development

This course will examine from an empirical standpoint specialized topics in developmental psychology with a focus on social/emotional development. Topics can include the development of emotional understanding, the development of typical and atypical attachment relationships, attachment across the life span, parent child interaction, and peer relationships. Restricted to honours students or students with a minimum average of 70 or permission of the department chair. Prerequisite: PSYC 260 or 354 or 374. Three credits.

462 Advanced Developmental Psychology: Perceptual & Cognitive Development

This course will examine from an empirical standpoint specialized topics in developmental psychology with a focus on perceptual and cognitive development. Topics can include the development of intentionality, understanding self and others, language, and memory. Restricted to honours students or students with a minimum average of 70. Prerequisite: PSYC 260 or 374 or permission of the department chair. Three credits.

490 Honours Thesis

Prerequisites: PSYC 394, completed or concurrent; honours standing in psychology. Six credits.

491 Senior Seminar

The purpose of this non-credit course is to assist students in carrying out thesis or senior paper research, choosing a career, and gaining admission to graduate or professional school. Students will present their thesis proposal orally in the fall term and their completed research in the spring. Attendance at colloquia and guest lectures relevant to psychology is mandatory. Prerequisite: senior standing in an honours program in psychology. No credit.

498 Selected Topics

The topic for 2023-2024 is Advanced Topics in Health. Students will examine in detail current research on selected topics in health as relevant to psychology. Content will vary across instructors, which will allow course instructors to teach topics in health that fit within their area of expertise and/or in emerging topic areas within the field. The topic planned for the course offering in 2023-2024 is exploring the health benefits of nature. Prerequisites: Junior or Senior standing; in honours program or students with a minimum average of 70 or permission of the chair. Three credits

499 Directed Study I and II

These are reading or laboratory courses in which the student pursues an individual program of study under the direction of a faculty member. See section 3.5. Three credits each.

9.33 PUBLIC POLICY AND GOVERNANCE (PGOV)

P. Kikkert, Ph.D., Coordinator
B. Gerrits, Ph.D.
A. Lajeunesse, Ph.D.

Advising Faculty	Department
N. Allen, Ph.D.	Political Science
P. Clancy, Ph.D.	Political Science
J. Garrod, Ph.D.	Sociology
R. Isnor, D.Phil.	Political Science
B. Malloy, Ph.D.	Economics
L.J. McMillan, Ph.D.	Anthropology

The program will introduce students to the broad spectrum of public affairs and leadership in Canada and abroad. Students will develop the ability to critically assess the institutions and processes associated with government and governance, as well as to analyze the design, implementation, and assessment of public policy at all levels of social organization. Students will engage with historical and contemporary issues and topics in public policy and develop a critical account of their development, implementation, and implications. They will also consider alternative policies and their potential impact, as well as the broader implications of policies as part of governance models and their structural logic. Students will become proficient in a core set of skills and interdisciplinary knowledge with immediate application to the broad public sector as well as private organizations dealing with government and policy matters.

Major and Joint Major

Requirements:

a) 36 credits in PGOV
   i) PGOV 101, 201, 202, 301, 302, 303 or 304, 401 — 21 credits
   ii) PGOV or Designated — 15 credits
b) ECON 101, 102, 241, 242; PSCI 101, 102, 221, 222; STAT 101

No more than 12 credits of designated courses may be from a single department. None of the designated courses may be in the student's declared minor or other major subject.

Honours with Subsidiary

Requirements:

a) 48 credits in PGOV
   i) PGOV 101, 201, 202, 301, 302, 303, 304, 401, 402, 451, 490 — 36 credits
   ii) Designated PGOV — 12 credits
b) ECON 101, 102, 241, 242; PSCI 101, 102, 221, 222; STAT 101

No more than 12 credits of designated courses may be from a single department. None of the designated courses may be in the student's declared subsidiary subject.

Minor or Subsidiary

Requirements:

a) PGOV 101, 201, 202 — 9 credits
b) PGOV Core or Designated — 15 credits
   No more than 6 credits of designated courses may be from a single department.

None of the designated courses may be in the student's declared major or honours subject.

Pair

a) PGOV 101 — 3 credits
b) PGOV 201 or 202 — 3 credits
c) PGOV Core or Designated — 6 credits

101 Introduction to Public Policy and Governance

Complex societal problems require good governance and the development of effective public policies - which often entails close collaboration between a wide array of government and non-governmental actors. But how do these actors work together? How do they define problems, develop solutions, implement, and evaluate policies? How are decisions made? This course answers these key questions and introduces students to the major concepts, theories, and skills involved in the study of public policy and governance. Three credits.

201 Public Policy Analysis

At the core of public policy analysis is problem solving. It involves the development, assessment, and communication of policy advice, options, and recommendations. This course assesses the approaches, methods, ethics, and politics of public policy analysis. It is a practical course, focused on providing students with the analytical frameworks, tools, and skills required by professional policy analysists, including critical thinking, collaboration, research, and effective communication. Credit will be granted for one of PGOV 201 or PSCI 342. Prerequisite: PGOV 101. Three credits.

202 Governance
Governance is now recognized as an integral part of modern politics, operating at all scales and in a variety of institutions. Settings include the state, corporations, universities, sports leagues and religious organizations among others. Key governance concepts will be explored and applied. Deep case studies may include topics such as pandemic governance, police governance and the governance of the internet. Prerequisite: PGOV 101. Three credits.

299 Selected Topics
The topic for 2023-2024 is Sovereignty, Security, and Development: The Arctic in Canadian Policy. This course will explore issues in the contemporary Canadian North, with a particular focus on social, political, economic, and environmental issues. Students will be encouraged to critically examine Canada's Northern strategies and compare these to the social and economic priorities of Arctic leaders and Indigenous peoples living in remote Northern communities. Three credits.

301 Comparative Public Policy
The course provides an intermediate examination of public policy formulation and implementation across systems and levels of government. Policies and governance in Canada and other democratic systems will be compared to give students the tools to understand the evolution and diversity of policy formulation and implementation. Credit will be granted for one of PGOV 301 or PSCI 342. Prerequisite: 6 credits PGOV. Three credits.

302 Public Administration
This course provides an examination of the contemporary practice of public administration, whether it be local, provincial, national or international entities. It explains and investigates how government departments and agencies are best managed, how political leaders and public sector managers deal with issues such as political power and bureaucracy, accountability, participation and citizen rights, and the management of financial and other resources. Credit will be granted for only one of PGOV 302 or PSCI 341. Prerequisite: 6 credits PGOV. Three credits.

303 Quantitative Research Methods
This course introduces students to the use of quantitative analysis in political science. While studying the logic of statistical inference, students will learn practical skills, including survey questionnaire design, dataset management, and data presentation. By the end of the course students will be able to critically assess quantitative research and apply quantitative tools to pursue their own research questions. Cross-listed as PSCI 399. Prerequisites: 6 credits PGOV. Three credits.

304 Research Design
This course is all about asking interesting questions in political science and public policy and then coming up with ways to answer these questions. We will introduce the concept of variance and causality, units of analysis, and strategies for case selection. At the end of the course, students will be able to formulate research questions, generate a research design, and discuss a range of methodological approaches that can be used to explore the world of politics and policy. Cross-listed as PSCI 397. Credit will be granted for only one of PGOV 304 or PSCI 399 offered up until 2019-2020. Prerequisites: PSCI 101, 102 and 6 credits of PSCI at the 200 level. Three credits.

305 Gender and Public Policy
How can we make the world a more gender equal and socially just place? This course examines the relationships between gender, systems of inequality, and public policy. The course focuses on understanding contemporary approaches to creating gender-responsive public policy and theoretical tools for analyzing public policy. The course also explores how to apply this knowledge to contemporary social issues. Credit will be granted for only one of PGOV 305 and PSCI 398/WMGS 399 (2021-2022). Cross-listed as WMGS 304. Three credits.

307 Science and Public Policy
This course introduces concepts, approaches, and trends associated with science policy and science-based policy decision making in Canada. Students will be introduced to key concepts and structures in Canadian public administration, the evolution of key policy actors and organizations that have contributed to science policy decisions in Canada with a focus on the federal level of government, learn the development of science policy in Canada, as well as understand Canadian approaches to science-based policy decisions with a focus on environment-related examples and case studies. Credit will be granted for only one of CLEN 301 and PSCI 389 offered from 2016-2018. Cross-listed as CLEN 301. Prerequisite: PGOV 101 or 3 credits PSCI; ECON 101, or permission of the coordinator. Three credits.

321 Federalism and Intergovernmental Relations
This course examines the theory and practice of federalism, with a focus on Canadian federalism. Topics include theories of federalism, comparative federal systems, inter-governmental relations, fiscal arrangements, federal-provincial diplomacy, and constitutional reform. Cross-listed as PSCI 321. Prerequisites: PSCI 101, 102(100) and 6 credits of PSCI at the 200-level (221/222 recommended). Three credits.

355 Learning from Disaster
Armero. Katrina. Fukushima. The Turkey-Syria Earthquake. This course explains how failures of policy, planning, and preparation have resulted in the worst disasters in modern history – and how societies and governments have learned or failed to learn from these disasters. Using applied research and simulation-based learning, this course will also examine the policies and programs that can help societies prevent/mitigate, prepare for, respond to, and recover from hazards as they increase in frequency and severity. Prerequisite: PGOV 101; or permission of the instructor. Three credits.

399 Selected Topics
The topic for 2023-2024 is Local Government. The policies, programs, and services developed and delivered by local governments have a profound impact on our daily lives. This course examines the form, function, and financing of local governments and governance systems in Canada, the challenges they face, and how they develop local solutions to address challenges that are often regional, national, and global in scale. It also explores the best practices and new approaches that can help local governments better serve their citizens. Prerequisites: PGOV 101; PGOV 201 or 202; or permission of the instructor. Three credits.

401 Strategic Governance
In this required capstone course for PGOV majors, students will be engaged on topics pertaining to public sector management with an emphasis on problem-solving and strategic governance in a comparative context. Course methods include lectures, cases, presentations, as well as guest speakers. Prerequisites: 6 credits at the 300 level in PGOV core courses. Three credits.

402 Senior Seminar
This course is required for honours with subsidiary students and recommended for majors in PGOV who wish to engage with the academic literature on contemporary public policy and governance issues. Students will review and discuss literature in the field and complete several assignments, both oral and written, in relation to these readings. Prerequisite: 6 credits at the 300 level in PGOV core courses. Three credits.

451 Internship
This experiential course provides students with the opportunity to practice the concepts and ideas explored in the classroom in a real-world setting. Students will spend the equivalent of one term, usually the summer between the junior and senior year, gaining hands-on experience in a government or governance setting. Students will reflect and report on their internship experience and its relevance to the evolving knowledge of a policy sector, and share these learnings in a post-internship seminar. Restricted to students completing an honours, major or minor in PGOV. Prerequisites: PGOV 301 or 302, and 303 or 304 (or a substitute research methods course approved by the PGOV Coordinator). Three credits.

490 Honours Thesis
Under the supervision of a professor each student completes a research project, from conception to completion, over the course of the year. Students are responsible for choosing a topic in consultation with their supervisor, the theoretical and methodological soundness of the thesis, and the literary quality of the final project. Restricted to honours students. Six credits.

499 Directed Study
Students will work with a course instructor on a topic which is not available through other course offerings. Prerequisites: PGOV 201, 202 and six additional credits in core PGOV courses. See section 3.5. Three credits

PUBLIC POLICY AND GOVERNANCE DESIGNATED COURSES
Courses are three credits unless otherwise indicated.
Department prerequisites will apply.

Anthropology	
ANTH 234	Introduction to Indigenous Anthropology
ANTH 320	Peoples and Development
ANTH 332	Mi'kmaq Studies
ANTH 425	Power and Change
ANTH 435	Advanced Indigenous Issues
Aquatic Resources	
AQUA 202	The Oceans' Commons and Society
Biology	
BIOL 221	Issues in Resource Management
Business Administration	
BSAD 221	Introductory Financial Accounting
BSAD 223	Introductory Managerial Accounting

BSAD 231 Foundations of Marketing
BSAD 241 Introductory Financial Management
BSAD 261 Organizational Behaviour
BSAD 281 Foundations of Business Information Technology
BSAD 332 Marketing Research
BSAD 352 Social Entrepreneurship
BSAD 358 Business Ethics
BSAD 363 Human Resource Management
BSAD 367 Gender and Management
BSAD 384 Data Management and Analytics
BSAD 461 Leadership
BSAD 462 Employee and Labour Relations
BSAD 467 Leading Change: The Challenge of Creating and Sustaining Organization Change
BSAD 482 Business Intelligence & Analytics

Climate and Environment
CLEN 201 Climate Change and People
CLEN 301 Introduction to Science Policy and Science-Based Public Policy Decision-Making

Development Studies
DEVS 201 Introduction Development: The Global South
DEVS 202 International Development: Canada
DEVS 302 Globalization and Development

Earth and Environmental Sciences
EESC 272 Understanding Climate Change
EESC 273 Health and the Environment

Economics
ECON 201 Intermediate Microeconomics Theory I
ECON 202 Intermediate Macroeconomics I
ECON 241 Canadian Economic Prospects and Challenges
ECON 242 International Economics Prospects and Challenges
ECON 305 Economic Development I
ECON 306 Economic Development II
ECON 335 Money, Banking and Financial Markets I
ECON 364 Health Economics
ECON 365 International Trade
ECON 366 International Payments and Finance
ECON 381 Natural Resource Economics
ECON 391 Public Finance I: Expenditures
ECON 392 Public Finance II: Taxation

History
HIST 213 Life and Times: Pre-Confederation Canada
HIST 215 A History of Canada: Post-Confederation
HIST 227 Canadian Business History
HIST 216 Modern France, 1789 to Present
HIST 256 Modern Latin America
HIST 262 Europe in the 20th-Century
HIST 282 Cool Britannia: Four Nations & One State
HIST 304 The Working Class in Modern Canada
HIST 314 Canada and the Cold War Era
HIST 318 Canadian Women's & Gender History: Modernity
HIST 341 A History of Canadian-American Relations
HIST 347 American Social Movements, 1945-Present
HIST 355 The Sixties: A Social History
HIST 360 Gender & Sexuality in Modern European Empires
HIST 374 The People's Republic of China

Human Nutrition
HNU 405 Food Availability

Nursing
NURS 364 Social Justice and Health
NURS 433 Introduction to Policy for Health Interdisciplinary Strategies

Philosophy
PHIL 201 Ancient and Medieval Political Thought
PHIL 202 Modern Political Thought
PHIL 251 Critical Thinking
PHIL 331 Introduction to Ethics
PHIL 332 Contemporary Moral and Social Issues
PHIL 333 Environmental Ethics
PHIL 371 Social and Political Philosophy
PHIL 372 Philosophy of Law
PHIL 451 Seminar in Ethics, Political Philosophy, and the Philosophy of Law I
PHIL 452 Seminar in Ethics, Political Philosophy, and the Philosophy of Law II

Political Science
PSCI 201 Ancient and Medieval Political Thought
PSCI 202 Modern Political Thought
PSCI 211 Comparative Politics I
PSCI 212 Comparative Politics II
PSCI 221 Canadian Political Institutions
PSCI 222 Canadian Politics and Society
PSCI 231 United States Politics
PSCI 241 Business and Government
PSCI 251 Foundations of Global Politics
PSCI 252 Contemporary Global Politics
PSCI 311 The European Union
PSCI 314 Topics in European Politics
PSCI 321 Federalism and Intergovernmental Relations
PSCI 322 Atlantic Canada
PSCI 324 Provincial Politics
PSCI 325 Indigenous Politics in Canada
PSCI 335 Human Rights and International Justice
PSCI 336 Religion and Politics
PSCI 343 Law and Politics
PSCI 344 Citizenship, Identity and Diversity
PSCI 345 Women and Politics
PSCI 351 Canadian Foreign Policy
PSCI 352 American Foreign Policy
PSCI 353 International Organizations
PSCI 354 Global Political Economy
PSCI 355 Global Issues
PSCI 357 Model United Nations
PSCI 371 Political Economy of Development
PSCI 397 Research Design in Political Science
PSCI 399 Quantitative Methods in Political Science
PSCI 421 Canadian Politics Seminar

Religious Studies
RELS 336 Religion and Politics
RELS 375 Islam in Canada

Sociology
SOCI 202 Research Principles and Practices
SOCI 207 Health Justice
SOCI 212 Social Dissent
SOCI 217 Race and Identities
SOCI 218 Social Inequality in Canada
SOCI 247 Environmental Social Science I: Problems and Paradigms
SOCI 248 Environmental Social Science II: Power and Change
SOCI 254 Experiencing Social Class
SOCI 309 Power and the State
SOCI 312 Social Movements
SOCI 319 Family Life Policies in Canada
SOCI 364 Food and Society
SOCI 374 Islam in Canada

Women's and Gender Studies
WMGS 303 Feminist Theory
WMGS 304 Gender and Public Policy
WMGS 345 Women and Politics
WMGS 346 Critical Race & Sexuality Studies in Canada
WMGS 364 Social Justice and Health

9.34 RELIGIOUS STUDIES (RELS)

L. Darwish, Ph.D.
R. Kennedy, Ph.D.
S. Parks, Ph.D.
K. Penner, Ph.D.
A. Sandness, Ph.D.

Religious studies teaches the cultural literacy that is critical in a globalized world. Students are introduced to historic and contemporary expressions of world culture

through the study of our world's religions, the historic basis of human society. Religious studies examines relationships among religion, the individual, and society. The department offers a broad spectrum of courses relating to all major religious traditions. Contemporary life issues are also examined as they relate to world religions. Students can take religious studies courses as electives or pairs, or to complete a minor, major, joint major, or honours program. The courses are also designed for a broad range of undergraduate students who wish to examine the religious answers to the major questions about human existence. See chapter 4 for regulations.

Major or Joint Major
36 credits of RELS.

Honours
60 credits of RELS, to include RELS 490.

Honours with Subsidiary
When religious studies is the honours subject, 48 credits of RELS, to include RELS 490.

Subsidiary or Minor
24 credits of RELS.

The following streams are available in the department of Religious Studies:

Buddhist Studies
235 Hinduism and Buddhism
310 Religion in Modern India
315 Authentic Power and Gender
327 Buddhist Thought: The Way of the Bodhisattva
328 Mind, Self and Society
414 Ancient Indian Myth and Ritual

Celtic Religions
219 Celtic Paganism
222 Fantastic Beasts and Where to Find Them in World Religions
229 Celtic Christianity

Christian Studies
117 Ethical Principles for Health Care Providers
210 The Bible and Film
212 Christianity
221 Religion and the Environmental Crisis
222 Fantastic Beasts and Where to Find Them in World Religions
225 Cults and Alternative Religions
229 Celtic Christianity
246 Philosophy of Religion
311 New Testament
312 Old Testament/Hebrew Bible
317 Paul and His Interpreters
325 Early Christian Women
331 Social Activists Inspired by the Bible
333 Religion, Violence and Peace
334 Black/African Diaspora: Culture, Religion and Society
342 Prophets and Prophecy
353 Iconography of Christian Art: The Life of Christ
354 Iconography of Christian Art: The Saints
363 Roman Christianity
365 Spirituality in Medieval Christianity
404 The Dead Sea Scrolls
426 The Jewish World of Jesus
427 Jesus the Christ

Hindu Studies
221 Religion and the Environmental Crisis
222 Fantastic Beasts and Where to Find Them in World Religions
235 Hinduism and Buddhism
310 Religion in Modern India
315 Authentic Power and Gender
326 Hindu Deities
414 Ancient Indian Myth and Ritual

Islamic Studies
209 Beginning Arabic
254 Islam
261 Islam and Film
333 Religion, Violence and Peace
336 Religion and Politics
374 Modern and Contemporary Islam
375 Islam in Canada

Jewish Studies
210 The Bible and Film
214 Judaism
222 Fantastic Beasts and Where to Find Them in World Religions
246 Philosophy of Religion
312 Old Testament/Hebrew Bible
316 Women in Early Judaism
333 Religion, Violence and Peace
336 Religion and Politics
342 Prophets and Prophecy
352 History of Early Judah
404 The Dead Sea Scrolls
416 History of Archaeology of Ancient Israel
426 The Jewish World of Jesus

103 World Religions: What You Need to Know
This course develops four competencies of a successful global citizen: what you need to know to interact with a client/customer/patient/neighbour who is of a different religion; what you need to know when travelling; what you need to know to do graduate studies; and what followers of this religion need to know. We study Indigenous religions, Hinduism, Buddhism, Taoism, Confucianism, Judaism, Christianity, Islam, Sikhism, and alternative religions. Credit will be granted for only one of RELS 103, RELS 110, RELS 111, or RELS 112. Offered every year.

117 Ethical Principles for Health Care Providers
This course is designed to provide the foundations for promoting ethical competence among health care professionals as informed by diverse religious and cultural traditions. Students will be introduced to the ethical principles and values underlying debates brough about by advancements in medical technologies. Special emphasis will be placed on the whole person care demonstrated by exemplary health care providers in health care settings. Three credits. Offered every year.

209 Beginning Arabic
Arabic is written and understood as an official language in more than 35 countries, including at least 400 million people living in majority Arabic-speaking countries. This course introduces students to formal written Arabic and the spoken dialects of Syria and Egypt. Students will become proficient at reading, writing, and understanding basic Arabic and will be able to carry on simple conversation. In addition to language, the course includes expressions of culture, both religious and non-religious. Credit will be granted for only one of RELS 209 or RELS 291(2018-2019) or RELS 298(2017-2018). Cross-listed as MLAN 209. Three credits. Offered 2023-2024.

210 The Bible and Film
This course examines the impact of the Bible on film, and introduces major biblical themes in films with, and films without, explicit religious content. Students will learn how biblical knowledge can enrich our understanding of modern culture and important human issues, such as creation, redemption, election, messiah-ship, charisma, and tradition. Three credits. Offered 2023-2024.

212 Christianity
This course is a comprehensive investigation of the history, teachings, and cultural influence of Christianity from its beginnings as an attempted renewal of Judaism in the first century of the common era to its current role as an international influence on world affairs. We will examine representative texts and thinkers, comparing the differences among the various denominations of Christianity (Eastern Orthodox, Roman Catholic, Protestant). Students will also learn about the past and contemporary relationships between Christianity and other religions, especially Judaism and Islam. Credit will be granted for only one of RELS 212 or RELS 100. Three credits. Not offered 2023-2024; offered in alternate years.

214 Judaism
This course introduces the historical development of Judaism from its origin to the 21st century. Special attention is given to factors that shaped this development: geographical, political, economic, social, and theological. Three credits. Not offered 2023-2024.

215 Sociology of Religion
An introduction to the sociological study of religion. Topics include social factors that influence religion at individual and communal levels; religion as agent of social cohesion and social conflict; religion and power structures; the impact of pluralism and globalization on religion today. Cross-listed as SOCI 227. Three credits.

216 Superheroes and the Supernatural
This course is an introduction to the use of supernatural imagery and themes in current tales of superheroes. How are supernatural beings and forces incorporated into the stories? How do superheroes function as divine beings? In which ways are

the messages presented by DC and Marvel derived from those of world religions? In which ways do they serve as substitutes for religion? Credit will be granted for only one of RELS 216 and RELS 298 (2020-2022). Three credits. Offered 2023-2024.

219 Celtic Paganism

This course examines the religious practices and beliefs of the ancient Celtic peoples that we can glean from archaeology, reports of Greek and Roman commentators, place-name evidence, and the mythology in medieval Irish and Welsh narrative tradition. Other topics include syncretism, the adaptation of pagan festivals into Christian holidays, the persistence of elements of paganism into the Christian era, witchcraft in Scotland and Ireland in the context of the European phenomenon and neo-paganism today. Cross-listed as CELT 220. Three credits.

221 Religion and the Environmental Crisis

Perhaps the greatest challenge of our time is the ecological crisis. This threat has provoked widespread reflection upon humanity's relationship to its environment. Such reflection however is not new. This relationship was already being explored millennia ago, in humanity's most ancient religious texts. This course investigates the historical interaction of religion and ecology, and considers how religion might yet constitute either a hindrance or an aid in navigating the present ecological crisis. Credit will be granted for only one of RELS 221 or RELS 356. Three credits. Offered 2023-2024

222 Fantastic Beasts and Where to Find Them in World Religions

Much contemporary fantasy draws upon ancient and medieval myths about beasts and monsters of various sorts. In this course, we will consider the religious origins of the fantastic, and how it continues to resonate in our contemporary world. Credit will be granted for only one of RELS 222, RELS 292(2018-19) or RELS 298(2017-18). Three credits. Offered 2023-2024.

225 Cults and Alternative Religions

A study of cults in the context of 20th-century North American society, beginning with defining cults in relation to sects and churches. Topics include neo-paganism; Hare Krishna; the theosophical tradition; the Unification Church; tragic endings to cults such as the Branch Davidians and Heaven's Gate; why people join cults; and the religio-cultural significance of cults today. Three credits. Offered 2023-2024.

229 Celtic Christianity

This course is an exploration of the development of Christianity amongst the Celtic peoples. A major facet will be the medieval hagiographic tradition and saints' cults from the fourth to the twelfth centuries. Other topics include monasticism, peregrini, the Hiberno-Scottish mission to the continent, conflict with Roman Catholicism, material culture, the modern use of the term "Celtic Christianity". Cross-listed as CELT 230. Three credits.

235 Hinduism and Buddhism

This course introduces the paths to enlightenment identified by members of the Hindu and Buddhist traditions of India and Tibet. We will introduce the philosophy, mythology and ritual traditions of both Hinduism and Buddhism. Three credits. Offered 2023-2024.

241 Greek and Roman Mythology

This course covers narrative and artistic depictions of Greco-Roman Gods, demi-gods, and heroes, both in Hellenistic and early Roman periods, and in their contemporary reception in fiction and film. We will also cover how myths and grand narratives function in the service of and in tension with power, politics, gender, ritual, and culture. Cross-listed with CLAS 241.Three credits. Offered in 2023-2024.

246 Philosophy of Religion

Explores the philosophy of religion, including different concepts of God with emphasis on the Judeo-Christian tradition; arguments for the existence of God; classical and modern challenges to belief in God. Issues such as 'life after death', miracles, religious experience, and the concept of prayer may also be discussed. Credit will be granted for only one of RELS 246 or PHIL 240. Cross-listed as PHIL 245. Three credits.

254 Islam

This course introduces students to the emergence of the Islamic tradition with the aim of understanding a) its place in the Near Eastern religious and geo-political context; b) its reception by contemporaries, especially Christians of the 7th-9th centuries; and c) the teachings of its seminal texts, especially the Qur'an. Particular attention is given to those sections of the Qur'an that reflect the Jewish and Christian theological environment within which the text emerged. Credit will be granted for only one of RELS 254 or RELS 370. Three credits. Offered 2023-2024.

261 Islam and Film

Students will gain a critical understanding of film as an artifact of culture and a powerful medium of religious and cultural expression in Muslim contexts. Students encounter themes such as religion and politics, marriage and family, youth, society, sexuality, ritual and devotion, Islamic law, community, and ethics, and engage critically in their cinematic representations. The course is based primarily on foreign films with English subtitles and provides a foundation for further study of Islamic traditions. Three credits. Not offered 2023-2024.

265 Introduction to the Gospels

In this course, students explore the four earliest records of Jesus' life, the canonical gospels. They learn how academics approach the quest for the historical Jesus, and use methods of literary and historical analysis to interpret recurring themes of the gospels, such as the kingdom of God, parables about socio-economic inequity, attitudes towards the Roman empire, and the ubiquitous presence of angels and demons. Three credits. Offered 2023-2024.

283 Apocalypes

This course focuses on a popular genre of texts called "apocalypse," produced in the early development of Judaism and Christianity. Apocalypses deal with the end of the world. We explore the development of the worldview called apocalypticism and the ancient literature associated with it, from both inside and outside the Bible. Students compare what they've learned about ancient apocalypses to contemporary apocalyptic and post-apocalyptic ideas, from zombies to climate change. Three credits.

297 Selected Topics

The topic for 2023-2024 is The History and Philosophy of Yoga. This class focuses on yoga, a pan-Indic and now global phenomenon. Using yoga as a case study, we will explore theoretical and methodological issues in the study of religion and themes such as the relationship between philosophy and religion, the functions of doctrine, and the nature of scripture. Students will also be introduced to key moments in the history of yoga's philosophical development on the Indian subcontinent. Three credits.

298 Selected Topics

The topic for 2023-2024 is Death and Dying: Cross Cultural Perspectives. This course offers a comparative examination of social and ritual practices, religious beliefs, and emotional responses surrounding death in various cultural contexts. Students will explore diverse perspectives on death, addressing questions such as the meaning of death, the concept of a good death, rituals and practices related to death, and the afterlife. Through critical analysis and self-reflection, students will gain a deeper understanding of death's significance in different cultures and traditions. Three credits.

310 Religion in Modern India

This course will explore continuity and change in modern Indian religion. After an introduction to contemporary Indian secular democracy, we will explore traditional Indian religion as a living phenomenon and review basic elements of traditional Hinduism. As well, examine the contribution of various change-makers to the evolution of Indian religious tradition and traditional Indian responses to the challenges created by Buddhism, Islam, British colonization, the partition of India, and Indian secular democracy itself. Prerequisite: any 100-level RELS course or permission of the instructor. Six credits.

311 New Testament

This course provides an introduction to the academic study of the history and literature of the early Christian movement. The aim of this course is to provide a solid understanding of the New Testament through close study of texts, historical analysis, and evaluation of evidence and arguments. We will explore several early Christian groups, their multiple disputes, arguments, positions, theologies, and understandings, through close reading of texts and appreciation of historical contexts. Credit will be granted for only one of RELS 311, RELS 255 and RELS 265. Three credits. Not offered 2023-2024.

312 Old Testament/Hebrew Bible

This course examines the foundational texts of both Judaism and Christianity, notably the prophetic, historical, and wisdom literature included in the Old Testament. Each biblical book will be placed in its historical, theological, and literary context, by situating it in the relevant archeological data, historical background, and contemporary scholarship. Credit will be granted for only one of RELS 312 or RELS 253. Three credits.

315 Authentic Power and Gender

This course presents "authentic power" as understood in Hindu and Buddhist traditions. Here, "authentic power" is that which creates, supports, maintains and sustains life. It is understood as an expression of inter-dependent masculine and feminine "principles" both within and outside the individual self. That which seeks to manipulate, control, dominate, oppress or defend territory is here understood to be based in fear: it is an expression of cowardice and, as such, merits our compassion. Cross-listed as WMGS 397. Three credits. Offered 2023-2024.

316 Women in Early Judaism
The course investigates the depiction and experience of women from the earliest biblical narratives to the separation of Christianity from Judaism. Students analyze responses to women and ideas about women in Biblical and other early Jewish writings, in comparison to women in the rest of the Ancient Near East, in conversation with feminist interpreters of the Bible and early Judaism, we will note the relevance of this material for contemporary gender issues. Cross-listed as WMGS 316. Three credits. Not offered 2023-2024.

317 Paul and His Interpreters
This course provides an introduction to the academic study of the history and literature of the early Christian movement. The aim of this course is to provide a solid understanding of the New Testament through close study of texts, historical analysis, and evaluation of evidence and arguments. We will explore several early Christian groups, their multiple disputes, arguments, positions, theologies, and understandings, through close reading of texts and appreciation of historical contexts. Credit will be granted for only one of RELS 317 or RELS 275. Three credits. Not offered 2023-2024.

325 Early Christian Women
This course investigates women's participation in early Christian groups from the time of Jesus to the 5th century. Ancient Jewish, Christian, and Roman Women's experiences will be explored through texts, inscriptions, and material artefacts like mosaics. Students will learn to analyze New Testament and other ancient writings through an intersectional feminist lens and examine such issues as gendered violence, women's leadership, and early Christian constructions of masculinity. Cross-listed as WMGS 325. Three credits. Offered 2023-2024.

326 Hindu Deities
This course presents the stories of goddesses and gods in the Hindu pantheon. It explores elements of ancient and classical Hindu thought associated with these stories of these deities. It identifies related elements in classical schools of Hindu philosophies such as Samkhya and Vedanta, and gives voice to the poets of the medieval Hindu devotional tradition. Together we will explore concepts of self, other, the world, devotion, the divine and freedom in Hindu religious thought. Three credits. Not offered 2023-2024.

327 Buddhist Thought: The Way of the Bodhisattva
This course presents the Buddhist ideal of the Way of the Bodhisattva, one who vows to continue to re-incarnate, lifetime after lifetime, in order to serve all beings until such time as all beings are freed from suffering. It examines early Buddhist teachings that anticipate the development of this ideal, including the Theravada Buddhist focus on the strength of discipline of the mind and body, before detailing the Mahayana Buddhist development of this ideal and its expansion in the narrative and practice of Vajrayana or Tibetan Buddhist tradition. It will include study of Buddhist philosophy regarding the gradual states of realisation of enlightenment. Three credits. Offered 2023-2024.

328 Mind, Self and Society
A "Mindfulness Immersion" experience, this summer course offers three weeks of intensive online learning in preparation for a one-week experience of Buddhist monastic practice to take place at Gampo Abbey in Cape Breton, Nova Scotia. Study will include the historical development of Buddhism, and in particular of Tibetan Buddhism, along with the examination of ethical and philosophic underpinnings of Buddhist monastic practice. A variety of mindfulness/contemplative techniques will be experienced during our time as part of the Buddhist monastic community. Prerequisite: permission of the instructor; enrolment is limited. The 3-week theory component of the course is offered online only in the summer term. Three credits.

331 Social Activists Inspired by the Bible
In this course students trace the biblical origins of ideas that have inspired global leaders to engage issues of social justice in the world. The activists typically include Moses Coady, Martin Luther King Jr., Mother Teresa, Abraham Joshua Heschel, Oscar Romero, Charlotte Keys, SueZann Bosler, Helen Prejean, Jim Zwerg, Jim Corbett, John Dear, Shane Claiborne, Daniel Berrigan, Roy Bourgeois, Robin Harper, William Wilberforce, Desmond Tutu, Tommy Douglas, Dorothy Day, and Dietrich Bonhoeffer. Three credits. Not offered 2023-2024.

333 Religion, Violence and Peace
Contrary to an old belief, in our time religion is increasingly associated with violence rather than peace. This course explains why this is the case and whether there is an inherently violent element in religion that has passed unnoticed until now. The investigation takes us through Greek, Roman, Jewish, Christian and Islamic religions to find the religious underpinnings to concepts of sacrifice, scapegoating, lynching, and global violence. Credit will be granted for only one of RELS 333 or RELS 335. Three credits. Not offered 2023-2024.

334 Black/African Diaspora: Culture Religion and Society
This course critically examines structural and sociocultural factors that operate and/or reproduce powerlessness among Black people in the Diaspora. Attention will be given to Black/African culture, experience and contributions, especially in Canada, the United States, and the Caribbean. Attention will also be given to the intersection of religion and cultural expressions in the African Diaspora. The importance of religion in the Black Diaspora's experience of both oppression and liberation will be a key component of our analytic framework. Credit will be granted for only one of RELS 334 or RELS 398. Cross-listed as SOCI 337. Three credits.

336 Religion and Politics
An examination of the impact of religion on politics and politics on religion. Students will consider the relationship between religion and politics in the Middle East, Northern Ireland, India and Pakistan, Eastern Europe and North America. Case studies will demonstrate interactions between the state and Christianity, Islam, Hinduism, and Judaism, as well as the influence of religion on citizenship, education, the party system, and social issues. Credit will be granted for only one of RELS 336, RELS 295, or PSCI 295. Cross-listed as PSCI 336. Three credits.

342 Prophets and Prophecy
This course surveys the role and teaching of the biblical prophets in their ancient setting, and their impact on modern life and thought. Credit will be granted for only one of RELS 342, RELS 253 or RELS 312. Three credits. Not offered 2023-2024.

352 History of Early Judaism
This course explores the history of ancient Judaism from the Babylonian captivity in 586 BCE to the fall of Jerusalem in 70 CE. Students will examine the geography, culture, and historical milieu of the Apocrypha, Dead Sea Scrolls, Jesus, and the earliest rabbinic writings, and discuss the major persons and events in ancient Judea. Three credits. Not offered 2023-2024.

353 Iconography of Christian Art: The Life of Christ
Iconography is the identification and interpretation of images. This course is an introduction to the iconography of Christian art, with an emphasis on images of the Life and Passion of Christ. The course will examine how images develop over history, and how they may be understood in light of historical events, changes in theological thought, and in the artist's own spirituality. Cross-listed as ART 356. Three credits.

354 Iconography of Christian Art: The Saints
This course is an introduction to the iconography of Christian art, with an emphasis on images of Mary and the saints. The course will examine how images develop over history, and how they may be understood in light of historical events, changes in theological thought, and in the artist's own spirituality. Discussion will include how such images were used as objects of personal devotion but also for the conveying of important theological and social values. Cross-listed as ART 357. Three credits.

363 Roman Christianity
Examines the development of Christianity from its beginnings in the 1st century to its acceptance as the official religion of the Roman Empire in the 4th century. Students will learn about early Christian beliefs and practices, and explore the challenges faced by the first Christians. Topics include community organization, persecution, martyrdom, Gnosticism, and women in the church. Three credits. Not offered 2023-2024.

365 Spirituality in Medieval Christianity
This course will focus on the spirituality of the formative years in the development of Christian thought, beginning with the legalization of Christianity in 313 CE and ending with the Reformation. Students will see how some of the most searching and intelligent men and women in both the Western and Eastern churches have wrestled with the question of how it is possible to know God. Three credits. Offered 2023-2024.

374 Modern and Contemporary Islam
This course examines issues and debates in modern and contemporary Islamic discourse from a broad spectrum of perspectives. The course introduces students to a plurality of voices, both Sunni and Shi'ite, on many controversial issues facing Muslims today, including, but not limited to the nature of the Qur'an, methods of interpretation, Muhammad, the role of women, Islam and the West, violence, terrorism, and human rights. The course uses secondary sources and primary sources in translation. Three credits. Not offered 2023-2024.

375 Islam in Canada
Students gain an understanding of the diversity of Islam and Muslims in Canada. The course examines how Muslims negotiate their religious identities in Canadian civic society. Students engage critically with different theoretical models shaping conceptions of identity and consider their relevance to public policy debates. The course uses Muslim and non-Muslim authors representing diverse points of view that have an impact on questions of immigration, multiculturalism, and religious

pluralism. Cross-listed as SOCI 374. Offered in online format. Three credits. Offered 2023-2024.

397 Selected Topics
The topic for 2023-2024 The History and Politics of Modern Iran. Investigate the significant impact of religion on politics and society in Iran after the 1979 Islamic Revolution. Understand the dynamics between state and religion, the transformation of religious discourse, and the nuanced complexities of religious politics. This course focuses on the role of religion in shaping politics and society in post-revolutionary Iran, with special emphasis on the Twelver Shi'i religious establishment, the theory of wilayat-i faqih, Islam and democracy, religion and violence, war and martyrdom. Credit will be granted for only one of RELS 297 and PSCI 372. Three credits.

399 Selected Topics
The topic for 2023-2024 is Health Care Ethics: A Multicultural Approach. This course will examine standard types of ethical analysis through religious perspectives. While many of the concepts and methods of health care ethics have religious roots, most ethicists have adopted a neutral, universalizing language (a purportedly "common morality"). Especially in the last three decades, however, there have been challenges to the predominance of this "neutral," secular perspective. The course will draw upon various religious traditions of health and morality, especially indigenous perspectives, both to deepen conceptualizations of these terms and to challenge the dominant paradigms of ethical theory. Credit will be granted for only one of RELS 399 or RELS 300. Three credits.

401 Religious Approaches to Sexuality
Human sexuality is explored from two main perspectives: first, the teachings and practices of various religious traditions; and second, contemporary developments in sexual and reproductive health and rights. Among the issues to be considered are sexuality and gender roles, contraception and abortion, marriage and family. Cross-listed as WMGS 411. Prerequisite: any 100-level RELS or WMGS course. Three credits. Not offered 2023-2024.

402 Religious Approaches to Sexual Diversity
This course will focus on religious teachings and traditions on sexual diversity within the broader context of human rights associated with sexual orientation and sexual differences. In particular, we will look at the experiences of gay, lesbian, bisexual, intersexual and transgendered persons within religious communities. Cross-listed as WMGS 412. Prerequisite: any 100-level RELS or WMGS course. Three credits. Not offered 2023-2024.

404 The Dead Sea Scrolls
This course surveys the Dead Sea Scrolls found in the Judean desert. The most important archaeological discovery of the 20th century, these scrolls have generated much controversy. We will examine the major texts from Qumran to assess their impact on our understanding of the Hebrew Bible and the New Testament, and the period of Judaism in which Christianity arose. We will place the scrolls in their various contexts: archaeological, historical, literary, religious, and social. Credit will be granted for only one of RELS 404 or RELS 318. Three credits. Offered 2023-2024.

414 Ancient Indian Myth and Ritual
Ancient Indian thought assumes that there is a fundamental wholeness to our lives and to our world which only appears at times to be fragmented. The myth, ritual and philosophy of ancient India are, in many respects, a contemplation on this basic wholeness and its composite elements. Exploration of ancient Indian thought with its ideas of humans and demons, ancestors and gods, and our place in the natural world in light of this reflection on "the parts and the whole" will be discussed. Prerequisite: any 100-level RELS course. Three credits.

416 History and Archaeology of Ancient Israel
This course explores the history of ancient Israel and Judah from their origin to the fall of Jerusalem in 586 BCE. Students will examine the geography, culture, and historical milieu that gave rise to the Old Testament and Hebrew Scriptures, and discuss the major persons and events in ancient Israel and Judah. Credit will be granted for only one of RELS 416 or RELS 351. Three credits. Not offered 2023-2024.

426 The Jewish World of Jesus
This course examines the history and literature of the Jewish people from the period of the Maccabean Revolt in the 2nd century BCE to the Bar Kokhba Revolt in the 2nd century CE. The literary sources for the study of the Jewish world at the turn of the era include the Dead Sea Scrolls, the Bible, and the Mishnah. This course serves as an introduction to the religious and social environment of the historical Jesus. Credit will be granted for only one RELS 426 or RELS 440. Prerequisite: any 100-level RELS course. Three credits. Not offered 2023-2024.

427 Jesus the Christ
Building upon RELS 426, this course begins with an examination of aspects of the life of the historical Jesus, including his teaching, ministry, and the events leading to his crucifixion. The four canonical Gospels and Letters of Paul will be analyzed as students probe the question of why Jesus came to be understood as the Messiah by the first Christians. Credit will be granted for only one RELS 427 or RELS 440. Prerequisite: RELS 426 or permission of the instructor. Three credits. Not offered 2023-2024.

490 Honours Thesis
Each student works under the supervision of a chosen professor who guides the selection of a thesis topic, use of resources, methodological component, quality of analysis and execution, and literary calibre of the student's work. Required for all honours students. Six credits.

499 Directed Study
Under the direction of a faculty member, students may pursue an individual program of study in an area of religious studies not available in the course offerings. For eligibility, see section 3.5. Three or six credits.

» **SERVICE LEARNING** see 9.24 Interdisciplinary Studies

9.35 SOCIOLOGY (SOCI)

K. Aubrecht, Ph.D.
P. Cormack, Ph.D.
L. Harling Stalker, Ph.D.
J. Garrod, Ph.D.
D. Lynes, Ph.D.
D. MacDonald, MA
P. Mallory, Ph.D.
S. Marmura, Ph.D.
R. Olstead, Ph.D.
N. Verberg, Ph.D.

Professor Emeritus
W. Jackson, Ph.D.
D. MacInnes, Ph.D.

Senior Research Professor
J. Phyne, Ph.D.
R. Bantjes, Ph.D.

The Department of Sociology offers honours and major programs. Second- and third-year sociology courses require SOCI 101, 102 as prerequisites. 400-level courses require at least twelve credits in sociology below the 400 level as a prerequisite, or the permission of the instructor. SOCI 101, 102 are included these credits.

Minor
24 credits of SOCI.

Major in Sociology
Candidates must follow the degree requirements of the Faculty of Arts and complete 36 SOCI credits which include:
a) SOCI 101, 102;
b) SOCI 202 and at least 3 additional credits at the 200 level;
c) SOCI 301 and SOCI 302;
d) at least 12 additional SOCI credits at the 300 or 400 level.

Honours in Sociology
Candidates must follow the degree requirements of the Faculty of Arts and complete 60 SOCI credits which include:
a) SOCI 101, 102;
b) SOCI 202 and at least 3 additional credits at the 200 level;
c) SOCI 301 and SOCI 302 and at least 3 credits in methods: SOCI 300 or 307;
d) at least 6 additional SOCI credits at the 300 level; 391 highly recommended;
e) SOCI 400 (thesis), SOCI 491, plus at least 6 credits at the 400 level.

Honours with a Subsidiary Subject
If sociology is selected as a subsidiary subject by an honours student in the BA program, 24 SOCI credits are required, with at least 6 of those credits at the 300 level.

101 Introduction to Sociology I
This course introduces students to the origins and development of sociological thinking and research, beginning with the foundations of the discipline in the 19th century. Students are then introduced to the concepts and methods within sociology. The objective is to explore the extent and limits of our capacity to change the social world by reference to sociological research in both a Canadian and global context. Credit will be granted for only one of SOCI 101 or SOCI 100. Three credits.

102 Introduction to Sociology II
This course builds on the foundations of sociological theory, methods and historic considerations established in SOCI 101. Students will explore a range of topics dealing with various aspects of social inequality, culture, integration, and ideological conflict in both a Canadian and global context. Together with SOCI 101, this course provides the prerequisite for all other sociology courses. Credit will be granted for only one of SOCI 102 or SOCI 100. Prerequisite: SOCI 101. Three credits.

202 Research Principles and Practices
This course addresses how various philosophic assumptions shape the aims and practices of research in sociology. It provides students with empirical research design principles and an introduction to methods of collecting and recording data, assessing reliability and validity, and conducting data analysis. Different research strategies are introduced. The ethical implications of research will be discussed. Prerequisites: SOCI 101, 102. Three credits.

203 Gender
This course is about gender differences and gender inequality. The main objective of the course is not only to examine differences in women's and men's social positions, but also to stimulate critical and informed thinking about the sources of gender inequality in our society. More generally, the course aims to explore the many ways in which this society is organized around gender differences and divisions. Cross-listed as WMGS 203. Prerequisites: SOCI 101, 102. Three credits. Not offered 2023-2024.

207 Health Justice
Students will approach the study of human health from an intersectional, critical sociological perspective that emphasizes the links between social, economic, political, environmental and climate justice. The class will engage in an ongoing analysis examining how equality along the lines of race, class, gender, ability and sexuality are relevant to accomplishing health justice. Beginning with an understanding of the distinction between biomedicine and the social determinants of health, the class will explore some of the dominant sociological debates and approaches to the study of health and illness and how these can best be used as instruments for achieving health justice. Prerequisites: SOCI 101, 102. Three credits.

212 Social Dissent
Social dissent has been a persistent, perhaps necessary, feature of modern (capitalist, bureaucratic, technocratic, patriarchal) societies. Students will explore ways in which dissent has been voiced and alternatives have been envisioned in the 20th century, including new organizational forms and tactics of dissent, and new technologies and international networks. Students may use the course as a basis for advanced social scientific research. Prerequisites: SOCI 101, 102. Three credits. Not offered 2023-2024.

216 Canadian Society
This course presents an analysis of Canadian Society and its development from a sociological perspective. Particular attention is given to political/economic institutions, ideology, class structure, regionalism, cultural forms and national identities. Prerequisites: SOCI 101, 102. Three credits.

217 Race and Identities
This course discusses the interconnected realities of race, class, gender and sex from various sociological perspectives. Substantive topics will include the socially constructed nature of these concepts in places like media, and the experiences of classism, sexism and racism in the workplace, schools, and everyday life. Cross-listed as WMGS 217. Prerequisites: SOCI 101, 102. Three credits. Not offered 2023-2024.

218 Social Inequality in Canada
Looked at through the lens of class and power, this course examines the socio-economic roots of social inequality, as well as the causes and consequences of poverty. Special attention will be paid to rise of social inequality, and the impact of neoliberal social policies. Topics include: the relationship between wealth, occupation, and education; the structural and cultural factors generating cumulative disadvantage across generations, especially related to race, gender and disability; and the consequences of inequality as it relates to health, incarceration, and homelessness. Credit will be granted for only one of SOCI 218 or SOCI 328. Three credits.

221 Marriage and Family Life
This course analyzes the marriage and family life from a sociological perspective. It provides an overview of social changes over the past century, such as the falling birth rate, the rise in cohabitation and the legalization of same-sex marriage. Topics include marriage and fertility trends, the rise of intensive parenting and the dual earner family, the normalization of separation and divorce, the social cost of family violence, and how technology is influencing parenting. Cross-listed as WMGS 221. Prerequisites: SOCI 101, 102. Three credits.

227 Sociology of Religion
An introduction to the sociological study of religion. Topics include social factors that influence religion at individual and communal levels; religion as agent of social cohesion and social conflict; religion and power structures; the impact of pluralism and globalization on religion today. Cross-listed as RELS 215. Prerequisites: SOCI 101, 102. Three credits.

231 Education in Canadian Society
This course provides students with a sociological interpretation of education in Canada. Students will investigate the relationship between education opportunity and conditions of inequality, socialization, social participation in education, and the contextualized within the historical development of Canadian educational institutions. Credit will be granted for only one of SOCI 231 or SOCI 230. Prerequisites: SOCI 101, 102. Three credits. Not offered 2023-2024.

237 Social Justice
The course introduces students to social justice theory and research. Students will examine social movements and theories (e.g., postcolonial theory, black feminist thought, and indigenous perspectives) that helped shape conceptions of social justice. Students will examine social justice research in areas such as environmental racism, barriers to health care, education, and employment, and barriers and challenges to achieving social justice. Credit will be granted for only one of SOCI 237 or SOCI 297 (2020-2021). Prerequisites: SOCI 101, 102. Three credits.

238 Sociology of Youth
This course introduces students to topics and debates in youth sociology, including contemporary and historical conceptualizing of youth, social, cultural, and political theories pertaining to youth, the impact various social institutions have on youth from diverse backgrounds, and youth participation in social movements and politics. Students will come away with a deeper understanding of the forces shaping what "youth" means today. Credit will be granted for only one of SOCI 238 or SOCI 298 (2021-2022). Prerequisites: SOCI 101, 102. Three credits.

242 Technology and Society
This course is designed to introduce students to core sociological issues and debates pertaining to technology. Topics covered include the nature of technological artifacts and systems, technology and social change, the relationship between technological innovation and scientific knowledge, technology and inequality, the social shaping of technology, and the role of digital media in relation to new forms of cultural identity and social control. Prerequisites: SOCI 101, 102. Three credits.

243 Consumer Society
This course explores classical to contemporary theories of consumer society beginning with Marx's conception of the commodity as fetish. Themes discussed include conspicuous consumption, gender and consumption, social class, environment, identity, advertising and marketing. Prerequisites: SOCI 101, 102. Three credits. Not offered 2023-2024.

244 Cultures and Societies
This course will focus on exploring how society shapes culture and culture shapes society. Drawing on local, national and global practices of culture and cultural objects, students will learn how meaning-making is critical to understanding everyday life. Prerequisites: SOCI 101, 102. Three credits.

247 Environmental Social Science I: Problems and Paradigms
This course introduces students to the major environmental challenges of the 21st century from a social science perspective. Modern societies that have sought to conquer natural limits have now conjured up unanticipated "environmental" consequences. Students will explore how human understandings of environmental "problems" as well as action towards environmental solutions are shaped by ways of thinking, social contexts and institutional power relations. Prerequisites: SOCI 101, 102. Three credits. Not offered 2023-2024.

251 Theories of Deviance and Social Control
This course offers students a theoretical foundation for understanding social processes of deviance and social control. Using various theoretical devices, students will critically examine the social category of deviance and its use in social institutions and daily social practices. Topics could include mental illness, drug and alcohol use, alternative sexualities, social violence and disability. Prerequisites: SOCI 101, 102. Three credits.

252 Topics in Deviance and Social Control
This course draws upon the theoretical preparation provided in SOCI 251 to critically assess various topics in deviance and social control, and their power relations. Students will for instance, consider the complex relations of power and control associated with sex and sexuality, contemporary notions of fitness and health, white versus blue collar crime, as well as 'natural' disasters. Prerequisite: SOCI 251. Three credits.

254 Experiencing Social Class
This course explores social class as a lived experience - one in which everyday life both reveals and denies the structural advantages and disadvantages that perpetuate class differences. By way of ethnographic and theoretical literatures, students will study how stages of life and encounters with institutions (school, state, family, etc.) shape social class experiences. Prerequisites: SOCI 101, 102. Three credits.

298 Selected Topics
The topic for 2023-2024 is Roots and Routes: Rurality in the 21st Century. This course is set out to explore the ways in which ruralness and rurality are theorised, experienced and lived. Students will obtain a foundational knowledge on how a sociology of the rural (once central to the discipline) is key to understanding the social, cultural, political and economic shifts that have occurred since the start of modernity. Of particular importance will be the ways in which people living in rural areas must navigate multiple tensions, inequalities and uncertainties in the 21st century. Prerequisites: SOCI 101, 102. Three credits.

301 Classical Social Theory
Explores the development and diversity of sociology's foundational perspectives through the study of selected original works by such authors as Karl Marx, Emile Durkheim and Max Weber. Prerequisites: SOCI 101, 102. Three credits.

302 Topics in Contemporary Theory
This seminar course on contemporary theory varies from year to year. While a survey approach to contemporary theory may be part of the course, it is probable that the professor will choose specific interests for in-depth analysis. Potential perspectives include feminist theory, anti-racist theory, postmodernism, and neo-Marxist theory. Prerequisite: SOCI 101, 102, 301. Three credits.

303 Social and Political Thought
This course introduces you to early modern approaches to thinking about the social world, including social contract theory, liberalism, political economy, scientific rationality, progressive history, colonialism, and human rights. We will consider how sociology and the social sciences either developed out of these early modern ideas or, in some cases, reacted against them. The course provides students with the intellectual foundations to engage more fully with contemporary debates in social and political thought. Prerequisites: SOCI 101, 102. Three credits. Not offered 2023-2024.

304 Feminist Theory
This course examines various directions feminists have taken in studying women's experiences and the construction of gender. Students will learn how these theoretical approaches have influenced feminist research and critical practice. The course will include early feminist thought as well as contemporary feminist theory. Cross-listed as WMGS 303. Prerequisite: WMGS 100. Three credits.

307 Qualitative Research Methods
The course introduces students to the qualitative research methods used by sociologists. The course introduces the philosophical, theoretical, and ethical aspects of qualitative research as well as qualitative approaches to data collection, data analysis, presentation of results, and methods of evaluating qualitative research. The various aspects of qualitative research are illustrated with classical and contemporary studies. Prerequisite: SOCI 202. Three credits.

309 Power and the State
The state is a central concept within the social sciences and one of the most significant sources of power in the modern world. Despite this, states today appear increasingly in crisis, with their very legitimacy questioned. In this course, we will explore the development of the modern state in order to better understand our present. Topics include: the power of disinformation; surveillance; Trump; and Black Lives Matter. The course concludes with a reflection on democracy. Cross-listed as PSCI 318. Credit will be granted for only one of SOCI 309 or SOCI 297 offered in 2020-2021. Prerequisites: SOCI 101, 102. Three credits.

311 Men and Masculinities
A critical review of the science of masculinity and recent theoretical developments on the social construction of men's lives and masculinities. Topics include male gender role socialization; the role social institutions play in shaping masculinities; masculinity politics, men's movement, and social change. Cross-listed as WMGS 311. Prerequisites: SOCI 101, 102. Three credits.

312 Social Movements
This course provides students with the tools for analyzing popular movements for social change. Students will survey the best examples of social movement analysis in the neo-Marxist, new social movement, social constructionist, and resource mobilization traditions. Movements covered may include labour, environmental, student, peace, anti-racist, women's. Prerequisites: SOCI 101, 102. Three credits. Not offered 2023-2024.

313 Conceptions of Disability
An introduction to the field of disability studies, this course examines the ways in which disabled people and disability issues are defined and treated in contemporary society. Social and political conceptions of disability are contrasted with medical and individualistic definitions of disability with the aim of developing a critique of taken-for-granted conceptions of normal bodies, minds, and senses. Community-based contributions and responses to disability knowledge are emphasized and common ideas and assumptions about disability are situated historically to illustrate changing relations to disability over time, and to the role of disability knowledge in social change. The experience of disability will be stressed. Prerequisites: SOCI 101, 102. Three credits.

314 Disability and Culture
Beginning with the understanding that disability is a social phenomenon, this course provides students with the tools to analyze such cultural conceptions as normalcy-abnormalcy, ability-inability, independence-dependence. Students will examine cultural representations of disability that marginalize and oppress disabled people, and explore the ways in which cultural representations of disability differ from experiential accounts. These representations are analyzed from an international perspective, with a focus on how disability has been represented in Canadian social policy, the media, helping professions, and the education system. Prerequisites: SOCI 101, 102. Three credits. Not offered 2023-2024.

315 Addictions
In this course we investigate drug and alcohol addiction as an epidemic social problem from several key perspectives. Social theories are used to explore subcultures of addiction, race and racism, addiction's impact on women, and how addiction is understood and experienced in Canada. Credit will be granted for only one of SOCI 315 and SOCI 395 (2018, 2019). Prerequisites: SOCI 101, 102. Three credits. Not offered 2023-2024.

319 Family LIfe Policy in Canada
Students learn about federal and provincial policies that influence family formation (e.g., marriage, cohabitation, fertility, adoption), family care work (parental leave, family leave, childcare, domestic worker programs, elder care), family dissolution (separation, divorce), and family violence. Attention is given to how Canadian family laws and policies reflect and/or shape the cultural and structural aspects of gender, sexuality, Indigenous status, race and ethnicity, disability, and socio-economic status. Credit will be granted for only one of SOCI 319 or SOCI/ WMGS 395(2019-2022). Cross-listed as WMGS 319. Prerequisites: SOCI 101, 102. Three credits.

329 Climate Justice
This course is grounded in a decolonial framework and employs the Mi'kmaq concept, Etuaptumumk (two-eyed seeing) to approach an analysis of the social, ecological, political and economic intersections of climate change and social justice. Students are introduced to basic conceptions of 'climate change' in the context of Traditional Indigenous Knowledge, as well as the latest findings of western science. Credit will be granted for only one of SOCI 329 or SOCI 397(2022-2022). Prerequisites: SOCI 101, 102. Three credits.

331 Media Effects
This course considers a broad array of issues and controversies pertaining to the study of media effects. Topics covered include the development of propaganda theory, the social significance of advertising, and debates concerning the influence of media content on behaviour and popular understandings of social reality. Attention is given to both traditional and holistic approaches to media effects in terms of the strengths and limitations of each. Credit will be granted for only one of SOCI 331 or SOCI 325. Prerequisites: SOCI 101, 102. Three credits.

334 Sociology of Anne of Green Gables
Using the iconic Canadian classic *Anne of Green Gables* this course sets out to explore the variety of theoretical perspectives used by those in the cultural Sociology. Through the use of the books in the *Anne* series, films, television, and the author's journals, students will learn how to think about and apply theorists such as Bourdieu, the Frankfurt School, and Barthes. Prerequisites: SOCI 101, 102. Three credits. Not offered 2023-2024.

337 Black/African Diaspora
This course critically examines structural and sociocultural factors that operate to produce and/or reproduce powerlessness among Black people in the Diaspora. Attention will also be given to the contributions of Blacks to society, Black resistance, self-determination, and self-reliance. The course will discuss globalization, racism, and transnationalism as factors in the contemporary Black experience. Credit will be granted for only one of SOCI 337 or SOCI 395(2016-2017). Cross-listed as RELS 334. Prerequisites: SOCI 101, 102. Three credits.

341 Sociology of Agriculture
This course begins with an interdisciplinary survey of the scientific, philosophical, political, social and cultural aspects of global agriculture and food production. Topics

examined include the green revolution, the relations between agricultural and social sustainability, local food versus export economies, food security, food sovereignty and justice, as well as biotechnology, soil science and climate framing. At least one farm visit is included. Credit will be granted for only one of SOCI 341 or SOCI 398 (2016-2018). Prerequisites: SOCI 101, 102. Three credits.

351 Canadian Criminal Justice
This course examines the structure and operation of the Canadian criminal justice system, including policing, court systems, correctional institutions, philosophies, and practices. This includes exploring the relationship between law and social order; the justice system as a means of social control; and the experiences of Indigenous and visible minorities in the Canadian justice system. Credit will be granted for only one of SOCI 351, SOCI 350 or SOCI 374(2019-2021). Prerequisites: SOCI 101, 102. Three credits.

356 Power, Culture and Identity
This course explores the rapidly shifting contexts within which individuals and groups from diverse cultural backgrounds interact, often forming new social and political identities in the process. Questions of identity are considered at the levels of individual subjectivity, localized community, national identity, and de-localized networks. Contemporary aspects of intercultural relations are viewed considering enduring political processes and related social upheavals rooted in colonialism, nationalism and the global spread of capitalist markets. Prerequisites: SOCI 101, 102. Three credits.

364 Food and Society
This course emphasizes linkages between food production and consumption in the changing global political economy. The social organisation of food production and consumption will be assessed from the standpoint of comparative research on global food chains and recent insights surrounding the social construction of food risks and benefits. Case studies will change on an annual basis but will always involve some consideration of the interrelations between countries from the 'North' and the 'South'. Prerequisites: SOCI 101, 102. Three credits. Not offered 2023-2024.

366 Coastal Communities
This course introduces students to social research on coastal communities. Emphasis is given to the social transformation of common property fisheries, the rise of industrial aquaculture, demographic transitions in coastal communities and recent moves towards integrated coastal resource management. Comparative case materials from North Atlantic coastal communities in Atlantic Canada, Britain, Ireland, and the Nordic Countries will be used in this course. Prerequisites: SOCI 101, 102. Three credits. Not offered 2023-2024.

374 Islam in Canada
Students gain an understanding of the diversity of Islam and Muslims in Canada. The course examines how Muslims negotiate their religious identities in Canadian civic society. Students engage critically with different theoretical models shaping conceptions of identity and consider their relevance to public policy debates. They course uses Muslim and non-Muslim authors representing diverse points of view that have an impact on questions of immigration, multiculturalism, and religious pluralism. Cross-listed as RELS 375. Prerequisites: SOCI 101, 102. Three credits.

387 Hockey and Canadian Culture
This course sets out to explore the intersection between ice hockey and Canada's socio-cultural identity. The course will have students immerse themselves in contemporary literature to understand the social, cultural, political and economic nuances of hockey in the Canadian context. Prerequisites: SOCI 101, 102. Three credits. Not offered 2023-2024.

391 Junior Seminar
This seminar will assist honours students in their third year and their thesis planning and provide an environment in which to learn with senior students working on their thesis. Students will choose an advisor with whom they will develop a proposal, collect materials, and consider methodological and ethical issues relevant to their research. Students are expected to attend colloquia, guest lectures and public talks relevant to the discipline. Highly recommended for and restricted to honours students. Three credits.

Note: 400-level courses require at least 12 credits in sociology below the 400 level as a prerequisite, or the permission of the instructor. SOCI 101, 102 counts as six of these credits.

400 Honours Thesis Research
A required course for all senior honours students. Six credits.

417 Social Difference: Race, Ethnicity, Gender, Class, Sex, and Disability
Explores current theories of social difference and the personal, social, economic, and political effects of these differences in Canadian, western, and international contexts. Topics include oppression, resistance, identity politics, and discourse theory. Starting with the question, "What differences do some differences make?" Students will examine how issues of difference become relations of dominance. Prerequisite: SOCI 215. Cross-listed as WMGS 417. Prerequisite: 12 credits of SOCI. Three credits. Not offered 2023-2024.

421 Ancestry, Society, and Personal Identity
This course attempts to locate personal biography in the context of social history. Students' genealogies provide the starting point for explorations of family, social history, and personal identity. Students will apply sociological ideas to the historical periods that helped shape their personal and family histories. Prerequisite: 12 credits of SOCI. Three credits.

427 Friendship and Personal Life
Is friendship only personal and private, or does it have broader public, social, and political significance? This seminar addresses contemporary scholarship on the sociology of friendship as well as classic accounts of friendship by philosophers and social theorists. Through studying beliefs and practices of friendship we will address themes such as the self and personhood, gifts and exchange, trust and intimacy, sexuality and gender, social capital and networks, and the relation of friends to strangers and enemies. Prerequisite: 12 credits of SOCI. Three credits. Not offered 2023-2024.

444 Science and Technology
This course considers such matters as the distinction between science and other ways of knowing, the relationship between technological innovation and scientific knowledge, the role played by technology in relation to social change and cultural identity, the social shaping of technology, forms of governance in contemporary 'information societies', and questions of human and non-human agency. Prerequisite: 12 credits of SOCI. Three credits.

451 Topics in Social and Criminal Justice
This course examines current theoretical and research issues in crime and social justice. Using qualitative, quantitative, and historical methodologies, students will explore topics such as gender, class, minorities, and criminal justice; police-community relations; carceral and non-carceral forms of punishment; criminal and regulatory legal procedures. Prerequisite: 12 credits of SOCI. Three credits. Not offered 2023-2024.

491 Senior Seminar
A forum in which students gain scholarly experience by presenting and discussing their research; and taking part in colloquia, guest lectures, and public talks relevant to sociology. Required for honours students in their senior year. No credit.

498 Selected Topics
The topic for 2023-2024 is Critical Political Economy. This course provides an introduction to critical political economy. Beginning with Marx's critique of Adam Smith, the rest of the course will be devoted to exploring the violent lived history of the transition from feudalism to capitalism to the present day, and its impacts on workers, women, Black, and Indigenous peoples. Prerequisite: 12 credits of SOCI. Three credits.

499 Directed Study
Under the direction of a professor, students will work in an area of sociology not available in other course offerings. Students must consult with the faculty member by March 31 of the academic year in which they wish to take the course. See section 3.5. Three or six credits.

» **SPANISH** see 9.26 Modern Languages

9.36 SPORT MANAGEMENT (SMGT)

N. Maltby, Ph.D.(Co-coordinator)	Management (Chair)
C. Weaving, Ph.D.(Co-coordinator)	Human Kinetics (Chair)

Advising Faculty	Department
D. Anthony, Ph.D.	Marketing and Enterprise Systems
J. Hood, Ph.D.	Human Kinetics/Management
O. Nzindukiyimana, Ph.D.	Human Kinetics

Sport management is a discipline related to the business of sport and recreation. The field covers management in the context of professional, amateur, and intercollegiate sports, as well as community recreation.

This interdisciplinary program provides to students in the BBA and the BA HKIN degrees the option to do a minor in sport management. This is a limited-enrollment program and requires application at the end of first year (information distributed via email). SMGT 101 is restricted to students in the BBA and BA HKIN programs, and the remaining SMGT core courses are restricted to students who have been accepted into the sport management minor.

For BBA students, the 24 credits of this optional minor replace one of the degree's 12-credit pair requirements and the 12 credits of arts/science electives required in the BBA degree patterns.

For BA HKIN students, the 24 credits of required minor in the degree pattern are fulfilled by the interdisciplinary courses prescribed below.

All inquiries should be directed to the Chair of Human Kinetics and the Chair of Management.

Minor Requirements

All students, whether in the BBA or the BA HKIN degree programs, must complete:

a) 12 credits of core SMGT courses (101, 322, 327, 423)
b) BSAD 231 and 261 (which count in the minor for BA HKIN students, and as BSAD requirements for BBA students, and are normally taken in Year 2)
c) HKIN 264 and 352 (which count in the minor for BBA students, and as HKIN requirements for BA HKIN students, and are normally taken in Year 2)
d) 6 credits of designated courses from the relevant list below

The normal course progression for the SMGT minor:

Year 1 SMGT 101
Year 2 BSAD 231, 261 (minor courses in BA HKIN)
HKIN 264, 352 (minor courses in BBA)
Year 3 SMGT 322, 327; 3 credits SMGT designated courses
Year 4 SMGT 423; 3 credits SMGT designated courses

101 Introduction to Sport Management

This course will have a primary focus on the sport industry, including professional sport entertainment, amateur, for-profit & non-profit sport participation, sporting goods, and sport services. Students will examine applications of managerial concepts and processes and look at the ways in which sport organizations interact with each other, and with corporations, the government and non-governmental organizations. Micro aspects of management applied to sport, including human resources, sport marketing, sponsorship, finance, event management, and sport law. Restricted to students in BBA and HKIN. May be used in a minor in sport management or as an elective in BBA or HKIN. Three credits.

322 Human Resource Management in Sport Organizations

An introduction to the tools and systems available for effective leadership and people management in sport organizations. Topics include sport planning, employee selection and evaluation, time management, compensation, benefits, leadership, labour relations, career planning, and problem solving. Credit will be granted for only one of SMGT 322 or BSAD 363. Restricted to students in the sport management minor program. Prerequisites: SMGT 101; BSAD 261. Three credits.

327 Sport Management Ethics and Law

This course is an introduction to the philosophy of ethics, and the application thereof to physical education, recreation, and sport. Students will acquire an awareness of ethical conduct in sport and cultivate an effective deliberative process for dealing with ethical issues in sport. The course will include a philosophical approach to moral conduct, and topics such as sportsmanship, competition, fair play, cheating, self-deception, and the use of performance enhancing drugs, and the problem of racial and gender equality in sport. An ethical lens will also be applied to practices and procedures by major stakeholders including players, coaches, parents, spectators, and sport organizations. Apply theoretical frameworks that can serve as the basis for comprehensive ethical decisions, and to develop the practical facility to implement those decisions in specific, concrete situations. Prerequisite: SMGT 101. Three credits.

423 Sport Marketing and Event Management

Through this course students will gain an understanding of marketing and its role in the sport industry. Through examination of the marketing process, students will learn how to plan, create, and implement successful marketing strategies specific to the sport industry and its consumers. Additionally, students will apply marketing principles through the design and implementation of a marketing strategy for a sport event and/or brand. Prerequisites: SMGT 101; BSAD 231. Three credits.

Sport Management Designated Courses for BBA

Courses are three credits unless otherwise indicated.
Departmental prerequisites will apply.

Anthropology
ANTH 112 Introduction to Socio-cultural Anthropology
ANTH 218 Anthropology of Health and Illness

Economics
ECON 291 Economics of Leisure, Recreation and Sports
ECON 364 Health Economics

Human Kinetics
HKIN 332 Gender and Sport
HKIN 443 Modern Olympic Games
HKIN 431 Sport and Identity

Human Nutrition
HNU 163 Nutrition for Health and Fitness

Mathematics
MATH 382 Sports Analytics

Sociology
SOCI 217 Race and Identities
SOCI 311 Men and Masculinities
SOCI 314 Disability and Culture
SOCI 387 Hockey and Canadian Culture

Women's and Gender Studies
WMGS 203 Gender
WMGS 205 Gender, Sexuality and the Body
WMGS 232 Gender and Popular Culture

Sport Management Designated Courses for BA HKIN

Courses are three credits unless otherwise indicated.
Departmental prerequisites will apply.

Anthropology
ANTH 112 Introduction to Socio-cultural Anthropology
ANTH 218 Anthropology of Health and Illness

Business
BSAD 221 Introductory Financial Accounting
BSAD 223 Introductory Managerial Accounting
BSAD 281 Foundations of Business Information Technology
BSAD 333 Professional Sales: Effective Communication and Persuasion
BSAD 356 Entrepreneurship
BSAD 384 Data Management and Analytics

Economics
ECON 291 Economics of Leisure, Recreation and Sports
ECON 364 Health Economics

Human Nutrition
HNU 163 Nutrition for Health and Fitness

Mathematics
MATH 382 Sports Analytics

Sociology
SOCI 217 Race and Identities
SOCI 311 Men and Masculinities
SOCI 314 Disability and Culture
SOCI 387 Hockey and Canadian Culture

Women's and Gender Studies
WMGS 203 Gender
WMGS 205 Gender, Sexuality and the Body
WMGS 232 Gender and Popular Culture

» **STATISTICS** see 9.25 Mathematics and Statistics

9.37 WOMEN'S AND GENDER STUDIES (WMGS)

N. Forestell, Ph.D., Co-ordinator

Advising Faculty	Department
M. Bimm, Ph.D.	Women's and Gender Studies
S. Chattopadhyay, Ph.D.	Development Studies and Women's and Gender Studies
R. Hurst,, Ph.D.	Women's and Gender Studies
B. Gerrits, Ph.D.	Public Policy and Governance
C. Girard, Ph.D.	Art
D. Mansell, MN	Nursing
C. Weaving, Ph.D.	Human Kinetics
K. Wright, Ph.D.	English

The academic field of women's and gender studies provides an interdisciplinary, multicultural and feminist analysis of women's lives and history. It re-examines traditional ideas about women and their place in society and introduces theoretical frameworks for understanding questions about the roles, problems and

accomplishments of women.

Through a combination of core courses and cross-listed courses offered by various university departments, students will critically examine topics such as women and politics; women in sport; the psychology of gender; women's history; the relationship of gender, class and race; women's literature; feminist theory; women and religion; women and medicine; women in management; and women and work. Service learning projects may be incorporated into some women's studies courses.

See chapter 4 for information on the degree patterns, declarations of major, advanced major and honours, advancement and graduation requirements.

Program Requirements

Students may choose a BA Honours in women's and gender studies with a subsidiary in an arts subject, a BA with Major in women's and gender studies, a BA with Joint Major in women's and gender studies and an arts subject, a subsidiary in women's and gender studies, or a minor in women's and gender studies. See chapter 4. Arts, business, and science students may fulfill requirements for a pair in women's and gender studies.

Students interested in women's and gender studies should consult with the co-ordinator as early as possible.

Major in Women's and Gender Studies

a) 12 credits of WMGS 100, 205 and 303; and,
b) 24 credits WMGS including cross-listed courses.
No more than 12 credits of cross-listed courses may be from a single department. None of the cross-listed courses may be in the student's declared minor subject.

Joint Major in Women's and Gender Studies and a Faculty of Arts Discipline

a) 36 credits in WMGS (subject A) and 36 credits in another Faculty of Arts department (subject B). The program or department requirements for majors are applicable in both subjects. Students must complete the following:
   i) 12 credits of WMGS 100, 205 and 303; and,
   ii) 24 credits WMGS including cross-listed courses.
   No more than 12 credits of cross-listed courses may be from a single department. None of the cross-listed courses may be in the student's declared subject B.
b) Course Pattern: see section 4.1.3

Honours in Women's and Gender Studies with a Subsidiary

See section 4.1 for general regulations on degree requirements.

a) 48 credits in WMGS (subject A) and 24 credits in subsidiary subject. For the 48 credits in WMGS students must complete the following:
   i) 15 credits of WMGS 100, 205, 303, 346, 391 junior seminar (non-credit), 6 additional WMGS core credits
   ii) WMGS 493 (thesis)
   iii) ANTH 304 – designated methods course; and
   iv) 18 credits from WMGS cross-listed courses

No more than 12 credits of WMGS cross-listed courses may be in a single subject. Also, none of the WMGS cross-listed courses may be in the student's subsidiary subject.

Subsidiary in Women's and Gender Studies

a) 24 credits in WMGS and 48-60 credits in the honours subject. Students are encouraged to include an additional six credits of WMGS cross-listed courses. No more than 6 credits of WMGS cross-listed courses may be from a single department. None of the cross-listed courses may be in the student's declared honours subject.
   i) 12 credits of WMGS 100, 205 and 303; and
   ii) 12 credits WMGS including cross-listed courses.

Minor in Women's and Gender Studies

a) WMGS 100; and,
b) 18 credits in women's and gender studies core or cross-listed courses. No more than six credits of cross-listed courses may be from a single department. None of the cross-listed courses may be in the student's declared major subject.

Pair

a) WMGS 100 (6 credits); and
b) 6 credits in women's and gender studies, which may include WMGS 205 and/or 303 or cross-listed course(s).

Social Justice Colloquium

The Social Justice Colloquium is a first-year option for Bachelor of Arts students. Participants are enrolled in dedicated sections of anthropology, global history and women's and gender studies. See section 4.3 for further information.

100 Introduction to Women's and Gender Studies

This course will offer an overview of women's and gender studies from an interdisciplinary perspective. Students will study the development of feminist movements and will examine how concepts of race, class, sexuality and ability intersect in shaping colonialism, sexual and reproductive health, violence, family relations, paid and unpaid labour, political systems and poverty. The course will consider the relationship between the local and the global through discussion of such topics as popular culture, consumerism and environmentalism. Six credits. Offered 2023-2024.

203 Gender

This course is about gender differences and gender inequality. The main objective of the course is not only to examine differences in women's and men's social positions, but also to stimulate critical and informed thinking about the sources of gender inequality in our society. More generally, the course aims to explore the many ways in which this society is organized around gender differences and divisions. Cross-listed as SOCI 203. Prerequisite: SOCI 101, 102. Three credits. Not offered 2023-2024.

205 Gender, Sexuality and the Body

This course focuses on the ways that all bodies are sexualized and gendered in Western philosophical thought, biomedicine and science. Topics include Western binaries (man/woman, form/matter, mind/body), the sociocultural processes through which bodies are sexualized, the biological/medical sciences and objectivity, a critique of the dual sex model from the perspective of transfeminist theory and bodily transformations and normalizations (including cosmetic surgery, monstrosity and disability, and the feminist debate about female genital surgeries). Prerequisite: WMGS 100 or third- or fourth-year status with permission of instructor. Three credits. Offered 2023-2024.

217 Race and Identities

This course discusses the interconnected realities of race, class, gender and sex from various sociological perspectives. Substantive topics will include the socially constructed nature of these concepts in places like media, and the experiences of classism, sexism and racism in the workplace, schools, and everyday life. Cross-listed as SOCI 217. Three credits. Not offered 2023-2024.

221 Sociology of Marriage and Family Life

This course analyzes the marriage and family life from a sociological perspective. It provides an overview of social changes over the past century, such as the falling birth rate, the rise in cohabitation and the legalization of same-sex marriage. Topics include marriage and fertility trends, the rise of intensive parenting and the dual earner family, the normalization of separation and divorce, the social cost of family violence, and how technology is influencing parenting. Cross-listed as SOCI 221. Three credits.

232 Gender and Popular Culture

This course will introduce a range of topics within the broad field of gender and popular culture as well as how to study and critique genres of popular culture. Beginning with the questions, "What is cultural studies?" and "Why is it important to study popular culture?" we move on to study a range of pop culture media, including music, television, film, video games and graphic novels/memoirs through this methodological and theoretical lens. Prerequisite: WMGS 100 or third- or fourth-year status with permission of instructor. Three credits. Offered 2023-2024.

254 Topics in 18th-Century Literature

This course explores the changing literary, social and cultural significance of the figure of the whore in a variety of 18th century works. Poetry, pornography, and pamphlets, as well as Hogarth's engravings *A Harlot's Progress*, Behn's play, *The Rover*, and Cleland's novel, *Memoirs of a Woman of Pleasure* (a.k.a. *Fanny Hill*) will be studied among other works. Graphic language and content may offend some students. Cross-listed as ENGL 254. Prerequisite: ENGL 100 or 111/112 or equivalent. Three credits.

259 Gender, Literature and Culture

What makes gender meaningful and what has literature got to do with it? How do literary works and other cultural texts (film, television, music, social media) represent and / or transform gender in a given time and place? What can such works tell us about how gender is imagined, experienced, circulated, challenged? This course will address these questions by studying selected texts in the context of historically-specific understandings of masculinity, femininity and non-binary identities. Cross-listed as ENGL 259. Prerequisite: ENGL 100 or 111/112 or equivalent. Three credits.

298 Selected Topics

The topic for 2023-2024 is Queer Activism and Media in Canada. Students engage with LGBTQ+ activism, past and present. This course uses academic readings, documentaries, podcasts, and news articles to investigate major uprisings in queer history as well as queer resistance enacted by rural, Indigenous, racialized, and trans communities. In this course, we engage with critical disability and performance studies to ask, "What counts as activism?" Students will learn about the role of media, from homophile magazines to hashtags, in creating and sustaining queer activist networks. Three credits.

299 Selected Topics
The topic for 2023-2024 is Cultures of Girlhood. This course uses an intersectional feminist perspective to explore not only the cultural construction of girlhood and its representations, but the ongoing cultural practices of girls themselves. We explore the various ways that "girls" have always had a unique relationship to producing, consuming, and participating in culture. We will interrogate and resist the universalization of the girlish subject, integrating readings that ask students to reframe "girl" in relation to race, class, sexuality, age, and nation. Three credits.

302 2SLBGTQ+ Health and Social Care
This course introduces students to health and social care challenges, and opportunities two-spirit, lesbian, gay, bisexual, transgender, queer (2SLBGTQ+) populations face across the life span. Students will work with theoretical concepts, current research, social determinants of health, legal/biomedical histories, alongside stories of 2SLBGTQ+ people/communities. Students will develop and propose strategies specific to improving health and wellness while strengthening their knowledge to address health disparities and improve this population's health and well-being. Cross-listed as NURS 302. Prerequisite: WMGS 100. Three credits.

303 Feminist Theory
This course examines various directions feminists have taken in studying women's experiences and the construction of gender. Students will learn how these theoretical approaches have influenced feminist research and critical practice. The course will include early feminist thought as well as contemporary feminist theory. Cross-listed as SOCI 304. Prerequisite: WMGS 100. Three credits. Offered 2023-2024.

304 Gender and Public Policy
How can we make the world a more gender equal and socially just place? This course examines the relationships between gender, systems of inequality, and public policy. The course focuses on understanding contemporary approaches to creating gender-responsive public policy and theoretical tools for analyzing public policy. The course also explores how to apply this knowledge to contemporary social issues. Credit will be granted for only one of WMGS 304 and PSCI 398/WMGS 399 (2021-2022). Cross-listed as PGOV 305. Three credits.

311 Men and Masculinities
A critical review of the science of masculinity and recent theoretical developments on the social construction of men's lives and masculinities. Topics include male gender role socialization; the role social institutions play in shaping masculinities; masculinity politics, men's movement, and social change. Cross-listed as SOCI 311. Three credits.

312 Women and Popular Music
A critical examination of the roles of the singing performer from the later 19th century to present through the development and changes of different musical styles and cultural context. Singer/audience relationships are explored as well as voal lineage and the musical contributions of key artists. The course also surveys key singers over the last 100 years, through examining ideas fame, artistry, cultural/political significance race, and gender. Cross-listed as MUSI 312. Three credits.

315 Gender and Development
This course will examine a number of ways to understand what gender and development mean, and the ways in which the two intersect. For instance, the course will explore such questions as, how can thinking intersectionally change the practices of development and of international institutions of development?; and, how local and gendered actors respond to development policies? This course shows the significance of feminist movements to development and a gender-sensitive turn in development policies. Sub-themes in the course include women and work, gender and health, empowerment, environment, sustainable development, and others. Credits will be granted for only one of DEVS 315 and DEVS 391(ST: Gender and Development). Cross-listed as DEVS 315. Prerequisite: WMGS 100 or DEVS 201 and 202. Three credits. Offered 2023-2024.

316 Women in Early Judaism
The course investigates the depiction and experience of women from the earliest biblical narratives to the separation of Christianity from Judaism. Students analyze responses to women and ideas about women in Biblical and other early Jewish writings, in comparison to women in the rest of the Ancient Near East, in conversation with feminist interpreters of the Bible and early Judaism, we will note the relevance of this material for contemporary gender issues. Cross-listed as RELS 316. Three credits. Not offered 2023-2024.

317 Canadian Women's and Gender History: From Colony to Nation
This course introduces students to major themes in the field of Canadian women's and gender history. Covering the period from the late 16th century to the late 19th century, the course examines the historical development of women's roles, experiences, identities and gender relations. Particular attention is given in this course to the impact of colonialism, and the intersection of gender, race, economic/class status, and Indigenous/non-Indigenous status in shaping women's work, family roles, sexuality, political engagement and activism. Credit will be granted for only one of WMGS 317 or WMGS 308. Cross-listed as HIST 317. Three credits.

318 Canadian Women's and Gender History: Modernity
This course introduces students to major themes in the field of Canadian women's and gender history. Covering the period from the late 19th century to the late 20th century, the course examines the historical development of women's roles, experiences, identities and gender relations. Particular attention is given to the intersection of gender, race, economic/class status, and Indigenous/non-Indigenous status in shaping women's work, family roles, sexuality, political engagement and activism. Credit will be granted for only one of WMGS 318 or WMGS 308. Cross-listed as HIST 318. Three credits.

319 Family Life Policy in Canada
Students learn about federal and provincial policies that influence family formation (e.g., marriage, cohabitation, fertility, adoption), family care work (parental leave, family leave, childcare, domestic worker programs, elder care), family dissolution (separation, divorce), and family violence. Attention is given to how Canadian family laws and policies reflect and/or shape the cultural and structural aspects of gender, sexuality, Indigenous status, race and ethnicity, disability, and socio-economic status. Credit will be granted for only one of WMGS 319 or SOCI/ WMGS 395(2019-2022). Cross-listed as SOCI 319. Prerequisites: SOCI 101, 102. Three credits.

325 Early Christian Women
This course investigates women's participation in early Christian groups from the time of Jesus to the 5th century. Ancient Jewish, Christian, and Roman Women's experiences will be explored through texts, inscriptions, and material artefacts like mosaics. Students will learn to analyze New Testament and other ancient writings through an intersectional feminist lens and examine such issues as gendered violence, women's leadership, and early Christian constructions of masculinity. Cross-listed as RELS 325. Three credits. Not offered 2023-2024.

326 Issues in the Anthropology of Kinship
This course explores current themes and debates about the constitution of families cross culturally. It will examine topics such as: cultural understandings of kinship; historical transformations of kinship systems; current reconfigurations of marriage; partnering strategies; new reproductive technologies; transnational adoption; intra-familial conflict; the role of kinship for individuals and in societies; and the influence of the state on kin patterns. Course material will include ethnographic examples from around the world. Cross-listed as ANTH 326. Prerequisite: ANTH 110 or ANTH 111/112, or WMGS 100 or 200 or permission of the instructor. Three credits.

327 Feminist Anthropology
This course examines how past and present feminist anthropologists have used and problematized categories of difference and identity, such as, gender, class, sexuality, race, ethnicity, ability, religion and nationality as they pursue anthropological research. Focusing primarily on socio-cultural anthropological research, but also addressing work by linguistic and biological (physical) anthropologists and archaeologists, the course will highlight the theoretical, methodological, and empirical contributions of feminist anthropologists to anthropology and to women and gender studies. Credit will be granted for only one of ANTH 323, ANTH 324 or WMGS 324. Cross-listed as ANTH 323. Prerequisite: ANTH 110 or ANTH 111/112 or WMGS 100 or WMGS 200 or permission of the instructor. Three credits.

329 Studies in Women Writers: Feminisms and Their Literature
How do the struggles feminists engage in inform literary works? An introduction to diverse feminist debates within their historical, cultural and political contexts, this course explores the relationships between particular feminisms and the literary texts that exemplify or extend them. In 2023-2024, the course will focus on 21st century feminisms. Cross-listed as ENGL 329. Three credits.

332 Gender in Sport and Physical Activity
Explores the role of women and men in sport/physical activity/recreation from a historical, philosophical, and sociocultural perspective. This course covers embodiment, objectification, equity, racism, homophobia, politics of difference and identity. Cross-listed as HKIN 332. Three credits.

333 The Medieval Body
This class explores late medieval conceptions of the physical body, which were always essential to identity in the Middle Ages. Medieval discussions of the practice of reading, clothing and fashion and even spiritual union with God, often involved debates and metaphors based upon the physical body. Through an exploration of primary and secondary texts along with seminar discussions, the class will explore the interconnectedness of late medieval ideas of corporeality, identity, spirituality and sexuality. Cross-listed as HIST 332. Three credits.

343 Psychology of Gender
This course will review theories and research regarding gender in psychological development, social roles, and personality. Topics to be covered will include the history of research in gender; issues to consider in conducting gender research; gender role development and the socialization of gender; gender as a social variable in education and the workplace. Cross-listed as PSYC 364. Prerequisite: 6 credits of PSYC at the 200 level. Three credits.

344 Developmental Social Psychology of Gender
This course will review theories and research that integrate developmental and social perspectives on gender. Topics will focus on gender as a social construct and include gender role development, gender role socialization in the family and gender development in cross-cultural perspective. Credit will be granted for only one of WMGS 344 or WMGS 360. Cross-listed as PSYC 365. Prerequisite: 6 credits of PSYC at the 200 level. Three credits.

345 Women and Politics
An introduction to the study of women and politics, this course has three parts: feminist political thought and the women's movement; political participation and representation; and public policy. Topics include feminist political thought in the Western political tradition; the evolution and politics of the women's movement; political parties and legislatures; women and work; women and the welfare state. Cross-listed as PSCI 345. Prerequisite: PSCI 101, 102 (100) or WMGS 100; 6 credits at the 200-level (211, 212 recommended). Three credits.

346 Critical Race & Sexuality Studies in Canada
This seminar course offers students a survey of feminist approaches to contemporary critical race theory and sexuality studies in Canada, with a particular focus on the values of 'multiculturalism' and 'tolerance.' The course will consider the intersections of gender with such topics as colonialism, racism and immigration, whiteness, as well as homophobia and homonationalism. Prerequisite: WMGS 100. Three credits. Not offered 2023-2024.

354 Women, Art & Gender: Rewriting Art History
Recentering women in the history of art, this course critically examines the structures that excluded them and the narratives that erased them. It looks at how gender has shaped the discipline of art history and at texts that envision more inclusive methods. Students will draw on their experiments with looking techniques to write about women's contributions to various visual and material cultures, from the discovery of butterfly metamorphosis to the secret "invention" of abstraction. Cross-listed as ART 354. Three credits.

364 Social Justice and Health
Examines the relationship between injustice and health outcomes nationally and globally. Core social justice ideas are analyzed, including the cycle of oppression, distinctions between equality and equity, and achievement of human rights as an ethical imperative. Throughout the course, social, ecological, and structural determinants of health are explored with numerous case examples. Modern and historical contexts are explored in key justice related areas: corporatization of health care; policy-created poverty; worldwide water crisis; links between planetary health and human health; and global conflict as a key driver of injustice. Learning includes analysis of selected award-winning films. Cross-listed as NURS 364. Three credits.

365 Gender and Health
This course examines theoretical concepts relevant to gender and health. The broad determinants of health, sexuality, reproductive health and fertility, common diseases, substance abuse, violence and culture are examined from a gender perspective. Strategies for promoting holistic health and preventing disease will be examined. Cross-listed as NURS 365. Three credits.

367 Gender and Management
Reviews the recent growth of women managers in today's organizational world. Students examine gender roles in organizations and identify some of the barriers women experience in reaching the top. The course explores the systemic discrimination facing women, and presents potential management models for women and men. Cross-listed as BSAD 367. Prerequisite: BSAD 261. Three credits.

370 Gender & Sexuality in Modern European Empires
This course examines major issues in the history of gender and sexuality in the new imperialism. Themes to be covered include imperial families, race, gender and professionalism, gender, sexuality and citizenship, and women in imperialism and global movements. Cross-listed as HIST 360. Three credits.

378 Human Sexuality
This course provides a broad introduction to research and theory in human sexuality. It includes examination of fundamental topics such as the nature of human sexuality and contemporary issues. Specific topics include historical perspective, theories of sexuality, sex research, sexual anatomy, sexual variation, sexual response, gender, sexual dysfunction and sex therapy. Cross-listed as PSYC 378. Prerequisites: 6 credits of PSYC at the 200 level. Three credits.

391 Junior Seminar
This is a non-credit, required course for third year students enrolled in the BA Honours with Subsidiary option in the WMGS Program. The seminar will give students an opportunity to engage with the research of faculty who teach core and cross-listed courses in the program, as well as the intellectual life of the program, in preparation to select a supervisor for the honours thesis they will write in their fourth year. No credit.

395 Selected Topics
Course content changes from year to year and may reflect faculty involvement in a specific area of research. Three credits.

397 Authentic Power and Gender
This course presents "authentic power" as understood in Hindu and Buddhist traditions. Here, "authentic power" is that which creates, supports, maintains and sustains life. It is understood as an expression of inter-dependent masculine and feminine "principles" both within and outside the individual self. That which seeks to manipulate, control, dominate, oppress or defend territory is here understood to be based in fear: it is an expression of cowardice and, as such, merits our compassion. Cross-listed as RELS 315. Three credits. Offered 2023-2024.

398 Themes in the History of Sexuality
A comparative study of the history of sexuality during the modern period from the eighteenth through the twentieth centuries. Following a broadly chronological and thematic approach to a diverse history of sexualities, the course will explore in particular the changing meanings of and interconnections between sexuality, race, class and gender. Topics will include: indigenous sexual cultures; sexuality and colonialism; inter-racial sexual relationships; the 'invention of heterosexuality'; moral panics, prostitution, the regulation of sexual desire; and sexual subcultures. Cross-listed as HIST 398. Three credits.

399 Selected Topics
The topic for 2023-2024 is Critical Femininities. Femininity has been a highly contested terrain for feminists: as an expression, femininity has been dismissed as trivial and, as an ideology, it has been critiqued for actively contributing to the subordination of women. Despite this, femininity is embodied and valued by many, including feminists and queer folks. Using foundational concepts in WMGS, students will critically examine femininity as distinct from the category of "woman," its subordination to masculinity, and why it matters. Prerequisite: WMGS 100 or 205. Three credits.

411 Religious Approaches to Sexuality
Human sexuality is explored from two main perspectives: first, the teachings and practices of various religious traditions; and second, contemporary developments in sexual and reproductive health and rights. Among the issues to be considered are sexuality and gender roles, contraception and abortion, marriage and family. Cross-listed as RELS 401. Prerequisite: any 100-level RELS or WMGS course. Three credits.

412 Religious Approaches to Sexual Diversity
This course will focus on religious teachings and traditions on sexual diversity within the broader context of human rights associated with sexual orientation and sexual differences. In particular, we will look at the experiences of gay, lesbian, bisexual, intersexual and transgendered persons within religious communities. Cross-listed as RELS 402. Prerequisite: any 100-level RELS or WMGS course. Three credits.

415 Advanced Field Seminar and Practicum
This course focuses on understanding inequality from an academic perspective, and seeks to do so through understanding grass-roots activism and movements for social change. This course is designed to combine feminist theories with feminist activist work, allowing students to learn from how feminism looks as gender challenges are enacted in homes, workplaces and political spaces. The main purpose of this course is for students to gain field-based knowledge through placement with an organization, community group or service. Credit will be granted for only one of WMGS 415 and WMGS 400. Three credits.

493 Honours Thesis
A required course for students enrolled in the BA Honours with Subsidiary program. Students enrolled in this course will write a thesis about a question that is of interest to them and grounded in relevant scholarly research related to their chosen topic. Six credits.

Other courses may be considered WMGS cross-listed courses with consultation.

UNIVERSITY PERSONNEL

As of March 2023

University Faculty

Professors

Adams, C., Ph.D.(Toronto)	Physics
Apaloo, J., Ph.D.(Montana)	Mathematics and Statistics
Aquino, M.A.S., Ph.D.(Carleton)	Chemistry
Baldner, S., Ph.D.(Toronto)	Philosophy
Beltrami, H., Ph.D.(UQAM)	Earth Sciences
Bickerton, J., Ph.D.(Carleton)	Political Science
Boyle, T., Ph.D.(Carleton)	Marketing & Enterprise Systems
Brebner, K., Ph.D.(Carleton)	Psychology
Callaghan, T., Ph.D.(Brown)	Psychology
Cormack, P., Ph.D.(York)	Sociology
De'Bell, K., Ph.D.(London, UK)	Mathematics and Statistics
Estill, L., Ph.D.(Wayne State)	Canada Research Chair, English
Finbow, S., Ph.D.(Victoria)	Mathematics and Statistics
Foran, A., Ph.D.(Alberta)	Education
Forestell, N.M., Ph.D.(OISE)	History
Garbary, D., Ph.D.(Liverpool)	Biology
Gondra, I., Ph.D.(Oklahoma State)	Computer Science
Grenier, Y., Ph.D.(Laval)	Political Science
Groarke, L., Ph.D.(Waterloo)	Philosophy
Hakin, A., Ph.D.(Leicester)	Chemistry
Halperin, D., Ph.D.(Calgary), RN	Nursing
Harling-Stalker, L., Ph.D.(Carleton)	Sociology
Hurst, R., Ph.D.(York)	Women's and Gender Studies
Hynes, T.W., Ph.D.(Calgary)	Accounting & Finance
Kalman, S., Ph.D.(McMaster)	History
Kearns, L., Ph.D.(Toronto)	Education
Kellman, L., Ph.D.(UQAM)	Earth Sciences
Khoury, J., Ph.D.(Carleton)	English
Kocay, V., Ph.D.(Toronto)	Modern Languages
Koch, E., Ph.D.(Florida)	Psychology
Kolen, A., Ph.D.(Saskatchewan)	Human Kinetics
Langdon, J., Ph.D.(McGill)	Adult Education / Development Studies
Langille, E.M., D. ès L.(Sorbonne)	Modern Languages
Lin, M., Ph.D.(Linkoping)	Computer Science
Lukeman, R., Ph.D.(British Columbia)	Mathematics and Statistics
Lunney Borden, L.A., Ph.D.(UNB)	Education
MacAulay, K., Ph.D.(Queen's)	Accounting & Finance
MacDonald, C., Ph.D.(Dalhousie), RN	Nursing
Mackenzie, S., Ph.D.(Saskatchewan)	Human Kinetics
MacLeod, K., Ph.D.(Toronto)	Education
Madden, R.F., MBA(Queen's), FCPA, FCA(ICANS)	Accounting & Finance
Mahaffey, T., Ph.D.(Queen's)	Marketing & Enterprise Systems
Marangoni, D.G., Ph.D.(Dalhousie)	Chemistry
Marmura, S., Ph.D.(Queen's)	Sociology
Marzlin, K.P., Ph.D.(Konstanz, Germany)	Physics
McGibbon, E., Ph.D.(Toronto), RN	Nursing
McGillivray, M.B., Ph.D.(Queen's)	English
McMillan, L.J., Ph.D.(UBC)	Anthropology
Mitton, J., Ph.D.(Alberta)	Education
Moynagh, M.A., Ph.D.(Texas-Austin)	English
Mukerji, B., Ph.D.(Carleton)	Marketing & Enterprise Systems
Nilges, M., Ph.D.(Illinois)	English
Palanisamy, R., Ph.D.(IIT, New Delhi)	Marketing & Enterprise Systems
Poole, P., Ph.D.(Boston)	Physics
Rasmussen, R., Ph.D.(Saskatchewan)	Human Kinetics
Robinson, D.B., Ph.D.(Alberta)	Education
Roy, C., Ph.D.(OISE)	Adult Education
Scrosati, R., Ph.D.(UBC)	Biology
Smith, D., Ph.D.(Manitoba)	English
Stan, L., Ph.D.(Toronto)	Political Science
Sweet, W., Ph.D.(Ottawa), DEA(Sorbonne), D.Ph.(Saint Paul), D.Th.(South Africa), FRSC	Philosophy
Taylor, T., Ph.D.(Dalhousie)	Mathematics and Statistics
Tkacz, G., Ph.D.(McGill)	Economics
Trembinski, D., Ph.D.(Toronto)	History
Tynan, P., MM(U. North Texas)	Music
van Bommel, M., Ph.D.(Waterloo)	Mathematics and Statistics
van den Hoogen, R., Ph.D.(Dalhousie)	Mathematics and Statistics
Vincent, S., Ph.D.(Toronto)	Anthropology
Wang, P., Ph.D.(Regina)	Computer Science
Watt, M., Ph.D.(Dalhousie)	Psychology
Weaving, C., Ph.D.(UOW)	Human Kinetics
Wilputte, E., Ph.D.(Toronto)	English
Wyeth, R., Ph.D.(Washington)	Biology
Young, D.C., Ph.D.(UWO)	Education
Zecker, R., Ph.D.(Pennsylvania)	History
Zhou, P., Ph.D.(Witwatersrand)	Mathematics and Statistics

Associate Professors

Ahmed, H., Ph.D.(Alberta)	Physics
Alessandrini, D., Ph.D.(Guelph)	Economics
Al-Maini, D., Ph.D. (Calgary)	Philosophy
Allen, N., Ph.D.(UBC)	Political Science
Anthony, D., Ph.D.(Liverpool)	Marketing & Enterprise Systems
Aubrecht, K., Ph.D.(Toronto)	Canada Research Chair, Sociology
Austen, E., Ph.D.(UBC)	Psychology
Berrigan, L. Ph.D.(Carleton)	Psychology
Billington, R., M.Mus.(W. Michigan)	Music
Bishop, C., Ph.D.(Simon Fraser)	Biology
Braid, J., Ph.D.(Dalhousie)	Earth Sciences
Brunkhorst, K., MM(University of North Texas)	Music
Coady, M., Ph.D.(Nottingham, UK)	Adult Education
Casey, A., Ph.D.(Calgary)	Human Kinetics
Chisholm, R., Ph.D.(York)	Sociology
Cho, Y., Ph.D.(Queen's)	Political Science
Comeau, F., Ph.D.(Dalhousie), P.Eng.	Engineering
Cormier, J., Ph.D.(McGill)	Chemistry
D'Arcy, M., Ph.D.(Cornell)	English
Darwish, L., Ph.D.(Concordia)	Religious Studies
DeVries, R., Ph.D.(Trinity College)	Celtic Studies
Dodaro, S., Ph.D.(Toronto)	Economics
English, M., Ph.D.(Dalhousie)	Human Nutrition
Fox, A., Ph.D.(Toronto)	Human Nutrition
Frazer, C., Ph.D.(Brown University)	History
Fuller, M., Ph.D.(York)	Management
Galway, M., Ph.D.(Australian NU)	Biology
Gilham, C., Ph.D.(Calgary)	Education
Gregory, S., Ph.D.(University of London)	Art
Haller, M., Ph.D.(Pittsburgh)	Anthropology
Hallett-Tapley, G., Ph.D.(Dalhousie)	Chemistry
Hanlon, J., MMUS(North Texas)	Music
Hansen-Ketchum, P., Ph.D.(Alberta)	Nursing
Harenberg, S., Ph.D.(Regina)	Human Kinetics
Holmes, C., Ph.D.(Dalhousie)	Health
Hughes, J., M.Sc.(Brock)	Computer Science
Isnor, R., D.Phil.(Sussex, UK)	Political Science
Jamieson, J., Ph.D.(McGill)	Human Nutrition
Kane, D., Ph.D.(East Carolina)	Human Kinetics
Kennedy, R., Ph.D.(Notre Dame)	Religious Studies
Kikkert, P., Ph.D.(UWO)	Irving Shipbuilding Research Chair, Public Policy & Governance
Lajeunesse, A., Ph.D.(Calgary)	Irving Shipbuilding Research Chair, Public Policy & Governance
Lalande, G., Ph.D.(McGill)	History
Lam, M., Ph.D.(UBC)	Human Kinetics
LeBris, K., Ph.D.(École Polytechnique de Montréal)	Physics
Lee, D., Ph.D.(UBC)	Mathematics and Statistics
Leo, T.W., Ph.D.(Toronto)	Economics
Leung, O., Ph.D.(Bentley)	Management
Levin, J., Ph.D.(Toronto)	Political Science
Linkletter, M., Ph.D.(Harvard)	Celtic Studies
Litz, S.A., Ph.D.(Konstanz, Germany)	Management
Lomore, C., Ph.D.(Waterloo)	Psychology
Long, B., Ph.D.(Saint Mary's)	Management
Lynes, D.A., Ph.D.(York)	Sociology
MacDougall, A., Ph.D.(Victoria)	Climate and Environment
MacLean, B.J., Ph.D.(Memorial)	Chemistry
Malloy, B., Ph.D.(UWO)	Economics
Mallory, P., Ph.D.(York)	Sociology
Maltby, N., Ph.D.(Strathclyde)	Management
Mansell, D., MN(Calgary)	Nursing
McCormick, P., Ph.D.(Waterloo)	Psychology
McInnis, P., Ph.D.(Queen's)	History
McKenna, J., Ph.D.(McGill)	Psychology
Morrison, B., Ph.D.(Strathclyde)	Marketing & Enterprise Systems
Nguyen, Y.N., Ph.D.(Monash)	Accounting & Finance
Nzindukiyimana, O., Ph.D.(UWO)	Human Kinetics
Oguejiofor, E., Ph.D.(Saskatchewan), P.Eng.	Engineering
Orlova, G., Ph.D.(Boston)	Chemistry
Oxner, M., Ph.D.(Alberta), CFA(AIMR)	Accounting & Finance

Ozkok, Z., Ph.D.(Madrid)	Economics
Parikh, B., Ph.D.(Memphis)	Accounting & Finance
Paz, M., MA(Ottawa)	Modern Languages
Penner, K., Ph.D.(McMaster)	Religious Studies
Potts, J., Ph.D.(John Hopkins)	English
Razul, S., Ph.D.(Dalhousie)	Chemistry
Risk, D., Ph.D.(Dalhousie)	Earth Sciences
Robinson, I., Ph.D.(StFX)	Education
Rosborough, J., Ph.D.(UWO)	Economics
Rushton, C., Ph.D.(Bristol)	English
Sandness, A., Ph.D.(Sorbonne)	Religious Studies
Semple, R., Ph.D.(King's College, UK)	History
Summerfield, F., Ph.D.(Guelph)	Economics
Taylor, B., Ph.D.(Calgary)	Biology
Thompson, K., Ph.D.(Victoria)	Psychology
Tokarz, W., Ph.D.(Alberta)	Modern Languages
Throop-Robinson, E., Ph.D.(South Australia)	Education
Verberg, N.J., Ph.D.(Waterloo)	Sociology
Vishwakarma, V.K., Ph.D.(U of New Orleans)	Accounting & Finance
Vossen, D., Ph.D.(UWO)	Human Kinetics
Walters, W., Ph.D.(StFX)	Education
Weaver, A., Ph.D.(UNB)	Psychology
Withey, P., Ph.D.(Victoria)	Economics
Wright, K., Ph.D.(Toronto)	English

Assistant Professors

Alex, J., CA(ASCA)	Accounting & Finance
Arnott, M., MN(South Queenlands)	Nursing
Barker, C., Ph.D.(Saskatchewan)	Education
Benoit, B., Ph.D.(Dalhousie)	Nursing
Bertin, E., Ph.D. INRS-EMT(Quebec)	Chemistry
Borras, A., M.Sc.(York)	Health
Brennan, L., MBA (Spain)	Management
Burnett, K., Ph.D.(Waterloo)	Development Studies
Carter-Rogers, K., M.Sc. (St Mary's)	Management
Chattopadhyay, S., Ph.D.(Kent State)	Development Studies Women's and Gender Studies
Cupido, K., Ph.D.(Arizona State)	Mathematics and Statistics
Darwish, T., Ph.D.(Malaysia)	Computer Science
Delamer, J.A., Ph.D.(Oner-Isae-Supaero)	Computer Science
Delorey, D., M.Ad.Ed.(StFX) RN	Nursing
Delorey, R., MBA (Moncton)	Management
Deng, Y., Ph.D.(Ontario Tech)	Computer Science
Dias, D., Ph.D.(Nipissing)	Education
Everitt, T., Ph.D.(Saskatchewan)	Human Nutrition
Foo, A., Ph.D.(Ottawa)	Chemistry
Fraser, J., CPANS	Accounting and Finance
Garrod, J., Ph.D.(Carleton)	Sociology
Gerrits. B., Ph.D.(Queen's)	Political Science
Girard, C., Ph.D.(Harvard)	Art
Harvie, R., Ph.D.(Otago)	Human Nutrition
Helpard, H., Ph.D.(Dalhousie)	Nursing
Hendra, S., M.Sc.(Ottawa)	Nursing
Hood, J., MA(UWO)	Human Kinetics / Management
Husband, M., Ph.D.(York)	Education
Karunakaran, V., Ph.D.(Strathclyde)	Biology
Khakpour, M., Ph.D.(Saskatchewan)	Health
Levman, J., Ph.D.(Toronto)	Computer Science
MacDonald-MacAulay, B., MEng.(Dalhousie), P.Eng.	Engineering
MacIsaac, M., MBA(Bradford, UK)	Management
Mackey, W. Ph.D.(StFX)	Education
Mattie, D., M.Sc.(StFX)	Marketing and Enterprise Systems
Mazerolle, E., Ph.D.(Dalhousie)	Psychology
McIver, R., CPANS	Accounting and Finance
McLaughlin, C., Ph.D.(Michigan)	Marketing and Enterprise Systems
McNichol, J. Ph.D.(MA Institute of Technology)	Biology
Murray, R., Ph.D.(St Mary's)	Management
Neustaeter, R., Ph.D.(Manitoba)	Education
Omae, K., MA Jazz(Queen's College NY)	Music
Perry, J.A., Ph.D.(Toronto)	Adult Education
Parks, S., Ph.D.(McGill)	Religious Studies
Purvis, J., MN(Dalhousie)	Nursing
Reid, R., Ph.D.(McGill)	Human Kinetics
Rodela, T., Ph.D.(Ottawa)	Biology
Smith, T., Ph.D.(Queen's)	Computer Science
Soufan, O., Ph.D.(King Abdullah)	Computer Science
Szlachta, M., Ph.D.(Toronto)	Philosophy
Thomas, R., Ph.D.(OISE)	Education
Toxopeus, J., Ph.D.(Western)	Biology
Tucker. A., Ph.D.(Nipissing)	Education
van Wijlen, J., MN(Dalhousie)	Nursing

Part-Time Faculty

Beaton, A., M.Sc.(New York)	Human Kinetics
Boulter, C., Ph.D.(South Australia)	Education
Boyd, C., LL.B.(Victoria)	Management
Brown-Georgallas, K., BFA(NSCAD)	Art
Burke, D., MBA (Calgary)	Marketing and Enterprise Systems
Carter, E., M.Ed.(StFX)	Education
Carty, E., M.Litt.(Glasgow)	Philosophy
Cavanagh, M.	Human Kinetics
Clark, S.	Human Kinetics
Cormier, E., M.Ed.(StFX)	Education
Cunningham, C., B.Sc.(Western)	Earth Sciences
Fecteau, J., MFA(UBC)	Art
Gibson, M., MA(Goldsmiths College, UK)	Art
Hadley, G., M.Ed.(StFX)	Education
Lade, M., M.Ed.(Kiell)	Modern Languages
Lauff, R., M.Sc.(McMaster)	Biology
Legere, R., MBA(St Mary's)	Management
Lukeman, C., BBA (Memorial)	Management
MacAskill, W., Ph.D.(Alberta)	Education
MacDonald, D., MA(Acadia)	Sociology
MacGillivray Case, M., LLB(UNB)	Management
MacLennan, H., BBA(StFX)	Accounting and Finance
McNeil-Wilson, A., M.Ed.(MSVU)	Education
Oakes, L., M.Ed.	Education
Olson, M., Ph.D.(Alberta)	Education
Patterson, G., M.Ed.(Acadia)	Education
Power, R., M.Ed.(McGill)	Education
Pulsifer, M., M.Sc.(Acadia)	Biology
Reid, L., M.Ed. P.Dt., C.D.E.	Human Nutrition
Roach, M., BA(StFX)	Marketing and Enterprise Systems
Rogers, W., CSPWC, TWSA, SCA	Art
Sutherland, T., M.Kin.(Calgary)	Human Kinetics
Tetu, O.	Art
Vossen, J., M.Sc.(UWO)	Human Kinetics
Young, R., BD Vis.Com.(NSCAD), M.Ad.Ed.(StFX)	Art

Adjunct Professors

Archibald, D., Ph.D.(Adelaide)	Earth Sciences
Biernaskie, J., Ph.D.(Toronto)	Biology
Blair, K., Ph.D.(Queen's)	Psychology
Cardinal-Aucoin, M., Ph.D.(York)	Biology
Cash, C., Ph.D.(Waterloo)	Climate and Environment
Gregg, J., Ph.D.(Dublin)	Biology
Hauf, P., Ph.D.(Frankfurt)	Health
Hill, N., Ph.D.(Dalhousie)	Biology
Hoskins, R., (Queen's)	Psychology
Johnson, T., MBA(Dalhousie)	Accounting and Finance
MacDonald, A., M.Sc.(CBU)	Human Nutrition
Oliaee, J.N., Ph.D.(Calgary)	Earth Sciences
Simpson, A., (Queen's)	English
St. George, S., Ph.D.(Arizona)	Earth Sciences
Stanley, R., Ph.D.(Memorial)	Aquatic Resources
Wamsley, K.B., Ph.D.(Alberta)	Human Kinetics
Yang, L., Ph.D.(Victoria)	Computer Science

Retired Faculty

Aboud, Sr. H.T., Ph.D.(Cornell)	Human Nutrition
Alex, M., M.Sc.N.(Dalhousie), RN	Nursing
Amoako Tuffour, J., Ph.D.(Alberta)	Economics
Anderson, A., Ph.D.(Queen's)	Earth Sciences
Appleby, B., Th.D.(Toronto)	Religious Studies
Arpin, M., Ph.D.(Laval)	Modern Languages
Asadulla, S., Ph.D.(Florida)	Math, Computing & Information Systems
Bantjes, R., Ph.D.(Lancaster, UK)	Sociology
Beck, J.F., Ph.D.(UBC)	Chemistry
Beckwith. C., Artist in Residence	Music
Bernard, I., Ph.D.(Pennsylvania)	Education
Bigelow, A., Ph.D.(Simon Fraser)	Psychology
Bilek, L., Pea.D.(Prague)	Human Kinetics
Boucher, J.L., Ph.D.(Université de Montréal)	Human Kinetics
Bourbeau-Walker, M., Ph.D.(UBC)	Modern Languages
Brooks, G.P., Ph.D.(Queen's, Belfast)	Psychology
Brown, D., Ph.D.(Melbourne)	Political Science
Buckland-Nicks, J., Ph.D.(Alberta)	Biology

Burke, Sr. B., MA(Columbia TC)	Music
Byrne, C., Ph.D.(Toronto)	Philosophy
Cameron, J. D., Ph.D.(Queen's)	History
Carter, G.G., M.Mus.(Eastman)	Music
Carty, E., M.Litt.(Glasgow)	Philosophy
Clancy, P., Ph.D.(Queen's)	Political Science
Cormier, J., MN(Dalhousie), RN	Nursing
Currie, S., Ph.D.(Alabama)	English
Dawson, J., Ph.D.(UBC)	Adult Education
DeMont, M.E., Ph.D.(UBC)	Biology
den Heyer, K.C., Ph.D.(Manitoba)	Psychology
Duff, D., Ph.D.(Calgary)RN	Nursing
Duncan, C.M., Ph.D.(UWO)	Business Administration
Delgado, I., MFA(Instituto Allende)	Art
Dossa, S.A., Ph.D.(Toronto)	Political Science
Edwards, J.R., Ph.D.(McGill)	Psychology
El-Sheikh, S., Ph.D.(Queen's)	Economics
English, L., Ed.D.(Columbia)	Adult Education
Fabijancic, U., Doc. IIIe cycle (Montpellier III)	Modern Languages
Fawcett, C., Ph.D.(McGill)	Anthropology
Gallant, C.D., Ph.D.(Illinois)	Mathematics, Statistics & Computer Science
Gallant, L., MBA(Queen's) CFP, FCA(ICANS)	Business Administration
Gallant, M., M.Sc.P.E.(Dalhousie)	Human Kinetics
Genge, A., Ph.D.(State)	Music
Gerriets, M., Ph.D.(Toronto)	Economics
Gillis, A., Ph.D.(Texas)RN	Nursing
Gillis, D., Ph.D.(Nottingham)	Human Nutrition
Gillis, H.A., Ph.D.(Notre Dame)	Chemistry / Academic Vice-President 1995-99
Gillis, M.L., M.Sc.(Boston), RN	Nursing
Graham, H., MN(Dalhousie), RN	Nursing
Graham, D., Ed.D.(Nottingham)	Education
Graham, L., Ph.D.(Calgary)	Biology
Grant, C., Ph.D.(Purdue)	Economics
Grant, J., Ed.D.(Toronto)	Education
Grant, Sr. J., M.A.(Notre Dame)	Art
Harrison, J.F., Ph.D.(Durham)	Political Science
Haley, F., MHSA(Dalhousie), P.Dt.	Human Nutrition
Hayes, Z.L., Ph.D.(Waterloo)	Psychology
Hogan, M.P., Ph.D.(Toronto)	History
Holloway, S., Ph.D.(Ohio State)	Political Science
Hunter, D., Ph.D.(King's, London)	Physics
Jackson, W., Ph.D.(Washington)	Sociology and Anthropology
Jan, N., Ph.D.(Cambridge)	Physics
Jensen, E., MN(Dalhousie), RN	Nursing
Jewers, H., MN(Dalhousie), RN	Nursing
Johnson, R.W., Ph.D.(Manitoba)	Psychology / Academic Vice-President & Provost 1999-2005
Klapstein, D., Ph.D.(Victoria)	Biology
Lander, D., Ph.D.(Nottingham)	Adult Education
Lange, E., Ph.D.(Alberta)	Adult Education
Langley, J.T., M.Sc.(Nebraska)FCGA	Administrative Vice-President 1972-2002
Leaist, D.G., Ph.D.(Yale)	Chemistry
LeBlanc, R., Ph.D.(Laval)	Modern Languages
Lent, M.C., Ph.D.(Durham)	Management
Liengme, B.V., Ph.D.(Imperial)	Chemistry
MacCaull, W., Ph.D.(McGill)	Mathematics, Statistics & Computer Science
MacDonald, L., Ph.D.(Alberta)	Education
MacDonell, Sr. M., Ph.D.(Harvard)	Celtic Studies
MacEachern, A., Ph.D.(Iowa State)	Mathematics, Statistics & Computer Science
MacFarlane, E., M.Ad.Ed.(StFX), RN	Nursing
MacInnes, D., Ph.D.(McMaster)	Sociology and Anthropology
MacInnis, M., M.Ed.(Alberta)	Education
MacIsaac, T., Ph.D.(Temple)	Education
MacKinnon, Rev. G.A., Ph.D.(Ottawa)	Theology / President 1978-90
MacKinnon, R.J., Ph.D.(Oklahoma State)	Information Systems
MacLean, K., Ph.D.(Simon Fraser)	Psychology
MacLellan, M., MN(Dalhousie), RN	Nursing
MacMullin, Sr. M.R., Ed.D.(Temple)	Education
MacNeil, T., Ph.D.(Wisconsin)	Adult Education
Mahody, M.J., M.Ed.(MSVU)	Education
Marquis, P.A., Ph.D.(Queen's)	English
Marshall, W.S., Ph.D.(UBC)	Biology
Mazier, P., Ph.D.(UBC)	Human Nutrition
McAlduff, E.J., Ph.D.(Toronto)	Chemistry
McDonnell, R., ME(TUNS)	Engineering
McFarland, J.M., DPE(Springfield)	Human Kinetics
McMullin J., Ph.D.(Boston College)	Director of Counselling
Melchin, M.J., Ph.D.(UWO)	Earth Sciences
Mensch, J.R., Ph.D.(Toronto)	Philosophy
Meyer, M., Ph.D.(McGill)	Education
Miller, A.G., Ph.D.(Queen's)	Biology
Milner, P., Ph.D.(Notre Dame)	English
Munroe, E., Ph.D.(Calgary)	Education
Murphy, J.B., Ph.D.(McGill)	Earth Sciences
Murray-Orr, A., Ph.D.(Alberta)	Education
Mwebi, B., Ph.D.(Alberta)	Education
O'Brien, K., Ph.D.(Notre Dame)	English
Olson, M., Ph.D.(Alberta)	Education
O'Mahoney, T., M.Mus.(Miami)	Music
Orr, J., Ph.D.(Alberta)	Education
Palepu, R., Ph.D.(India)	Chemistry
Parsons, C.N., MA(Hons.)(Edinburgh)	Celtic Studies
Pencer, E.L., Ph.D.(Waterloo)	Psychology
Phillips, P., Ph.D.(Toronto)	History
Phyne, J., Ph.D.(McMaster)	Sociology
Pink, D., Ph.D.(UBC)	Physics
Pluta, L., Ph.D.(Queen's)	Economics
Quigley, A., Ph.D.(Northern Illinois)	Adult Education
Quinn, J., Ph.D.(Wisconsin)	Mathematics, Statistics & Computer Science
Quinn, W.R., Ph.D.(Queen's), P.Eng.	Engineering
Rancy, C., Ph.D.(Toulouse)	Modern Languages
Riley, S.E., D. Phil.(Oxford)	President, 1996-2014
Robertson, G., Ph.D.(Dalhousie)	Biology
Schuegraf, E.J., Ph.D.(Alberta)	Mathematics, Statistics & Computer Science
Seymour, N., Ph.D.(McGill)	Biology
Smith, G., M.Mus.(Eastman)	Music
Smith Palmer, T., Ph.D.(Auckland)	Chemistry
Sony, S.D., MN(Delhi), RN	Nursing
Sproull-Seplaki, B., M.Sc.N.(Pennsylvania), RN	Nursing
Stanley Blackwell, L., Ph.D.(Queen's)	History
Steinitz, M.O., Ph.D.(Northwestern)	Physics
Stouffer, A.P., Ph.D.(Claremont)	History
Sullivan, A., Ph.D.(UBC)	Human Nutrition
Syperek, A., BFA(NSCAD)	Art
Taylor, J.O., Ph.D.(Ottawa)	English
Tompkins, J., Ed.D.(OISE)	Education
Trites, G., BA(York), FCA(ICANS)	Business Administration
Wadsworth, L., Ph.D.(Saskatchewan)	Human Nutrition
Walsh, P., Ph.D.(Dublin)	English
White, R., Ph.D.(OISE)	Education
Whitty-Rogers, J., Ph.D.(Alberta), RN	Nursing
Williams, M., Ph.D.(StFX)	Education
Williams, P.J., Ph.D.(Memorial)	Biology
Wood, G., Ph.D.(Bologna, Italy)	Modern Languages
Wright, E., Ph.D.(Alberta)	Psychology

Nurse Educators

Burns, L., MN(Dalhousie), RN	Nursing
Cabrera, D., MN(UNB), RN	Nursing
Chisholm, C., B.Sc.N.(StFX), RN	Nursing
Connolly, D. MN(Southern Queensland), RN	Nursing
Daviau, J., B.Sc.N.(StFX), RN	Nursing
Decoste, K., B.Sc.N.(StFX), RN	Nursing
Dobbin, A.M., M.Ed.(StFX), RN	Nursing
Dunbar, F., B.Sc.N.(StFX), RN	Nursing
Fraser, Y., M.Ed.(StFX), RN	Nursing
Hillman, A., B.Sc.N.(StFX), RN	Nursing
Laybolt, A., B.Sc.N.(StFX), RN	Nursing
Livingston, S., B.Sc.N.(StFX), RN	Nursing
MacDonald, J., MN(Southern Queensland)	Nursing
MacDonald, L. B.Sc.N.(StFX), RN	Nursing
MacDonnell, A., B.Sc.N.(StFX), RN	Nursing
MacNeil, M., M.Ad.Ed.(StFX), RN	Nursing
Mbugua, J., M.Ed.(StFX), RN	Nursing
Panagopoulos, W., M.Ed.(StFX), RN	Nursing
Ryan, M., B.Sc.N.(StFX)	Nursing
Steele, C., B.Sc.N.(StFX)	Nursing

Lab Instructors

Archibald, D., Ph.D.(Adelaide)	Earth Sciences
Artibello, T., B.Sc.Phys.Ed.(StFX)	Human Kinetics
Azad, M., MA.Sc.(Dalhousie)	Engineering
Boucher, S., B.Sc.(StFX)	Chemistry
Budicky, P., B.Sc., MBA(Waterloo)	Chemistry
Burbidge, M., M.Sc.(Victoria)	Biology
Bursey, S., B.Sc.(Memorial)	Chemistry
Cozzi, R., M.Sc.(Quebec)	Biology

Deon, K.,BBA, BIS(StFX)	Management
Fraser, H., B.Sc.(StFX)	Chemistry
Fraser, J., B.Sc., B.Ed.(StFX)	Chemistry
Glasgow, K., M.E.S.(Toronto)	Biology
Keizer, P., B.Sc.(StFX)	Mathematics, Statistics & Computer Science
Lauff, R., M.Sc.(MacMaster)	Biology
MacDonald, S., BA(StFX)	Psychology
MacNeil, A., M.Ed.(StFX)	Human Kinetics
MacNeil, K., M.Sc.(StFX)	Biology
Maillet, D.	Modern Languages
Marchand, C., B.Sc., B.Ed.(MSVU)	Biology
Marjerrison, C. M.Sc.(McMaster)	Physics
Murphy, C., M.Sc.(McGill)	Earth Sciences
Neville-MacLean, S., M.Ed.(StFX)	Psychology
Overmars, J., BA(StFX)	Psychology
Powell, J., M.Sc.(StFX)	Physics
Rennie, C., M.Sc.(Queen's)	Earth Sciences
Rogers, L., BA, B.Sc.(StFX)	Biology
Schuegraf, M., M.Sc.(York)	Biology
Schumacher, M., M.Sc.(Waterloo)	Earth Sciences
Spencer, G., M.Sc.HKIN(Windsor)	Human Kinetics
Stevens, E., B.Sc.(Rowan)	Biology
Thompson, K., M.Ed.(StFX)	Human Kinetics
Tweedie, C., M.Sc.(Calgary)	Human Kinetics
Viana, L., M.Sc.(StFX)	Human Nutrition
Vossen, J., M.Sc.(UWO)	Human Kinetics

Student Success Centre

Arnold, L., M.Ad.Ed.(Toronto)	Learning Skills Instructor
Lane-Smith, B., MA(StFX)	Learning Skills Instructor
Leeming, M., Ph.D.(Dalhousie)	Co-ordinator
McGuire, G., MA(Paris VII)	Learning Skills Instructor
ten Brinke, C., M.Ad.Ed.(StFX)	Learning Skills Instructor

Professor Emeritus/a

Aalto, S., Ph.D.(Oregon State)	Mathematics and Statistics
Bigelow, A., Ph.D.(Simon Fraser)	Psychology
Brooks, G.P., Ph.D.(Queen's, Belfast)	Psychology
den Heyer, K.C., Ph.D.(Manitoba)	Psychology
Edwards, J.R., Ph.D.(McGill)	Psychology
Gillis, A., Ph.D.(Texas)RN	Nursing
Hunter, D., Ph.D.(King's, London)	Physics
Jackson, W., Ph.D.(Washington)	Sociology and Anthropology
Jan, N., Ph.D.(Cambridge)	Physics
Johnson, R.W., Ph.D.(Manitoba)	Psychology / Academic Vice-President & Provost 1999-2005
MacDonell, Sr. M., Ph.D.(Harvard)	Celtic Studies
MacInnes, D., Ph.D.(McMaster)	Sociology and Anthropology
McAlduff, E.J., Ph.D.(Toronto)	Chemistry
Phillips, P., Ph.D.(Toronto)	History
Quinn, J., Ph.D.(Wisconsin)	Mathematics and Statistics
Steinitz, M.O., Ph.D.(Northwestern)	Physics
Williams, P.J., Ph.D.(Memorial)	Biology

Senior Research Professors

Anderson, A., Ph.D.(Queen's)	Earth Sciences
Bigelow, A., Ph.D.(Simon Fraser)	Psychology
Clancy, P., Ph.D.(Queen's)	Political Science
English, L., Ed.D.(Columbia)	Adult Education
Holloway, S., Ph.D.(Ohio State)	Political Science
Melchin, M.J., Ph.D.(UWO)	Earth Sciences
Murphy, J.B., Ph.D.(McGill)	Earth Sciences
Phyne, J., Ph.D.(McMaster)	Sociology
Pink, D., Ph.D.(UBC)	Physics
Stanley Blackwell, L., Ph.D.(Queen's)	History
Tompkins, J., Ed.D.(OISE)	Education
White, R., Ph.D.(OISE)	Education

Chaplains

MacGillivray, Fr. D., M.Div., BTh, STB	University Chaplain
Brukaker, Rev. T., M.Div., M.Sc.	Rector, Parish of Three Harbours (Anglican)
Clubine, Rev. J.	Full Gospel Assembly
Smith, Rev. P., BA, MDiv	United Church

Library

DeLorey, C., MLIS(Dalhousie)	Interim University Librarian
Bourret, G., MI(Dalhousie)	Librarian
Cameron, S., MLIS(UWO)	Librarian
Fuller, K., MLIS(Dalhousie)	Librarian
MacKenzie, K. MA(Saint Mary's)	Archivist
Matheson, L., MLIS(McGill)	Librarian
Vail, M., MLIS(Dalhousie)	Librarian

Coady International Institute

Alma, E., MA(Royal Roads)	Director, International Centre for Women Leadership
Baden-Clay, A., M.Ad.Ed.(StFX)	Manager, Youth Leadership Programs
Bear, A	Navigator of New Initiatives, CEI
Berger, B	Student Services
Brophy, P.	Coordinator, Innovation and Enterprise Centre
Case, A.	Manager, Finance
Chiasson, E.	Senior Development Executive
Cook, J.	Financial and Administrative Coordinator, CEI
Corkum, L.	Financial Officer
Cunningham, G., MA(Guelph)	Executive Director
Curley, A.	Indigenous Engagement Coordinator
Fanjoy, M., Ph.D.(Toronto)	Director of Programs
Ferguson, C.	Monitoring Evaluation and Learning Officer
Franko, J.	Program Assistant, Pathy Foundation Fellowship
Gabriel, J.	Collective Impact for Inclusive Youth Emplyment Coordinator, CEI
Gatera, B.	Engagement and Stakeholder Coordinator, CEI
Ghore, Y., MPA(Columbia)	Senior Program Teaching Staff and Strategic Partnerships Advisor
Hanscomb, K., M.Ad.Ed.(StFX)	Program Teaching Staff, Circle of Abundance
Hawkes, S.	Communications Coordinator
Irving, C., MA(Memorial)	Library Specialist
Landry, J., MA(UBC)	Senior Program Teaching Staff
Lazzuri, B., BA(UMW)	Manager, Marketing and Communications
LeBlanc, J. BA(Acadia), CGN	Manager of Operations, Executive Assistant
MacDonald, J.	Marketing Coordinator
MacIntosh, P., M.Ad.Ed.(MSVU)	Senior Program Teaching Staff
MacKenzie, E.	Student Services
Muthua, E.	Research Assistant, CEI
Murphy, J.	Impact and Innovation Coordinator, CEI
O'Donnell, L.	Development Officer
Paul, K., BA (FNUC)	Program Teaching Staff, Circle of Abundance
Peters, B., MA(Carleton)	Senior Program Teaching Staff
Popp, J., M.Sc.(Saskatchewan)	Manager of Engagement and Partnerships, CEI
Romanow, P., Ph.D.(Carleton)	Manager of Research and Evaluation, CEI
Sears, C.	Library Assistant
Smith, E.	Project Manager, ENGAGE
Smith, J.	Director Social Innovations, Coady Institute and CEI
Stewart Snyder, K.	Marketing and Communications Officer, CEI
Strickland, A.	Youth Engagement Specialist, CEI
Thomson, K.	Education Coordinator
Torres, V., M.Ad.Ed.(StFX)	Program Teaching Staff, Women's Leadership
Utrniawan, M.	Research Coordinator, CEI
Worth, C.	Supervisor, Admissions
Yeboah, K.	Inclusion, Diversity, Equity & Access Research Coordinator, CEI

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Delorey, T., M.Ed., (StFX)	Co-ordinator
Farrell, J., M.Ad.Ed.(StFX)	Co-ordinator
Nanji, S., M.Ed.(OISE)	Senior Instructional Designer
Rice, J., MBA(York)	Director

Research Services Group

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Bruce, D., MA	Director, Research Grants
Kendall, A.J.D., B.Sc.	Manager, Industry Liaison & Knowledge Transfer
Neal, N., BA MIM	Manager, Research Financial Operations
Beaton, J., BA	Research Administrative Co-ordinator

Administrative Departments

Administrative Services

Vice-President, Finance & Administration	Monica Foster, FCPA
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Director of Finance	Lisa Craig, CPA
Director, People and Culture	Daniel Draper, MIR, LL.M., CPHR
Director, Ancillary Services	Bob Hale, M.Ed.
Director, Risk Management	Randy Peters, MBA, CPA
Director, Information Technology Services	John DeLorey, B.Sc.

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Director, Campaign Initiatives	Kathleen A. Provost, CFRE, M.Ad.Ed.
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Director, Marketing & Communications	Kyler Bell, B.Comm.

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Assistant Athletic Therapist	Diane Ouimet, B.Sc.Ex.S.,CAT(C), RMT
Athletic Fund Development Officer	Michelle White, BA Comm.
Co-ordinator, Marketing & Communications	Iris Magill, BA HKIN
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Coach, Men's and Women's Cross Country and Track	Eric Gillis, B.Ed., OLY
Coach, Men's Basketball	Tyrell Vernon, B.P.S.
Coach, Men's and Women's Soccer	Graham Kennedy, M.Ed.
Coach, Men's Hockey	Brad Peddle, B.Sc.P.E.
Coach, Women's Basketball	Matthew Spencer, Ph.D.
Coach, Women's Hockey	Ben Berthiaume, M.Ed.
Coach, Men's Football	Gary Waterman, B.Sc.P.E.
Coordinator, Intramural, Club Sport and Camps	Joe DeCoste, B.Sc. HKIN
Head Sport Performance Coach	Josh Crouse, B.Sc.Kin.

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Maintenance Manager	Doug Campbell
Manager, Custodial Services	Gary MacMillan
Budget Analyst	Dave MacNeil, BBA
Senior Projects Lead	Blair Maltby, P.Eng., LSS
Project Manager	Brian Doiron, P.Eng.
Project Manager	Luc Venedam, BIS
Manager, Project Office	Jeff De Leebeeck

Office of the Registrar

Registrar & Director of Enrolment Planning	Tara Buksaitis, BA, MLIS
Associate Registrar, Academic	Shannon Morell, B.Ed.
Associate Registrar, Admissions	Ginger Fitt, BBA

Office of Internationalization

Director of Internationalization	Larissa Strong, BA, IPMP

Service Learning

Faculty Co-ordinator	Mary Oxner, Ph.D.
Program Co-ordinator	Megan Turner, MA

Student Services

Vice President Students	Elizabeth Yeo, M.Ed.
Director, Athletics & Recreation	Leo MacPherson, MBA
Director, Health, Counselling & Accessible Learning	Margaret McKinnon, MA., R. Psych
Director, Student Life	Jacqueline De Leebeeck, MA
Manager, University Housing	James Tobin
Manager, Residences	Matthew Girard
Manager, Student Career Centre	Jane MacDonald, MLIS, M.Ad.Ed., M.Ed.
Manager, Restorative Practices and Student Conduct	Brandon Randall
Manager, Human Rights & Equity Advisor	Megan Fogarty, BA, MIR
Coordinator, Centre Accessible Learning	Elizabeth Kell, M.Ad.Ed.
Coordinator, Black Students	Tara Reddick, BA
Coordinator, Indigenous Students	Terena Francis, M.Ed.
Gender and Sexual Diversity Student Advisor	Aimee MacDonald, BIS, MCHRM

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Manager, MIS	Mari Roach, BA
Manager, IT Infrastructure	Aaron MacDonald
Manager, Services & Support	Andrew Goodmanson, BIS

GLOSSARY

Academic Calendar (also known as the Calendar)
The university's official publication which outlines admission requirements, fees, grading systems, academic regulations, course offerings, and other information. Students admitted in a particular year are bound by the regulations described in the Academic Calendar for that year.

Academic Year
The regular academic year at StFX runs from September to April. The first term lasts from early September to mid-December and the second term, from early January to late April. See also spring and summer sessions.

Advanced Standing
Students may enter a higher level of courses in a subject when they have mastered the lower, usually introductory, level. This is normally permitted after completion of international baccalaureate (IB) or advanced placement (AP) courses. *See section 1.3 h*. Advanced standing does not reduce the number of credits required for a degree.

Audit
To take a course without receiving academic credit. A student may audit any course with the permission of the professor who teaches it. A student may attend and participate in the course and may, in agreement with the instructor, choose to receive feedback from submitted course work and/or exams, but will not receive a grade and will not be given credit for the course. The fee for a course taken for audit is normally one-half of the normal course fee. See 3.1.

Bachelor's or Baccalaureate Degree
The degree usually awarded after three or four years of study and successful completion of course and program requirements. A bachelor's degree may be awarded in arts (BA), science (B.Sc.), business administration (BBA), or education (B.Ed.); some may be earned with honours, with advanced major, or with major. See page 3 for more information on bachelor's degrees at StFX.

Bursary
A non-repayable financial award based on financial need and reasonable academic standing.

Chair
The head of an academic department, for example, the chair of the Department of Celtic Studies.

Convocation
The graduation ceremony held every spring and fall at which degrees and diplomas are awarded.

Credit
The value assigned to a course. A course with three or more contact hours per week for the academic year has a value of six credits and is called a full course. A course taught for three hours a week for one term has a value of three credits. When students successfully complete a course, they are said to have credit for the course.

Dean
At StFX, there are four deans: The Dean of Arts, the Dean of Business, the Dean of Education and the Dean of Science.

Dean's List
An academic honour granted to students who achieve high grades while enrolled in at least 24 credits. *See 3.19.*

Decile
The student decile ranking in a course (10 high, 1 low) recorded for courses with 15 or more registrants.

Diploma
An earned document which follows a program of study typically lasting two years or less.

Distinction
A designation awarded to students whose general average over their final three years of study is 80 or higher. Minimum averages each year may also apply. *See 3.20.*

Electives
Courses which are not specified in a degree program. Electives may be open, that is, chosen by the student, or approved. Approved electives require permission from either the chair of the department of the student's major, or the chair of the department in which the student wishes to take a course. Arts/science electives

do not include professional program courses such as aquatic resources, business administration, education, engineering, human kinetics, human nutrition or nursing.

Faculty
A grouping of departments which give academic instruction in related subjects. At StFX, there are four faculties: the Faculty of Arts, the Faculty of Business, the Faculty of Education and the Faculty of Science. The Faculty of Arts is comprised of subjects in the humanities and social sciences. The Faculty of Business includes courses in business administration. The Faculty of Education includes education courses at the undergraduate, graduate and doctural level. The Faculty of Science contains the life, earth and physical sciences, as well as computer science, engineering, human kinetics, human nutrition, nursing and mathematics/statistics. The combined Faculties of Arts and Science offer climate and environment and health programs. The term faculty is also used to describe members of the teaching staff of the university.

Full Time/Part Time
There are several definitions of full time/part time. Normally a student carries 30 credits for an academic year. Only students carrying at least 24 credits are considered for in-course scholarships. For the purpose of billing students, the business office considers a student carrying 24 or more credits to be full time. For the purpose of student loans 18 to 24 credits, or 60 percent to 80 percent of the normal load, may be considered full time by agencies which administer loan programs. For purposes of reporting to Statistics Canada full time is defined as 18 credits or more.

Grade Appeal
The process by which a student appeals his or her final grade for a course. *See 3.13.*

Graduate Degree
Master's or doctoral (Ph.D.) degrees require completion of an undergraduate degree first.

Honours
A degree which requires not only depth and breadth of subject study, but also superior academic achievement.

Humanities
The study of human thought including art, Catholic studies, Celtic studies, classical studies, English, French, German, history, Mi'kmaq, music, philosophy, religious studies, Spanish.

Invigilator
A person who, in the absence of the professor, administers and oversees examinations.

Junior
A third-year student.

Letter of Permission
A student may request a letter of permission to complete courses at another university. The credits will be used to fulfill StFX degree program requirements.

Levels

Course Level

Courses are numbered and referred to according to the normal year of study in which a student would complete them, as in 100-level (first year), 200-level (second year), 300-level (third year) and 400-level (fourth year) courses.

Student Level

A student's level corresponds to the level of his/her degree program. The most common student levels at StFX are UG (Undergraduate), ED (Bachelor of Education) and GR (Graduate).

Year of Study

Most four-year degree programs require the completion of 120 credits, normally at 30 credits per year for four years. Students' year of study is based on the number of credits they have earned towards their current degree. Students are "promoted" to the next year of study when they are within six of the required number of credits for that year. For example, a student who has earned 54 credits is considered to be a third year (junior) student.

Major
A student's primary subject. StFX also offers joint majors, studying a combination of two subjects. While StFX does not have programs with double majors, there are opportunities for students to have the equivalent of double majors.

Mature Student
A candidate who has not fulfilled the normal admission requirements and has been out of school for at least three years.

Minor
The secondary subject or area of study, normally at least 24 credits in one subject.

Non-Degree Student
A student who is not registered in a degree program but is enroled in courses either part time or full time.

Orientation
A program for new students providing an academic and social introduction to university life prior to the beginning of classes in September.

Pair
Twelve credits in one subject, with at least six credits at the 200-level or higher. As exceptions, language pairs in French, Celtic Studies and Classics may be composed of 12 credits at the 100-level. A student may complete only one pair from a department, and may not complete a pair in the major or minor subject. A pair may not be completed in any of the professional or applied program disciplines: AQUA, BSAD, ENGR, HKIN, HNU or NURS.

Passing Grade
The passing grade for all undergraduate courses is 50. Some programs have specific passing grade requirements. *See chapter 3.* For education, *see chapter 4.* For graduate studies, *see chapter 8.*

Pattern
The recommended or suggested series of courses a student takes in order to fulfill degree requirements.

Placement Test
Incoming students who wish to study modern languages must take placement tests to determine their eligibility for, and appropriate level of, study. *See department guidelines, chapter 9.*

Plagiarism
A form of cheating in which a student attempts to pass off as his or her work the words or ideas of another person or another writer. *See 3.8.*

Prerequisite
A course which must be completed before taking another course.

Program
An approved set of courses, requirements and study pattern, leading to a degree, diploma or certificate.

Rank
The student's rank in his/her group and year of study. Ranking is not recorded for students enrolled in less than 24 credits or for those who withdraw during an academic year.

Registrar
The university officer responsible for managing academic information and processes and enforcing the regulations contained in the Academic Calendar as they pertain to students' academic performance.

Registration
The process of formally enroling in courses in the Student Information System.

Repeated Course
When a student repeats a course, the original grade remains on the transcript and in the student's average. The original grade has "R" specified indicating the course has been repeated and original credits removed.

Scholarship
A monetary award based on academic merit or excellence.

Senior
A fourth-year student.

Service Learning
Service learning is an innovative way to integrate experiential learning, academic study and community service. It is an opportunity for students to apply what they are learning in the classroom in a community setting. The goal is to blend service and learning so that the service reinforces, improves and strengthens learning. Service learning is possible in many academic disciplines and through a broad range of courses and service experience.

Social Sciences
The systematic study of human behaviour, including anthropology, development studies, economics, political science, psychology, public policy and governance, sociology and women's and gender studies.

Sophomore
A second-year student.

Spring Session
An eight-week term from early May to late-June.

Student Loan (Government Student Aid)
A financial award based on financial need and resources which must be repaid to the loan program. Loans to university students are obtained through the Canada Student Loan Program, the US Federal Student Aid Program and the Equator SENESCYT prgoram.

Study Abroad
The opportunity for a student enrolled in a four-year program to study at another accredited university as part of a degree from StFX. *See 3.18.*

Subject Abbreviations
The abbreviations below are used throughout the Calendar and on transcripts:

ADED	Adult Education
ANTH	Anthropology
AQUA	Aquatic Resources
ART	Art
BIOL	Biology
BSAD	Business Administration
CATH	Catholic Studies
CELT	Celtic Studies
CHEM	Chemistry
CLAS	Classical Studies
CLEN	Climate & Environment
COOP	Co-operative Education
CSCI	Computer Science
DEVS	Development Studies
ECON	Economics
EDUC	Education
ENGL	English
ENGR	Engineering
EESC	Earth and Environmental Sciences
FREN	French
GERM	German
HIST	History
HKIN	Human Kinetics
HLTH	Health
HNU	Human Nutrition
IDS	Interdisciplinary Studies
MATH	Mathematics
MIKM	Mi'kmaq
MNST	Ministry
MUSI	Music
NURS	Nursing
PGOV	Public Policy and Governance
PHIL	Philosophy
PHYS	Physics
PSCI	Political Science
PSYC	Psychology
RELS	Religious Studies
SOCI	Sociology
SMGT	Sport Management
SPAN	Spanish
STAT	Statistics
WMGS	Women's and Gender Studies

Subsidiary Subject
When the study of two subjects is combined such that one is subordinate to the other, the second is considered a subsidiary to the first. Within the BA Honours with Subsidiary program, the subjects in which an honours is possible are those in which one may complete a single honours, with the added exceptions of development studies and women's and gender studies. A subsidiary is possible in those fields in which one may complete at least a major in the Bachelor of Arts, with the added exception of art history.

Summer Session
A six-week term scheduled from early July to mid-August.

Thesis
The lengthy paper required for an honours or graduate degree.

Transcript
The record of a student's program of study, courses taken, and grades achieved. *See section 3.15 for information on academic records.*

Transfer Credit
Courses taken at another university or college are given equivalent StFX course numbers and credit value for transfer credit. These courses may be used to meet StFX degree program requirements.

Undergraduate Degree
A first degree completed at a university or college. At StFX, the first degree is the baccalaureate degree which takes four years of full-time study to complete.

INDEX

A
Academic Records 19
release of student academic records 19
transcript requests 19, 20
Academic Regulations 13
academic records 19
academic standing 17, 27
appeal of an academic regulation 18
application for degrees and diplomas 18
class attendance and withdrawal 15
Continuing & Distance Education Program 20
course load 13
Dean's List 20
directed study program 15
distinction and first class honours 20
examinations 17
exchange and study abroad 20
grade appeal procedure 18
grading system for undergraduate programs 17
obligations of students 22
official correspondence from the registrar's office 21
plagiarism, cheating and academic dishonesty 15
re-admission to university 15
regulations for a second degree 20
requirements for a StFX degreee or diploma 15
student classification 15
study abroad 20
transfer credits 14
Admission 1
from NS grade XII 3
from other provinces 3
from other systems of education 4
to graduate programs 4
to the B.Sc.N. 4
to university 1
Adult Education 36
Anthropology 38
APEX: Academic Program of Excellence 7
Applied Forensic Psychology 40
Aquatic Resources 40
Art 43
Arts Degrees and Regulations 22
advancement and graduation requirements by degree 23
declaration of major, advanced major, or honours 22
degrees and diplomas in music 117
degrees offered 22
degree and diploma patterns 22
subjects available 22

B
Biology 45
Bursaries 8
Business Administration 25, 49
BBA degrees 50

C
Catholic Studies 56
Celtic Studies 58
Chemistry 59
Classical Studies 62
Climate and Environment 32, 62
Coady International Institute 4
Colloquium
Humanities 24
Social Justice 24
Co-operative Education 69
Faculty of Business 26
Faculty of Science 31
Computer Science 65

D
Dean's List 20
Degrees
Bachelor of Arts 22
Bachelor of Business Administration 25
Bachelor of Education 26
Bachelor of Information Systems 25
Bachelor of Science 28
Department and Program Information 36
Development Studies 71
Diplomas
Adult Education 28
Engineering 31
Music 117
Directed Study and Selected Topics Courses 15
Distance Nursing 123
Diversity Engagement Centre 7

E
Earth and Envitonmental Sciences 74
Economics 76
Education 26
Engineering 31, 86
English 88
Exchange and Study Abroad 20
Extension Department. *See* **https: //www.stfxextension.ca/**

F
Fees 5
non-payment of fees 6
other fees 5, 6
payment regulations 5
refunds 6
Students' Union fees 5
tuition fees 5

G
General Information 5
Geology 74
German 116
Glossary 156–158
Graduate Studies 32
Master of Adult Education 33
Master of Arts and Master of Science 32
Master of Education 33
Ph.D. in Educational Studies 33
Regulations 34

H
Health 23, 32, 93
History 96
Humanities Colloquium 24
Humanities Colloquium Concentration 25
Human Kinetics 101
Human Nutrition 106

I
Interdisciplinary Studies 109
ISAR 40

L
LEAP: Learning English for Academic Purposes 8

M
Master's Degrees 32
Mathematics and Statistics 110
Mi'kmaq 117
Modern Languages 113
Music 117

N
Nursing 120

O
Office of Internationalization 7
Online Learning and Professional Studies 20

P
Philosophy 125
Physics 127
Political Science 129
Post-baccalaureate Diploma 32
Psychology 134
Public Policy and Governance 138

R
Religious Studies 140
Research Ethics Approval 36
Residence and Meal Plans
application for residence 6
cancellation of residence application and contract 6
duration of residence occupancy 6
residence and meal fees and regulations 6

S
Scholarships and Bursaries 8
entrance scholarships 11
Science Degrees and Regulations
advancement and graduation requirements 31
architectural studies 32
declaration of major, advanced major, or honours 31
degrees offered 28
degree patterns 31
education and teaching 32
engineering 31
graduate studies 32
pre-dental studies 32
pre-medical studies 32
pre-veterinary medicine studies 32
subjects available 31
Service Learning Program 109
Sociology 144
Spanish 117
Sport Management 147
Spring and Summer Course Registration 20
Statistics 110
Student Services 7–13
athletic and recreational programs 7
career planning and placement services 7
chaplaincy services 7
counselling services 7
Director, Student Life 7
financial aid office 7
human rights and equity advisor 7
Wellspring Centre 7
Student Success Centre 7
Study Abroad 20

T
Transfer Credit 14

U
University Personnel 152–156
University Prizes 12–13
University Senate viii

W
Women's and Gender Studies 148