University Mailing Addresses

Sir George Williams Campus
1455 De Maisonneuve Blvd. W.
Montreal, Quebec
H3G 1M8

Loyola Campus
7141 Sherbrooke St. W.
Montreal, Quebec
H4B 1R6

Web Address
concordia.ca

Communication of Information to Provincial Ministère de l'Enseignement supérieur, de la Recherche, de la Science et de la Technologie

Under the terms of an agreement between Concordia University and the provincial Ministère de l'Enseignement supérieur, de la Recherche, de la Science et de la Technologie, approved by the Quebec Access to Information Commission, Concordia University is required to transmit to the Ministry some or all of the following information concerning its students: the student's permanent code, complete name, date of birth, gender, father's complete name, mother's complete name and place of birth. This information is being transmitted, at the Ministry's request, in order to provide the Ministry with the tools to properly calculate funding for Concordia University, for planning purposes and to ensure the proper management of public funds.

Published by Enrolment Services under the auspices of the Office of the Provost and Vice-President, Academic Affairs

Editor: Cynthia Foster
Cover Design: Concordia University Communications Services

Copyright • Concordia University • January 2014
Concordia University is welcoming, engaged, and committed to innovation and excellence in education, research, creative activity and community partnerships. It dares to be different and draws on its diversity to transform the individual, strengthen society and enrich the world.

Concordia’s vision is to rank among Canada’s top five comprehensive universities within the next decade, and to be a first choice for students and faculty locally, across Canada, and internationally in a wide variety of defined areas of research and study.

Concordia has adopted the motto of the city of Montreal, Concordia salus, which speaks to well-being through harmony. The union of two very different institutions of higher education has led to an exceptionally successful synthesis of compatible and timely values.

Concordia values the curiosity and engagement of its faculty, staff, and students. Curiosity about the world around us, respectful engagement with those who inhabit it, and strong determination to improve it lead to productive exploration of current understandings, a rich spectrum of creative activity and practice, and the creation and dissemination of new knowledge.

Concordia values the openness and respect necessary to provide opportunities to a highly diverse student and faculty population. Diversity at Concordia is interpreted broadly: for example, in addition to embracing diversity in ethnicity, gender, language, and accessibility, Concordia provides students with different and original ways of exploring their interests. Enabling faculty, staff and students to make a progressive impact on their world in ways that respect and engage the uniqueness of each individual is a hallmark of Concordia.

Concordia values a secure and respectful learning environment and workplace. Concordia is committed to promoting a healthy, safe and sustainable campus and to enhancing the quality of life of the community in which we live.
The Undergraduate Calendar is an official University document. It defines academic programs and the regulations that pertain to them. The University Senate reserves the right to modify the academic programs and regulations at its discretion after the posting date of the Calendar. In addition, the University reserves the right to modify the posted scale of tuition and other student fees and to limit the number of students who enrol in any program or course at any time before the beginning of an academic term. Moreover, the information contained in the Undergraduate Calendar or any other University document related to academic programs, deadlines, and regulations is subject to verification and correction by the Office of the Registrar and the School of Graduate Studies.

Not all courses listed in this Calendar are offered this year. Students are advised to consult the Undergraduate Class Schedule for a timetable of courses offered.

Please note that the Undergraduate Calendar is available solely online and constitutes the official Undergraduate Calendar of the University. The most recent version of the Calendar is the only version currently in effect. Students are responsible for ensuring that graduation requirements are met, in accordance with the requirements set out in the Calendar corresponding to the year of admission, except for Engineering programs. Students in the Engineering programs are required to graduate having met the substantial equivalent of the curriculum in force in the winter term prior to degree conferral. Archived Calendars may be consulted using the “Archived Calendars” link.

This Calendar is intended to assist readers to understand the academic and administrative structure and policies and procedures of the University, and to describe the academic programs offered. The material has been submitted by academic units and administrative departments. Every effort has been made to ensure that all general information and course references are accurate as of the date of posting, but these are subject to possible verification and correction. By the act of registration each student becomes bound by the policies and regulations of Concordia University, including the Faculty in which the student is registered. Students are responsible for familiarizing themselves with the general information, rules and regulations contained in the Calendar, and with the specific information, rules and regulations of the Faculty or Faculties in which they are registered or enrolled or seek registration or enrolment, as well as the specific requirements of each degree or certificate sought. It is the student’s responsibility to ensure that the courses chosen are appropriate to the program requirements.

Concordia University disclaims all responsibility and liability for loss or damage suffered or incurred by any student or other party as a result of delays in or termination of its services, courses, or classes by reason of force majeure, including fire, flood, riots, war, strikes, lock-outs, damage to University property, financial exigency and/or other events beyond the reasonable control of the University. Concordia University disclaims any and all liability for damages arising as a result of errors, interruptions or disruptions to operations or connected with its operations or its campuses, arising out of computer failure or non-compliance of its computing systems.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACADEMIC CALENDAR</td>
<td>11</td>
</tr>
<tr>
<td>ADMINISTRATION</td>
<td>12</td>
</tr>
<tr>
<td>ADMISSION REGULATIONS</td>
<td>13</td>
</tr>
<tr>
<td>MATURE ENTRY</td>
<td>14</td>
</tr>
<tr>
<td>TUITION AND FEES</td>
<td>15</td>
</tr>
<tr>
<td>ACADEMIC INFORMATION: DEFINITIONS AND REGULATIONS</td>
<td>16</td>
</tr>
<tr>
<td>ACADEMIC INTEGRITY AND THE ACADEMIC CODE OF CONDUCT</td>
<td>17.10</td>
</tr>
<tr>
<td>POLICY ON THE ESTABLISHMENT OF TRIBUNAL HEARING POOLS</td>
<td>17.20</td>
</tr>
<tr>
<td>RIGHTS AND RESPONSIBILITIES</td>
<td>17.30</td>
</tr>
<tr>
<td>OMBUDS OFFICE</td>
<td>17.40</td>
</tr>
<tr>
<td>STUDENT LIFE AND STUDENT SERVICES</td>
<td>18</td>
</tr>
<tr>
<td>Student Life and Student Services</td>
<td>18.1</td>
</tr>
<tr>
<td>Dean of Students</td>
<td>18.2</td>
</tr>
<tr>
<td>Advocacy and Support Services</td>
<td>18.3</td>
</tr>
<tr>
<td>Counselling and Development</td>
<td>18.4</td>
</tr>
<tr>
<td>Health Services</td>
<td>18.5</td>
</tr>
<tr>
<td>Financial Aid and Awards</td>
<td>18.6</td>
</tr>
<tr>
<td>Recreation and Athletics</td>
<td>18.7</td>
</tr>
<tr>
<td>INTERNATIONAL STUDENTS</td>
<td>19</td>
</tr>
<tr>
<td>STUDENT ASSOCIATIONS AND ALUMNI RELATIONS</td>
<td>20</td>
</tr>
<tr>
<td>SCHOOL OF EXTENDED LEARNING</td>
<td>21</td>
</tr>
<tr>
<td>School of Extended Learning Credits and Certificates</td>
<td>21.1</td>
</tr>
<tr>
<td>Student Transition Centre</td>
<td>21.2</td>
</tr>
<tr>
<td>Centre for Continuing Education</td>
<td>21.3</td>
</tr>
<tr>
<td>University of the Streets Café</td>
<td>21.4</td>
</tr>
<tr>
<td>TEACHER TRAINING AND TEACHER CERTIFICATION</td>
<td>23</td>
</tr>
<tr>
<td>INSTITUTE FOR CO-OPERATIVE EDUCATION</td>
<td>24</td>
</tr>
<tr>
<td>CONVOCATION MEDALS AND PRIZES</td>
<td>25</td>
</tr>
</tbody>
</table>
## FACULTY OF ARTS AND SCIENCE

<table>
<thead>
<tr>
<th>Section</th>
<th>Page 1</th>
<th>Page 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Science</td>
<td>31.001</td>
<td>134</td>
</tr>
<tr>
<td>Programs and Admission Requirements</td>
<td>31.002</td>
<td>135</td>
</tr>
<tr>
<td>Degree Requirements</td>
<td>31.003</td>
<td>138</td>
</tr>
<tr>
<td>General Education</td>
<td>31.004</td>
<td>142</td>
</tr>
<tr>
<td>Adult Education (see §31.090.2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Human Sciences</td>
<td>31.010</td>
<td>144</td>
</tr>
<tr>
<td>Biology</td>
<td>31.030</td>
<td>153</td>
</tr>
<tr>
<td>Chemistry and Biochemistry</td>
<td>31.050</td>
<td>161</td>
</tr>
<tr>
<td>Classics, Modern Languages and Linguistics</td>
<td>31.060</td>
<td>169</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>31.070</td>
<td>193</td>
</tr>
<tr>
<td>Economics</td>
<td>31.080</td>
<td>204</td>
</tr>
<tr>
<td>Education</td>
<td>31.090</td>
<td>212</td>
</tr>
<tr>
<td>English</td>
<td>31.100</td>
<td>227</td>
</tr>
<tr>
<td>English as a Second Language (see §31.090.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Études françaises</td>
<td>31.110</td>
<td>242</td>
</tr>
<tr>
<td>Exercise Science</td>
<td>31.120</td>
<td>258</td>
</tr>
<tr>
<td>Geography, Planning and Environment</td>
<td>31.130</td>
<td>267</td>
</tr>
<tr>
<td>History</td>
<td>31.160</td>
<td>282</td>
</tr>
<tr>
<td>Interdisciplinary Elective Groups (see §31.170)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
<td>31.170</td>
<td>295</td>
</tr>
<tr>
<td>Interdisciplinary Studies in Sexuality (see §31.170)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journalism</td>
<td>31.180</td>
<td>299</td>
</tr>
<tr>
<td>Leisure Sciences (see §31.010)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics and Statistics</td>
<td>31.200</td>
<td>305</td>
</tr>
<tr>
<td>Philosophy</td>
<td>31.220</td>
<td>317</td>
</tr>
<tr>
<td>Physics</td>
<td>31.230</td>
<td>324</td>
</tr>
<tr>
<td>Political Science</td>
<td>31.240</td>
<td>332</td>
</tr>
<tr>
<td>Psychology</td>
<td>31.250</td>
<td>347</td>
</tr>
<tr>
<td>Religion</td>
<td>31.270</td>
<td>361</td>
</tr>
<tr>
<td>Sociology and Anthropology</td>
<td>31.310</td>
<td>374</td>
</tr>
<tr>
<td>Southern Asia Studies (see §31.270)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching of English as a Second Language (see §31.090.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theological Studies</td>
<td>31.330</td>
<td>390</td>
</tr>
<tr>
<td>Urban Studies (see §31.130.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women's Studies (see §31.560)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Section</td>
<td>Page Number</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------------</td>
<td></td>
</tr>
<tr>
<td>Computer Science (Minor)</td>
<td>31.400</td>
<td></td>
</tr>
<tr>
<td>Colleges, Institutes and Schools</td>
<td>31.500</td>
<td></td>
</tr>
<tr>
<td>Co-operative Education</td>
<td>31.515</td>
<td></td>
</tr>
<tr>
<td>Liberal Arts College</td>
<td>31.520</td>
<td></td>
</tr>
<tr>
<td>Loyola College for Diversity and Sustainability</td>
<td>31.525</td>
<td></td>
</tr>
<tr>
<td>School of Canadian Irish Studies</td>
<td>31.530</td>
<td></td>
</tr>
<tr>
<td>School of Community and Public Affairs</td>
<td>31.540</td>
<td></td>
</tr>
<tr>
<td>Science College</td>
<td>31.550</td>
<td></td>
</tr>
<tr>
<td>Simone de Beauvoir Institute and Women's Studies</td>
<td>31.560</td>
<td></td>
</tr>
<tr>
<td>JOHN MOLSON SCHOOL OF BUSINESS</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td>John Molson School of Business</td>
<td>61.10</td>
<td></td>
</tr>
<tr>
<td>Admission Requirements</td>
<td>61.20</td>
<td></td>
</tr>
<tr>
<td>Undergraduate Degree Programs</td>
<td>61.21</td>
<td></td>
</tr>
<tr>
<td>The Credit Core</td>
<td>61.22</td>
<td></td>
</tr>
<tr>
<td>General Information</td>
<td>61.30</td>
<td></td>
</tr>
<tr>
<td>John Molson School of Business Courses</td>
<td>61.35</td>
<td></td>
</tr>
<tr>
<td>Accountancy</td>
<td>61.40</td>
<td></td>
</tr>
<tr>
<td>Supply Chain and Business Technology Management</td>
<td>61.50</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>61.60</td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td>61.70</td>
<td></td>
</tr>
<tr>
<td>International Business</td>
<td>61.80</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>61.90</td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td>61.100</td>
<td></td>
</tr>
<tr>
<td>Administration</td>
<td>61.120</td>
<td></td>
</tr>
<tr>
<td>Program Options for Non-Business Students</td>
<td>61.140</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>61.150</td>
<td></td>
</tr>
<tr>
<td>Special Certificate Programs</td>
<td>61.160</td>
<td></td>
</tr>
<tr>
<td>Special Programs in Accountancy</td>
<td>61.170</td>
<td></td>
</tr>
<tr>
<td>Special Program in Management</td>
<td>61.180</td>
<td></td>
</tr>
<tr>
<td>FACULTY OF ENGINEERING AND COMPUTER SCIENCE</td>
<td>71</td>
<td></td>
</tr>
<tr>
<td>Faculty of Engineering and Computer Science</td>
<td>71.10</td>
<td></td>
</tr>
<tr>
<td>BEng</td>
<td>71.20</td>
<td></td>
</tr>
<tr>
<td>Department of Electrical and Computer Engineering</td>
<td>71.30</td>
<td></td>
</tr>
<tr>
<td>Department of Mechanical and Industrial Engineering</td>
<td>71.40</td>
<td></td>
</tr>
<tr>
<td>Department of Building, Civil and Environmental Engineering</td>
<td>71.50</td>
<td></td>
</tr>
</tbody>
</table>
Aerospace Engineering ................................................................................................................. 71.55 488
Engineering Course Descriptions ............................................................................................... 71.60 491
Department of Computer Science and Software Engineering .................................................... 71.70 516
Computation Arts and Computer Science .................................................................................. 71.80 532
Mathematics and Statistics and Computer Applications ............................................................. 71.85 533
Centre for Engineering in Society .............................................................................................. 71.90 535
Concordia Institute for Information Systems Engineering ........................................................ 71.100 536

FACULTY OF FINE ARTS ............................................................................................................ 81 539
Programs and Admission Requirements .................................................................................... 81.10 540
Degree Requirements ................................................................................................................ 81.20 542
Fine Arts Courses of Faculty-Wide Interest .............................................................................. 81.30 543
Art Education ............................................................................................................................... 81.40 545
Art History .................................................................................................................................. 81.50 549
Mel Hoppenheim School of Cinema ............................................................................................. 81.60 556
Interdisciplinary Studies in Sexuality ............................................................................................ 81.60 569
Contemporary Dance .................................................................................................................. 81.70 570
Creative Arts Therapies ............................................................................................................... 81.80 573
Design and Computation Arts ..................................................................................................... 81.90 575
Music .......................................................................................................................................... 81.100 585
Studio Arts ..................................................................................................................................... 81.110 602
Studio Art ..................................................................................................................................... 81.110 603
Ceramics ..................................................................................................................................... 81.110 603
Fibres and Material Practices ....................................................................................................... 81.110 604
Intermedia/Cyberarts .................................................................................................................. 81.110 604
Painting and Drawing .................................................................................................................. 81.110 605
Photography ................................................................................................................................. 81.110 605
Print Media ................................................................................................................................... 81.110 606
Sculpture ..................................................................................................................................... 81.110 606
Theatre ....................................................................................................................................... 81.120 622

LIBRARIANS .................................................................................................................................. 100.10 632
RETIRED FULL-TIME FACULTY ............................................................................................... 100.20 633
EQUIVALENTS INDEX ............................................................................................................... 200 635
AWARDS, PRIZES AND SCHOLARSHIPS .............................................................................. 300 655
GRADUATE PROGRAMS ............................................................................................................. 400 659
INDEX .......................................................................................................................................... 500 661
Concordia University is one of the largest urban universities in Canada. It has two campuses — one in downtown Montreal (Sir George Williams), the other in a residential setting in the city’s west end (Loyola).

Established in 1974 with the merger of Loyola College and Sir George Williams University, Concordia University offers over 500 graduate and undergraduate programs in four Faculties (Arts and Science, John Molson School of Business, Engineering and Computer Science, and Fine Arts) and two Schools (the School of Graduate Studies and the School of Extended Learning). At the undergraduate level, the University offers BA, BAdmin, BComm, BCompSc, BEd, BEng, BFA, and BSc degrees, as well as certificate programs.

For graduate programs, please see concordia.ca/academics/graduate/calendar/current.

For more information about the University, its history and its founding institutions, please see concordia.ca/about.
Students may choose to graduate with degree titles that are gender neutral and refer to the diplomas themselves (Baccalaureate, Magisteriate, and Doctorate) or with the traditional nomenclature (Bachelor, Master, and Doctor).

Graduates who have previously been awarded a Concordia degree with the traditional nomenclature may request that their degree be re-issued in the gender neutral nomenclature.
The Academic Calendar is subject to change. Updated information will be available from the Birks Student Service Centre. For dates pertaining to registration and non-standard summer terms, please consult the 2014-15 online Undergraduate Class Schedule or the Birks Student Service Centre. For financial deadlines see concordia.ca/admissions/tuition-fees. Deadlines falling on weekends* or holidays will be extended to the next working day.

*Except for academic withdrawal deadlines.

## REGULAR SESSION 2014-15 AND SUMMER SESSION 2014

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARCH</td>
<td>Saturday, March 1</td>
<td>Last day to apply for undergraduate programs — Full-time regular session 2014-15.</td>
</tr>
<tr>
<td></td>
<td>Saturday, March 1</td>
<td>Last day to apply for degree transfer — Fall term 2014 (for currently registered students to transfer into the Faculty of Fine Arts).</td>
</tr>
<tr>
<td></td>
<td>Sunday, March 9</td>
<td>Last day for academic withdrawal from two-term and winter-term courses.</td>
</tr>
<tr>
<td></td>
<td>Wednesday, March 12</td>
<td>Registration start date for students with 0 to 24 credits to completion, for co-op students, and for Qualifying Program students — Summer session 2014.</td>
</tr>
<tr>
<td></td>
<td>Thursday, March 13</td>
<td>Registration start date for students with 25 to 48 credits to completion — Summer session 2014.</td>
</tr>
<tr>
<td></td>
<td>Friday, March 14</td>
<td>Registration start date for students with 49 to 72 credits to completion — Summer session 2014.</td>
</tr>
<tr>
<td></td>
<td>Monday, March 17</td>
<td>Registration start date for students with 73 and more credits to completion — Summer session 2014.</td>
</tr>
<tr>
<td></td>
<td>Tuesday, March 18</td>
<td>Registration start date for newly admitted undergraduate students — Summer session 2014.</td>
</tr>
<tr>
<td></td>
<td>Wednesday, March 19</td>
<td>Registration start date for Visiting students, and for returning and newly authorized Independent students — Summer session 2014.</td>
</tr>
<tr>
<td></td>
<td>Wednesday, March 26</td>
<td>Registration start date for students with 0 to 9 credits to completion, for co-op students, and for Qualifying Program students — Regular session 2014-15.</td>
</tr>
<tr>
<td></td>
<td>Thursday, March 27</td>
<td>Registration start date for students with 10 to 21 credits to completion — Regular session 2014-15.</td>
</tr>
<tr>
<td></td>
<td>Friday, March 28</td>
<td>Registration start date for students with 22 to 33 credits to completion — Regular session 2014-15.</td>
</tr>
<tr>
<td></td>
<td>Monday, March 31</td>
<td>Registration start date for students with 34 to 42 credits to completion — Regular session 2014-15.</td>
</tr>
<tr>
<td>APRIL</td>
<td>Tuesday, April 1</td>
<td>Last day to apply for Quebec resident status for winter term 2014.</td>
</tr>
<tr>
<td></td>
<td>Tuesday, April 1</td>
<td>Registration start date for students with 43 to 54 credits to completion — Regular session 2014-15.</td>
</tr>
<tr>
<td></td>
<td>Wednesday, April 2</td>
<td>Registration start date for students with 55 to 63 credits to completion — Regular session 2014-15.</td>
</tr>
<tr>
<td></td>
<td>Thursday, April 3</td>
<td>Registration start date for students with 64 to 72 credits to completion — Regular session 2014-15.</td>
</tr>
</tbody>
</table>
Friday, April 4  Registration start date for students with 73 to 87 credits to completion — Regular session 2014-15.

Saturday, April 5  Last day for instructor-scheduled tests or examinations.

Monday, April 7  Registration start date for students with 88 and more credits to completion — Regular session 2014-15.

Saturday, April 12  Last day of classes — Regular session 2013-14.

Wednesday, April 16  Examinations begin.

Friday, April 18  University closed.

Saturday, April 19  University closed.

Sunday, April 20  University closed.

Monday, April 21  University closed.

Monday, April 21  Registration start date for Visiting students and for newly admitted undergraduate students — Regular session 2014-15. Students admitted for September 2014 should register for 4 courses at the same time as 2 courses.

MAY

Thursday, May 1  Last day to apply for degree transfer — Summer session 2014 (for currently registered students to transfer into the Faculty of Engineering and Computer Science).

Thursday, May 1  Last day to apply for degree transfer — Fall term 2014 (for currently registered students to transfer into the Faculty of Arts and Science or the John Molson School of Business).

Tuesday, May 6  Examinations end.

Wednesday, May 7  Two-term and first-term summer session begins.

Wednesday, May 14  Deadline for withdrawal with tuition refund from two-term and first-term summer session courses.

Wednesday, May 14  Last day to add two-term and first-term summer session courses.

Thursday, May 15  Last day to apply for late completion of courses ending in April 2014.

Thursday, May 15  Last day to apply for DEF (Deferred) or MED (Medical) notation for courses ending in April 2014.

Monday, May 19  Victoria Day — University closed.

Friday, May 30  Last day for submission of late-completion work for courses ending in April 2014 (application deadline May 15).

JUNE

T.B.A.  Spring convocations.

Wednesday, June 4  Last day for academic withdrawal from first-term summer session courses.

Sunday, June 15  Last day to apply for supplemental examinations for courses taken during the regular session 2013-14.

Sunday, June 15  Last day to apply for re-evaluation of courses ending in April 2014.

Monday, June 23  Last day of classes — First-term summer session.

Tuesday, June 24  Mid-term break for two-term summer session begins.

Tuesday, June 24  Fête Nationale — University closed.

Wednesday, June 25  Examinations begin — First-term summer session finals.
JULY

Tuesday, July 1  Canada Day — University closed.

Thursday, July 3  Examinations end — First-term summer session finals.

Thursday, July 3  Mid-term break for two-term summer session ends.

Monday, July 7  Classes begin — Second-term summer session and special three- or six-week summer session.

Monday, July 14  Deadline for withdrawal with tuition refund from second-term summer session and first-term special three- or six-week summer session courses.

Monday, July 14  Last day to add second-term summer session and special three- or six-week summer session courses.

Monday, July 14  Last day for academic withdrawal from two-term summer session courses.

Tuesday, July 15  Last day to apply for fall 2014 graduation.

Tuesday, July 15  Last day to apply for degree transfer — Fall term 2014 (for currently registered students to transfer into the Faculty of Engineering and Computer Science).

Thursday, July 17  Last day for academic withdrawal from first-term special three-term summer session courses.

Friday, July 25  Last day of classes — First-term special three-week summer session.

Monday, July 28  Classes begin — Second-term special three-week summer session.

Wednesday, July 30  Last day for academic withdrawal from special six-week summer session courses.

Thursday, July 31  Last day for academic withdrawal from second-term summer session courses.

AUGUST

Friday, August 1  Last day to apply for Quebec resident status for summer session 2014.

Monday, August 4  Last day to register for second-term special three-week summer session courses.

Monday, August 4  Deadline for withdrawal with tuition refund from second-term special three-week summer session courses.

Monday, August 4  Registration start date for returning and newly authorized Independent students — Fall 2014 term.

Thursday, August 7  Last day for academic withdrawal from second-term special three-week summer session courses.

Friday, August 15  Last day of classes — Special six-week and second-term special three-week summer session courses.

Tuesday, August 19  Last day of classes — Two-term and second-term summer session courses.

Wednesday, August 20  Examinations begin — Two-term and second-term summer session finals.

Tuesday, August 26  Examinations end — Two-term and second-term summer session finals.

Wednesday, August 27  Replacement and supplemental examinations begin — Regular session 2013-14.

Sunday, August 31  Replacement and supplemental examinations end — Regular session 2013-14.

Sunday, August 31  Last day to apply for DEF (Deferred) or MED (Medical) notation for courses taken during the summer session 2014.
<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEPTEMBER</td>
<td>Monday, September 1</td>
<td>Last day to apply for late completion of courses taken during the summer session 2014.</td>
</tr>
<tr>
<td></td>
<td>Monday, September 1</td>
<td>Labour Day — University closed.</td>
</tr>
<tr>
<td></td>
<td>Tuesday, September 2</td>
<td>Classes begin — Day and evening regular session.</td>
</tr>
<tr>
<td></td>
<td>Friday, September 12</td>
<td>Registration start date for newly admitted students — Winter 2015 term. New students admitted for winter 2015 can register any time after admission and advising criteria have been satisfied.</td>
</tr>
<tr>
<td></td>
<td>Monday, September 15</td>
<td>Last day for submission of late-completion work for summer session 2014 courses (application deadline September 1).</td>
</tr>
<tr>
<td></td>
<td>Monday, September 15</td>
<td>Deadline for withdrawal with tuition refund from two-term and fall-term courses.</td>
</tr>
<tr>
<td></td>
<td>Monday, September 15</td>
<td>Last day to add two-term and fall-term courses.</td>
</tr>
<tr>
<td>OCTOBER</td>
<td>Wednesday, October 1</td>
<td>Last day to apply for re-evaluation of courses taken during the summer session 2014.</td>
</tr>
<tr>
<td></td>
<td>Saturday, October 4</td>
<td>Replacement and supplemental examinations for summer session 2014 courses.</td>
</tr>
<tr>
<td></td>
<td>Monday, October 13</td>
<td>Thanksgiving Day — University closed (see December 2, 2014).</td>
</tr>
<tr>
<td></td>
<td>Sunday, October 26</td>
<td>Last day for academic withdrawal from fall-term courses.</td>
</tr>
<tr>
<td>NOVEMBER</td>
<td>T.B.A.</td>
<td>Fall convocations.</td>
</tr>
<tr>
<td></td>
<td>Saturday, November 1</td>
<td>Last day to apply for undergraduate programs — Winter term 2015.</td>
</tr>
<tr>
<td></td>
<td>Saturday, November 1</td>
<td>Last day to apply for degree transfer — Winter term 2015 (for currently registered students to transfer into the Faculty of Arts and Science or the Faculty of Engineering and Computer Science).</td>
</tr>
<tr>
<td></td>
<td>Monday, November 24</td>
<td>Last day for instructor-scheduled tests or examinations.</td>
</tr>
<tr>
<td>DECEMBER</td>
<td>Monday, December 1</td>
<td>Last day to apply for Quebec resident status for fall term 2014.</td>
</tr>
<tr>
<td></td>
<td>Monday, December 1</td>
<td>Last day of classes — Fall term.</td>
</tr>
<tr>
<td></td>
<td>Monday, December 1</td>
<td>Registration start date for newly authorized Independent students — Winter 2015 term.</td>
</tr>
<tr>
<td></td>
<td>Tuesday, December 2</td>
<td>Make-up day for classes scheduled on Monday, October 13.</td>
</tr>
<tr>
<td></td>
<td>Wednesday, December 3</td>
<td>Examinations begin.</td>
</tr>
<tr>
<td></td>
<td>Thursday, December 18</td>
<td>Examinations end.</td>
</tr>
<tr>
<td>2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JANUARY</td>
<td>Wednesday, January 7</td>
<td>Classes begin — Day and evening winter term.</td>
</tr>
<tr>
<td></td>
<td>Thursday, January 15</td>
<td>Last day to apply for spring 2015 graduation.</td>
</tr>
<tr>
<td></td>
<td>Thursday, January 15</td>
<td>Last day to apply for DEF (Deferred) or MED (Medical) notation for courses ending in December 2014.</td>
</tr>
<tr>
<td></td>
<td>Tuesday, January 20</td>
<td>Deadline for withdrawal with tuition refund from winter-term courses.</td>
</tr>
<tr>
<td></td>
<td>Tuesday, January 20</td>
<td>Last day to add winter-term courses.</td>
</tr>
<tr>
<td>FEBRUARY</td>
<td>Sunday, February 1</td>
<td>Last day to apply for supplemental examinations for courses ending in December 2014 (graduating students only).</td>
</tr>
<tr>
<td></td>
<td>Sunday, February 1</td>
<td>Last day to apply for re-evaluation of courses ending in December 2014.</td>
</tr>
<tr>
<td></td>
<td>Sunday, February 1</td>
<td>Last day to apply for late completion of courses ending in December 2014.</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Sunday, February  5</td>
<td>Last day for submission of late-completion work for courses ending in December 2014 (application deadline February 1).</td>
<td></td>
</tr>
<tr>
<td>Monday, February 23</td>
<td>Mid-term break begins.</td>
<td></td>
</tr>
<tr>
<td>Monday, February 23</td>
<td>Replacement examinations begin.</td>
<td></td>
</tr>
<tr>
<td>Monday, February 23</td>
<td>Supplemental examinations begin for courses ending in December 2014 (graduating students only).</td>
<td></td>
</tr>
<tr>
<td>Thursday, February 26</td>
<td>Replacement and supplemental examinations end.</td>
<td></td>
</tr>
<tr>
<td>Friday, February 27</td>
<td>President’s Holiday — University closed.</td>
<td></td>
</tr>
<tr>
<td>Sunday, March 1</td>
<td>Mid-term break ends.</td>
<td></td>
</tr>
<tr>
<td>Sunday, March 1</td>
<td>Last day to apply for undergraduate programs — Full-time regular session 2015-16.</td>
<td></td>
</tr>
<tr>
<td>Sunday, March 1</td>
<td>Last day to apply for degree transfer — Fall term 2015 (for currently registered students to transfer into the Faculty of Fine Arts).</td>
<td></td>
</tr>
<tr>
<td>Sunday, March 8</td>
<td>Last day for academic withdrawal from two-term and winter-term courses.</td>
<td></td>
</tr>
<tr>
<td>Wednesday, April  1</td>
<td>Last day to apply for Quebec resident status for winter term 2015.</td>
<td></td>
</tr>
<tr>
<td>Friday, April  3</td>
<td>University closed.</td>
<td></td>
</tr>
<tr>
<td>Saturday, April  4</td>
<td>University closed.</td>
<td></td>
</tr>
<tr>
<td>Sunday, April  5</td>
<td>University closed.</td>
<td></td>
</tr>
<tr>
<td>Monday, April  6</td>
<td>University closed.</td>
<td></td>
</tr>
<tr>
<td>Tuesday, April  7</td>
<td>Last day for instructor-scheduled tests or examinations.</td>
<td></td>
</tr>
<tr>
<td>Tuesday, April 14</td>
<td>Last day of classes — Regular session 2014-15.</td>
<td></td>
</tr>
<tr>
<td>Wednesday, April  15</td>
<td>Make-up day for classes scheduled on April 3 and 4.</td>
<td></td>
</tr>
<tr>
<td>Thursday, April 16</td>
<td>Make-up day for classes scheduled on April 6.</td>
<td></td>
</tr>
<tr>
<td>Friday, April 17</td>
<td>Examinations begin.</td>
<td></td>
</tr>
<tr>
<td>Friday, May 1</td>
<td>Last day to apply for degree transfer — Summer session 2015 (for currently registered students to transfer into the Faculty of Engineering and Computer Science).</td>
<td></td>
</tr>
<tr>
<td>Friday, May 1</td>
<td>Last day to apply for degree transfer — Fall term 2015 (for currently registered students to transfer into the Faculty of Arts and Science or the John Molson School of Business).</td>
<td></td>
</tr>
<tr>
<td>Saturday, May 2</td>
<td>Examinations end.</td>
<td></td>
</tr>
<tr>
<td>Friday, May 15</td>
<td>Last day to apply for late completion of courses ending in April 2015.</td>
<td></td>
</tr>
<tr>
<td>Friday, May 15</td>
<td>Last day to apply for DEF (Deferred) or MED (Medical) notation for courses ending in April 2015.</td>
<td></td>
</tr>
<tr>
<td>Monday, May 18</td>
<td>Victoria Day — University closed.</td>
<td></td>
</tr>
<tr>
<td>Saturday, May 30</td>
<td>Last day for submission of late-completion work for courses ending in April 2015 (application deadline May 15).</td>
<td></td>
</tr>
<tr>
<td>T.B.A.</td>
<td>Spring convocations.</td>
<td></td>
</tr>
<tr>
<td>Monday, June 15</td>
<td>Last day to apply for supplemental examinations for courses taken during the regular session 2014-15.</td>
<td></td>
</tr>
<tr>
<td>Monday, June 15</td>
<td>Last day to apply for re-evaluation of courses ending in April 2015.</td>
<td></td>
</tr>
</tbody>
</table>
Administration

Section 12
The following information was updated as of January 15, 2014.

Board of Governors

concordia.ca/about/administration-governance/board-senate/governors/list

Senate

concordia.ca/about/administration-governance/board-senate/senate/list

Council of the Faculty of Arts and Science

artsandscience.concordia.ca/officeofthedean/facultycouncil/currentmembers

Council of the John Molson School of Business

johnmolson.concordia.ca/en/about/faculty-council/membership

Council of the Faculty of Engineering and Computer Science

encs.concordia.ca/administration-and-governance/faculty-council

Council of the Faculty of Fine Arts

finearts.concordia.ca/officeofthedean/facultycouncil/mandateandmembership

Council of the School of Extended Learning

concordia.ca/extended-learning/about

Concordia Council on Student Life

deanofstudents.concordia.ca/ccsl/membership

Office of the President and Vice-Chancellor

PRESIDENT AND VICE-CHANCELLOR:
Alan Shepard, PhD

CHIEF OF STAFF:
William W. Cheaib, LLM

DIRECTOR OF ADMINISTRATION:
T.B.A.

EXECUTIVE DIRECTOR, INSTITUTIONAL PLANNING AND ANALYSIS:
Jonathan Levinson, BA, BCL, LLB

DIRECTOR, INTERNAL AUDIT:
Michael O’Bree, CA, FCA, CIA, CISA

President’s Executive Group

PRESIDENT AND VICE-CHANCELLOR:
Alan Shepard, PhD

CHIEF OF STAFF:
William W. Cheaib, LLM

VICE-PRESIDENT, DEVELOPMENT AND EXTERNAL RELATIONS AND SECRETARY-GENERAL:
Bram Freedman, BA, BCL, LLB
Office of the Provost and Vice-President, Academic Affairs

PROVOST AND VICE-PRESIDENT, ACADEMIC AFFAIRS:
Benoit-Antoine Bacon, BA, MSc, PhD
  DIRECTOR:
  Caroline Baril, BA, MA, MLitt
  DEPUTY PROVOST:
  Lisa Ostiguy, BRec, MA, PhD
  VICE-PROVOST, FACULTY RELATIONS:
  Jorgen Hansen, BSc, Lic, PhD
  VICE-PROVOST, TEACHING AND LEARNING:
  M. Catherine Bolton, BA, MA, PhD
  ASSOCIATE VICE PRESIDENT, STUDENT AND ENROLMENT SERVICES:
  Bradley Tucker, BM, MM
  EXECUTIVE DIRECTOR, ACADEMIC POLICY, PLANNING, AND STRATEGIC INITIATIVES:
  Jason Ens, BA, MA, PhD
  BUDGET DIRECTOR:
  Graham Maisonneuve, BComm

INTERIM DEAN, ARTS AND SCIENCE:
Joanne Locke, BA, MLS
  ASSOCIATE DEAN, ACADEMIC FACILITIES:
  Peter Morden, BA, MA, PhD
  ASSOCIATE DEAN, ACADEMIC PROGRAMS:
  Paul Joyce, BSc, MSc, PhD
  ASSOCIATE DEAN, FACULTY AFFAIRS:
  Jason Camlot, BA, MA, PhD
  ASSOCIATE DEAN, RESEARCH AND GRADUATE STUDIES:
  Grant Brown, BSc, PhD
  ASSOCIATE DEAN, STUDENT ACADEMIC SERVICES:
  Miranda D’Amico, BA, MA, PhD

DEAN, JOHN MOLSON SCHOOL OF BUSINESS:
Steve Harvey, BA, MA, PhD
  ASSOCIATE DEAN, EXTERNAL RELATIONS AND BUSINESS DEVELOPMENT:
  Anne-Marie Croteau, BComm, BSc, MSc, PhD
  ASSOCIATE DEAN, PROFESSIONAL GRADUATE PROGRAMS:
  Stéphane Brutus, BA, MA, PhD
  ASSOCIATE DEAN, RESEARCH AND RESEARCH PROGRAMS:
  Harjeet Bhabra, BSc, MBA, PhD
  ASSOCIATE DEAN, UNDERGRADUATE PROGRAMS, ACADEMIC AND STUDENT AFFAIRS:
  George K. Kanaan, BAdmin, MAcc, PhD

INTERIM DEAN, ENGINEERING AND COMPUTER SCIENCE:
Christopher W. Trueman, PhD, ing.
  ASSOCIATE DEAN, ACADEMIC AFFAIRS:
  Rama Bhat, PhD, ing.
  ASSOCIATE DEAN, RESEARCH AND GRADUATE STUDIES:
  Catherine N. Mulligan, PhD, ing.
  ASSOCIATE DEAN, STUDENT ACADEMIC SERVICES:
  Radu G. Zmeureanu, PhD, ing.
  ASSOCIATE DEAN, ACADEMIC PROGRAMS AND UNDERGRADUATE ACTIVITIES:
  Ali Akgunduz, PhD, PEng
DEAN, FINE ARTS:
Catherine Wild, BFA, MFA

ASSOCIATE DEAN, PLANNING AND ACADEMIC FACILITIES:
Ana Cappelluto, BFA, MEd

ASSOCIATE DEAN, RESEARCH:
Haidee Wasson, BA, MA, PhD

ASSOCIATE DEAN, ACADEMIC AND STUDENT AFFAIRS:
Mark Sussman, BA, MA, PhD

DEAN, SCHOOL OF EXTENDED LEARNING:
Brian Lewis, BA, MA, PhD

DIRECTOR, CONTINUING EDUCATION:
T.B.A.

DIRECTOR, STUDENT TRANSITION CENTRE:
David Gobby, BA, MA

COORDINATOR-RESEARCHER, QUEBEC ENGLISH-SPEAKING COMMUNITIES RESEARCH NETWORK:
Lorraine O'Donnell, BA, MA, PhD

INTERIM UNIVERSITY LIBRARIAN:
Guylaine Beaudry, BA, MLIS, PhD

DIRECTOR, CENTRE FOR TEACHING AND LEARNING SERVICES:
Olivia Rovinescu, BA, MA

PRESIDENT, CONCORDIA TEACHER EDUCATION COUNCIL:
Richard F. Schmid, BA, MA, PhD

DIRECTOR, INSTITUTE FOR CO-OPERATIVE EDUCATION:
Gerry Hughes, BComm

Office of the Vice-President, Research and Graduate Studies

VICE-PRESIDENT, RESEARCH AND GRADUATE STUDIES:
Graham Carr, BA, MA, PhD

ASSOCIATE VICE-PRESIDENT, STRATEGY AND OPERATIONS, RESEARCH AND GRADUATE STUDIES:
Justin Powolowski, BSc, PhD

ASSOCIATE VICE-PRESIDENT, INTERNATIONAL, RESEARCH AND GRADUATE STUDIES:
William W. Cheaib, LLM

DIRECTOR OF ADMINISTRATION, RESEARCH AND GRADUATE STUDIES:
Heather Adams-Robinette, BA

DEAN, SCHOOL OF GRADUATE STUDIES:
Paula Wood-Adams, BSc, MEng, PhD

ASSOCIATE DEAN, ACADEMIC PROGRAMS AND DEVELOPMENT, SCHOOL OF GRADUATE STUDIES:
Vivek Venkatesh, BSc, MAEdTech, PhD

ASSOCIATE DEAN, RECRUITMENT AND AWARDS:
Bradley Nelson, BA, BSc, MA, PhD

ASSOCIATE DEAN, STUDENT AFFAIRS, POSTDOCTORAL STUDIES:
Luca Caminati, BA(LAUREA), PhD

INTERIM DIRECTOR, CONCORDIA INTERNATIONAL:
Andrew Lang, BA, MA

DIRECTOR, LÉONARD AND BINA ELLEN ART GALLERY:
Michèle Thériault, BA, BA, MA

SCIENTIFIC DIRECTOR, PERFORM CENTRE:
Louis Bherer, BA, MA, PhD

CHIEF ADMINISTRATIVE OFFICER, PERFORM CENTRE:
Kevin Little, BSc, PhD, CSAP

Office of the Vice-President, Development and External Relations and Secretary-General

VICE-PRESIDENT, DEVELOPMENT AND EXTERNAL RELATIONS AND SECRETARY-GENERAL:
Me Bram Freedman, BA, BCL, LLB

DIRECTOR:
Enza De Cubellis, BA

GENERAL COUNSEL:
Me Frederica Jacobs, BCL, LLB

DIRECTOR, BOARD AND SENATE ADMINISTRATION:
Danielle Tessier, LLB

DIRECTOR OF RECORDS MANAGEMENT AND ARCHIVES:
Marie-Pierre Aubé
DIRECTOR, TRANSLATION SERVICES:
T.B.A.

DIRECTOR AND SENIOR ADVISOR, RIGHTS AND RESPONSIBILITIES:
Louise J. Shiller, MEd

OMBUDSPERSON:
Kristen Robillard, BA, MSS, MLSP

ASSOCIATE VICE-PRESIDENT, ADVANCEMENT AND ALUMNI RELATIONS:
Dominique McCaughey, BA, MA, BCL, LLB

EXECUTIVE DIRECTOR, ADVANCEMENT SERVICES:
Gilbert Tordjman, CGA

DIRECTOR, ADVANCEMENT COMMUNICATIONS:
Sylvain-Jacques Desjardins, BA

PRINCIPAL DIRECTOR, SPECIAL INITIATIVES:
Joseph Capano, BComm

DIRECTOR, EVENTS AND SPONSORSHIPS:
Sharon J. Fraenkel, BSc

DIRECTOR, ANNUAL GIVING:
Brad Skog, BA

SENIOR DIRECTOR, ALUMNI RELATIONS:
T.B.A.

PRINCIPAL DIRECTOR OF DEVELOPMENT, FACULTY OF ARTS AND SCIENCE:
Francine Levi, BA

PRINCIPAL DIRECTOR OF DEVELOPMENT, FACULTY OF ENGINEERING AND COMPUTER SCIENCE:
Suzanne Bélanger, BA, MBA, MA, CFRE

PRINCIPAL DIRECTOR OF DEVELOPMENT, FACULTY OF FINE ARTS:
Danièle Lavoie

PRINCIPAL DIRECTOR OF DEVELOPMENT, JOHN MOLSON SCHOOL OF BUSINESS:
Joseph Capano, BComm

DIRECTOR, PLANNED GIVING:
Silvia Ugolini, BCL, LLB

Office of the Vice-President, Services

VICE-PRESIDENT, SERVICES:
Roger Côté, BA, MEd

MANAGER, ADMINISTRATIVE SERVICES:
Denise Karelis

ASSOCIATE VICE-PRESIDENT, FACILITIES MANAGEMENT:
Peter Bolla, BEng, MBA

ASSOCIATE VICE-PRESIDENT, HUMAN RESOURCES:
Carolina Willsher, BA, CHRP

ASSOCIATE VICE-PRESIDENT, INFORMATION SYSTEMS AND CHIEF INFORMATION OFFICER:
Marc Denoncourt, MScA

EXECUTIVE DIRECTOR, BUDGET PLANNING AND BUSINESS DEVELOPMENT:
Sabrina Lavoie, CPA, CA

DIRECTOR, ENVIRONMENTAL HEALTH AND SAFETY:
Pietro Gasparrini, BSc, MSc(A), C.I.H.

DIRECTOR, SECURITY:
Jacques Lachance, BGen(R)

Office of the Chief Financial Officer, Financial Services

CHIEF FINANCIAL OFFICER:
Patrick L. Kelley, BS

CONTROLLER:
Daniel Therrien, BAA, CPA, CA

SENIOR DIRECTOR, FINANCIAL PLANNING AND BUDGETS:
Rose Bloom, BComm, CPA, CA

UNIVERSITY TREASURER, OFFICE OF THE TREASURER:
Marc Gauthier, CPA, CMA
13.1 ADMISSION TO CONCORDIA UNIVERSITY

13.2 DEFINITIONS

13.3 ADMISSION REQUIREMENTS
13.3.1 Applicants from Quebec Institutions
13.3.2 Applicants from Other Canadian Provinces
13.3.3 Transfers from Other Universities
13.3.4 Transfers from Other Post-Secondary Institutions
13.3.5 Transfer Credits and Exemptions
13.3.6 Applicants from Outside Canada
13.3.7 Former Concordia Students

13.4 LANGUAGE PROFICIENCY

13.5 APPLYING FOR ADMISSION
13.5.1 Application Fee
13.5.2 Deadlines
13.5.3 International Applicants

13.6 SPECIAL ADMISSIONS
13.6.1 Mature Students
13.6.2 Visiting Students
13.6.3 Independent Students
13.6.4 Complementary University Credit Certificate Students
   (School of Extended Learning)
13.6.5 Senior Students

13.7 REQUIRED DOCUMENTS
13.7.1 All Applicants
13.7.2 Permanent Code

13.8 SELECTION PROCESS AND NOTIFICATION
13.8.1 Conditional Admission
13.8.2 Confirmation Fee
13.8.3 Registration
13.1 ADMISSION TO CONCORDIA UNIVERSITY

The University gives fair consideration to all applicants and informs them of its decisions and the basis for such decisions within a reasonable period of time. Concordia has a long tradition of service to adult and part-time students. Basic information on admission requirements and procedures is included in this Calendar. More detailed information can be found in the Undergraduate Program Guide and at the Concordia website.

In keeping with general principles accepted by Quebec universities, admission to Concordia University is open to qualified applicants in the program of their choice. In programs with limited enrolments, not all qualified applicants can be accepted. In such cases, the University accepts those with the strongest qualifications and demonstrable potential. Qualified applicants not admitted to their preferred program are automatically considered for their second-choice program.

Applicants should submit an application through the Concordia website: concordia.ca.

There is a single processing centre to which all admission-related documents should be mailed:

Concordia University
Admissions Application Centre
P.O. Box 2900
Montreal, Quebec
H3G 2S2
13.2 DEFINITIONS

The Academic Year
The academic year begins with a summer session (May to August) followed by a regular session (September to April). The summer session includes all courses offered between the beginning of May and the end of August. The regular session is divided into a fall term (September to December) and a winter term (January to April), each 15 weeks long. Terms include an examination period, during which any final examination must be held. The Academic Calendar §11 lists precise dates for the beginning and end of classes and examination periods.

Exemption
A student may be exempted from a Concordia course based on previous study or a challenge exam. An exemption from a course has no credit value towards a degree or certificate. Exemptions from required courses may be granted in cases where students have already covered the work at any institution with an appropriate level of performance. Any such courses may be replaced with courses chosen in consultation with their advisors. Students who complete a course for which an exemption has been granted will not be permitted to retain the credits unless they have been granted prior approval from the Faculty, School of Extended Learning, and/or departmental advisor.

Sequence of Courses
- Prerequisite
  Course A is a prerequisite of Course B when "A" must be taken and successfully completed before taking "B." Students may be deregistered from a course until its prerequisite course(s) has been successfully completed.
- Co-requisite
  Course A is a co-requisite of Course B when "A" must be taken in the same academic term as "B," unless it has already been successfully completed. Students may be deregistered from Course B if they are not concurrently registered in the co-requisite Course A.

Residence Requirement
This refers to the minimum number of credits which must be taken at Concordia University to obtain a degree or certificate awarded by the University.

Transfer Credits
Transfer credits are credits for courses taken at another institution (or in another Concordia program) which may be transferred towards a Concordia degree or certificate. Concordia courses transferred from an incomplete degree or certificate program or from independent studies will have the credits transferred as well as the corresponding grade provided a grade of C- or better has been achieved. Concordia courses transferred from a completed degree or certificate will have the credits transferred but will not include the corresponding grades. Courses from another institution with a grade of C- or better (or equivalent) may have the credits transferred, if deemed appropriate, but will not include the corresponding grades. Students who repeat a course for which transfer credits have already been awarded will not be permitted to retain the credits unless they have been granted prior approval from the Faculty, School of Extended Learning, and/or departmental advisor.

Student Type
- Extended Credit Program Students
  Students registered in an extended program, normally requiring 30 credits in addition to the regular requirements, designed for students entering from secondary institutions outside Quebec. (See relevant Faculty section.)
- Independent Students
  Students not seeking a degree or certificate.
- Mature Students
  Undergraduate students who do not meet regular academic admission requirements and have been admitted on the basis of their age, experience, and potential.
- Undergraduate Students
  Students registered in an undergraduate degree or certificate program, whether on a full-time or part-time basis. See §16.1.2 for a definition of full-time and part-time study.
- Visiting Students
  Undergraduate students from other universities who have written approval from their home university to take courses at Concordia University, or students currently registered in certain certificate programs sponsored by external associations (e.g. programs related to the John Molson School of Business).

13.3 ADMISSION REQUIREMENTS

13.3.1 Applicants from Quebec Institutions

Quebec applicants must have successfully completed a two-year pre-university program in a Cegep and qualify for a Diploma of Collegial Studies (DEC) or the equivalent. Applicants who have completed a three-year professional program in a Cegep or have obtained a French or International Baccalaureate are also eligible for consideration.
Cegep records of applicants must include the successfully completed prerequisites of the Concordia degree program for which they are applying. These programs and admission requirements “profiles” are listed in:

• The programs and admission requirements listed under each Faculty section and the School of Extended Learning,
• The Undergraduate Program Guide,
• The Concordia website.

Students admitted to a particular program at the University and who subsequently wish to change to another program may have to complete specific prerequisites in addition to their regular program requirements.

13.3.2 Applicants from Other Canadian Provinces

When applying to a Faculty program, graduates of secondary schools in Canadian provinces and territories other than Quebec are considered for admission to the Extended Credit Program (ECP) at Concordia. The ECP requires completion of 30 credits in addition to the regular requirements. The duration of a degree program is normally four years. The BEng, BA (Early Childhood and Elementary Education), BEd (TESL), BSc (Exercise Science/Athletic Therapy), and BFA (Specialization in Art Education) will generally require five years of full-time study to complete.

To be considered for admission, students must have successfully completed prerequisites of the Concordia degree program for which they are applying. The specific admission requirements are listed in the Undergraduate Program Guide and on the Concordia website.

Students admitted to a particular program at the University and who subsequently wish to change to another program may have to complete specific prerequisites in addition to their regular program requirements.

13.3.3 Transfers from Other Universities

Each transfer application is considered on its merits. The number of transfer credits granted depends on the character, quality, and quantity of the work completed at the accredited institution. In allowing transfer credits, some special conditions apply:

1. Students will not be given credit for courses taken in another university during the same academic term in which they have registered for courses at Concordia University, unless special permission has been obtained in advance from this University.
2. To earn an undergraduate degree, students must take a minimum of 45 credits at Concordia University. These should be the last 45 credits. The BEng, BA (Early Childhood and Elementary Education), BEd (TESL), BSc (Exercise Science/Athletic Therapy), and BFA (Specialization in Art Education) require 60 credits at Concordia.
3. Students transferring to Concordia after having failed to achieve a satisfactory record at any university must take a minimum of 60 additional credits at Concordia.
4. At least 50 per cent of the degree credits for honors, specializations, majors, options, or minors must be taken at Concordia. Individual Faculties determine the precise proportion.
5. Students who already have an undergraduate degree may undertake a second undergraduate degree, subject to the conditions below. (Before registering, such students should consider whether their purpose might be better served by taking a graduate degree, diploma, or certificate program.) To obtain a second undergraduate degree, students must:
   a) register in a program with a higher concentration than a minor, and
   b) complete at least two-thirds of the credits normally required for the second degree in courses other than those credited to the first degree — for example, a minimum of 60 credits must be completed when the normal requirement is 90 credits, and
   c) complete at least 36 credits in the new field of concentration.

Further detailed information is available in §16.1.3 and §16.1.7 of this Calendar.

13.3.4 Transfers from Other Post-Secondary Institutions

Each transfer application is considered on its merits. Credits from junior colleges, community colleges, or colleges of applied arts and technology outside Quebec will, in general, be given the same recognition towards undergraduate programs as they receive in their respective provinces.

13.3.5 Transfer Credits and Exemptions

Transfer credits are credits for courses taken at another institution (or in another Concordia program) which may be transferred towards a Concordia degree or certificate. The respective Faculty assesses all requests for transfer credits. Concordia courses transferred from an incomplete degree or certificate program or from independent studies will have the credits transferred as well as the corresponding grade provided a grade of C- or better has been achieved. Concordia courses transferred from a completed degree or certificate will have the credits transferred but will not include the corresponding grades. Courses from another institution with a grade of C- or better (or equivalent) may have the credits transferred, if deemed appropriate, but will not include the corresponding grades.

An exemption from a course has no credit value towards a degree or certificate. Exemptions from required courses may be granted in cases where students have already covered the work at any institution, with an appropriate level of performance. Any such courses may be replaced with courses chosen in consultation with their advisors. Students cannot retain credits for a repeated course or a course in which any exemption has been granted, unless they have been granted prior approval from the Faculty and/or departmental advisor.
13.3.6 Applicants from Outside Canada

In general, candidates who have completed the level of education required for admission to university in their home country and have achieved good grades are eligible to apply for admission. Further information regarding international admission requirements is available in §19.

13.3.7 Former Concordia Students

Former Concordia students who have been absent from Concordia may be required to submit a new application for admission. Students are advised to contact the Office of the Registrar for information on the correct procedure. Students may have to resubmit proof of legal status in Canada and Quebec resident status after an absence of more than 12 months (see §13.7 for required documents). Normally,

- Students who, during their absence from Concordia, attended another institution and attempted at least 12 credits, must submit a new application and make arrangements to have an official transcript sent to the Admissions Application Centre. Transfer credits will be assessed as part of the admissions process. If fewer than 12 credits have been attempted or if attendance at another institution was based exclusively on a letter of prior approval from the Faculty Student Request Committee, a new application would normally not be required. Students may, however, be eligible for transfer credits for the work completed during their absence.

- Students who officially withdrew from Concordia University and who wish to return to study must submit a new application. If they have attended another institution during their absence, they must also make arrangements to have an official transcript sent to the Office of the Registrar. Transfer credits will be assessed as part of the admissions process.

- Students in the Faculty of Arts and Science who have been absent from their program for nine consecutive terms or more will be withdrawn from their program and must meet with an academic advisor before reinstatement into the program.

- Students in the John Molson School of Business who have been absent from their program for six consecutive terms or more will be withdrawn from their program and must meet with an academic advisor before reinstatement into the program.

- Students in the Faculty of Engineering and Computer Science who have been absent from their program for six consecutive terms or more will be withdrawn from their program and must submit a new application for admission through the Concordia website.

- Students in the Faculty of Fine Arts who have been absent from their program for nine consecutive terms or more will be withdrawn from their program and must meet with an academic advisor before reinstatement into the program.

- Students in the School of Extended Learning who have been absent from their program for nine consecutive terms or more will be withdrawn from their program and must meet with an advisor in the Student Transition Centre before reinstatement into the program.

The respective Faculty assesses all requests for transfer credits. Further detailed information is available in §13.3.3, §16.1.3 and §16.1.7 of this Calendar.

13.4 LANGUAGE PROFICIENCY

While the language of instruction at Concordia is English, most assignments and examinations may be submitted in French. Students whose first language is not English must demonstrate language proficiency prior to their admission to Concordia. They will ordinarily be exempt from pre-admission English tests if they have completed any of the following criteria:

- The last four years of high school studies in Quebec and the DES (Secondary V);
- Both Secondary V and the Diploma of Collegial Studies (DEC) in Quebec;
- The Diploma of Collegial Studies (DEC) at an English Cegep in Quebec;
- A minimum of three full years of study in an institution where the sole language of instruction is English;
- Four full years of study in Canada in French at the secondary-school level immediately prior to graduating;
- The course Group 1 English (Language A: Literature, Language A: Language & Literature, or Literature & Performance) (Higher or Standard level) in the International Baccalaureate (IB);
- The American or British Option internationale du baccalauréat (OIB) of the French Baccalauréat;
- IGCE English Language, English as a Second Language or First Language English with a grade of “C” or better;
- The Advanced 2 level of the English Language Intensive Program (ELIP) at Concordia University’s School of Extended Learning with a final grade of 70% or higher.

If none of these criteria fits, a student whose first language is other than English must write a pre-admission English test. Proof of proficiency in English must be provided by achieving the appropriate score on one of the following:

- Test of English as a Foreign Language (TOEFL);
- University of Michigan English Language Assessment Battery (MELAB);
- International English Language Testing System (IELTS);
- Canadian Academic English Language Assessment (CAEL);
- Cambridge Certificate of Proficiency in English (CPE) and Certificate in Advanced English (CAE).

For information on the minimum scores required please consult the Undergraduate Program Guide or the Concordia website. Test results must be reported directly to the Admissions Application Centre by the test centre. Results more than two years old will not be accepted as proof of language proficiency. In all cases, the University reserves the right to require a proficiency test if it is deemed necessary.
13.5 APPLYING FOR ADMISSION

Students should submit an application through the Concordia website at concordia.ca. Students are encouraged to apply for admission as early as possible to allow sufficient time for the evaluation of their application. This is especially true for applicants from outside Canada. Supporting documents must be submitted at the time of application or as soon afterwards as they become available.

Applicants must state their full academic history on their application for admission or risk cancellation of their admission or registration. No transfer credit will be awarded retroactively for former studies not reported in the application.

13.5.1 Application Fee

There is a $100 (Canadian) application fee required with every application, payable to Concordia University by certified cheque, money order, MasterCard, Visa, American Express or debit card (Interac). Applicants from outside Canada may pay this fee by international money order or draft drawn on a Canadian bank in Canadian funds.

This application fee is not refundable under any circumstances, nor can it be used towards tuition. It is not transferable to a session other than that for which the student is applying.

13.5.2 Deadlines

September is the normal point of entry to full-time and part-time studies. Entry in January is limited to certain programs. Students should refer to the admissions information within the relevant Faculty section, in the Undergraduate Program Guide, or on the Concordia website.

March 1 and November 1 are the application deadline dates normally set for the fall and winter terms respectively. However, candidates are encouraged to submit their applications well before the start of term to allow sufficient time for evaluation and notification. Candidates applying from outside of Canada should submit their applications by February 1 for September entry and September 1 for January entry.

13.5.3 International Applicants

While the normal entry period for International students from outside Canada is September, Faculties may also consider them for January admission. The Faculty of Arts and Science, the John Molson School of Business, and the Faculty of Engineering and Computer Science have implemented a rolling international admissions process whereby a student whose application becomes complete too late to be considered for a given session will automatically be considered for the next entry date. Please note that there is no rolling admission for Fine Arts.

13.6 SPECIAL ADMISSIONS

13.6.1 Mature Students

Mature students are undergraduates who have not met the regular academic admission requirements (e.g. completion of a DEC or equivalent), but have been admitted on the basis of age, experience, and potential. Mature students may study full-time or part-time.

Information on Mature Entry is contained in §14.

13.6.2 Visiting Students

Visiting students are undergraduate students from other universities who have written approval from their home university to take courses at Concordia University, or they are students currently registered in certain certificate programs sponsored by external associations. These students may apply for Visiting student status by contacting the Birks Student Service Centre. The granting of such status in no way guarantees a student a place in a course.

1. Students from other Quebec universities who wish to take courses at Concordia must complete a web-based Inter-University Exchange Authorization form at crepuq.qc.ca. Additional information is available in §16.1.7.

2. Undergraduate students from other universities outside the province of Quebec who wish to take courses at Concordia must submit a letter of permission from the registrar of their home university and Canadian citizenship/permanent residency documents or Quebec Acceptance Certificate (CAQ) and Study Permit. Visiting students who are Canadians or permanent residents may be eligible to pay Quebec rates of tuition upon submission of proof of Quebec residency in accordance with government criteria (see §13.7).

3. Students who wish to register in certificate programs sponsored by external associations must submit proof of membership in the association and citizenship documents. Visiting students who are Canadians or permanent residents may be eligible to pay Quebec rates of tuition upon submission of proof of Quebec residency in accordance with government criteria (see §13.7).
13.6.3 Independent Students

Concordia University allows individuals to register as Independent students — students who can take individual courses but are not registered in a degree program — if they satisfy the admission requirements. Canadian citizens and permanent residents can qualify for admission by providing proof of being over 21 years of age as of May 15 for the summer session, September 15 for the fall term or January 15 for the winter term OR providing proof of meeting the minimum academic requirements for entry to the University. International students must be academically eligible for University entrance. Independent students may register for a maximum of 18 credits a year, equally divided between fall and winter terms; their Independent status in no way guarantees them a place in a given course. International Independent students are required to register for a minimum of 12 credits each fall and winter term according to Immigration Quebec rules. Independent students are admitted through Enrolment Services and will subsequently receive academic advising through the Student Transition Centre. Students who wish to enter a degree or certificate must submit a formal application. Credits acquired as an Independent student may be applied towards the degree or certificate if applicable. In the case of the Faculty of Arts and Science, a maximum of 30 credits earned in the Independent status may be transferred towards a degree.

13.6.4 Complementary University Credit Certificate Students (School of Extended Learning)

Complementary University Credit certificate students are students who satisfy the minimum entry requirements to the University and who have been admitted by either satisfying the previously stipulated undergraduate program admission requirements or have been admitted on the basis of age, experience, and potential. Complementary University Credit certificate students may study full-time or part-time. Information on Complementary University Credit certificates is contained in §21.

13.6.5 Senior Students

Concordia University is committed to lifelong learning and community service. Seniors at Concordia either take credit courses in a program or as Independent students. They can also choose to audit courses on a non-credit basis through the Senior Audit program administered by the Student Transition Centre. Students aged 55 and over who wish to attend undergraduate courses primarily in the Faculty of Arts and Science for personal interest rather than for credit, may register to audit courses. Though not required to write class assignments or final examinations, they participate in every other aspect of the courses. Senior Audit students pay significantly reduced fees. For more information, call 514-848-2424, ext. 3983. If seniors wish to pursue an undergraduate program or take courses as Independent students for credit, they may do so at the regular tuition fees. Some assistance through the William Schiff Scholarship is possible for those 55 or over. Applications and information may be obtained at the Financial Aid and Awards Office.

13.7 REQUIRED DOCUMENTS

Proof of Canadian Citizenship or Permanent Residency

All applicants must provide documentary proof of their status in Canada. Applicants who have been accepted by the University and who have not provided this proof of status will automatically be charged the higher International tuition fees. To provide proof of Canadian citizen/permanent resident status, applicants must submit a photocopy to the Admissions Application Centre of one of the following documents:

- Canadian Birth Certificate;
- Quebec Birth Certificate issued by the Quebec Directeur de l’état civil with the mention “Certified” or “certifié conforme”;
- Canadian Citizenship Card (both sides);
- Canadian Citizenship Certificate;
- Permanent Resident Card (both sides) or IMM 5292 or IMM 5688;
- Certificate of Indian Status Card (both sides).

The following documents are not acceptable:

- Driver’s Licence;
- Medicare Card;
- Social Insurance Number Card;
- Quebec Baptismal Certificate.

In case of a discrepancy in information provided, the University reserves the right to ask students to provide additional documentation to verify their legal name.

Proof of Quebec Residency (Applicable to Canadian Citizens and Permanent Residents)

The University will endeavour to establish Quebec residency status for applicants from Quebec Cegeps by importing Quebec resident status data electronically from government files based on their “permanent code.” Other Canadian citizens and permanent residents must present proof of Quebec residency. Students who have not provided such evidence are automatically charged non-Quebec resident fees.
To prove Quebec residency, applicants must supply the Office of the Registrar with an original or a legible photocopy of one of the following documents:

- A “certified” birth certificate issued after January 1, 1994 by the Government of Quebec (regardless of place of birth), which does not contain the notation “Émis en vertu de l’article 137 du Code Civil”;
- A current Canadian passport clearly indicating a place of birth in Quebec;
- A Certificat de sélection du Québec (CSQ) or an official letter from the Ministère des Communautés culturelles et de l’immigration du Québec attesting that the student is the holder of a CSQ;
- A loan certificate issued by l’Aide financière aux études du ministère de l’Enseignement supérieur, de la Recherche, de la Science et de la Technologie for the current year.

In addition, the student may fit into one of a number of other approved government categories. Among the categories recognized by the Government are:

- A student adopted by a person with residency status in Quebec at the time of the adoption;
- A student, one of whose parents resides in Quebec;
- A student who has resided in Quebec for at least 12 months before becoming a full-time student;
- A student who came to Canada as a permanent resident without a Certificat de sélection du Québec (CSQ) but has resided in Quebec for at least three months without having lived elsewhere for more than three months since landing in Canada;
- A student whose spouse qualifies under these criteria as a Quebec resident.

Students who had Quebec resident status at Concordia in the past may have to renew their Quebec resident status after an absence of more than one year.

If, upon acceptance to a University program, proof of Quebec residency has not been established, students must apply for Quebec residency on the student portal at myconcordia.ca and submit the required documentation by the deadline for the term in question. Details can be found at concordia.ca/admissions/系tuion-fees/quebec-residency. Quebec resident status may not be granted retroactively.

13.7.1 All Applicants

Academic Documents
Applicants must submit all secondary and post-secondary academic records. In order for their admission to be finalized, they must ensure that an official transcript is forwarded directly to the Admissions Application Centre by all of the institutions which they have attended.

With their application, students currently enrolled at an institution must include results from all previous terms together with a list of courses in progress. They must arrange for an official transcript with the results of the final semester to be forwarded as soon as possible once they have been admitted. All documents must be originals or appropriately certified copies. Uncertified copies are not acceptable; neither are records transmitted by fax. Transcripts in a language other than English or French must be accompanied by a certified translation. If the transcript does not detail the subjects and the grades, a certified statement of these from an authorized official of the institution should also be included.

The above procedure whereby institutions send official transcripts directly to Concordia University is the normal method for receipt of official transcripts. However, in order to accelerate the review of their file, students may submit official transcripts in sealed envelopes along with their application, subject to the following procedures: applicants are to request each previous educational institution to provide them with a copy of their official transcript, sealed in an envelope which bears the name and address of the school, the institutional logo (if applicable), a notice on the envelope stating that it contains official transcripts, and a signature/signature stamp/ explanatory label placed across the seal of the envelope. The sealed-envelope transcript method may be used only for transcripts issued by institutions in North America.

NOTE: All required documents received by Concordia University become the property of the University. Official documents and/or transcripts will not be returned to the applicant and will be destroyed after three years.

13.7.2 Permanent Code

The Ministère de l’Enseignement supérieur, de la Recherche, de la Science et de la Technologie requires all registered students to have a “permanent code” (a unique identifying number) which is assigned by the Ministry. Students who already have a permanent code must enter it on their application form.

For students who have attended or are currently attending Cegep in Quebec, Concordia University will automatically obtain the required Cegep record electronically from CREPUQ (Conférence des recteurs et des principaux des universités du Québec) by using their permanent code.

13.8 SELECTION PROCESS AND NOTIFICATION

13.8.1 Conditional Admission

Applicants seeking admission to undergraduate programs may be granted conditional admission on the basis of available academic records, including interim results for the current year. Final admission is contingent upon a student’s successfully completing all the academic admission requirements and meeting all conditions as stated in the conditional offer of admission issued by the University.
13.8.2 Confirmation Fee

Applicants who have been granted admission or conditional admission to full-time studies or to certain part-time programs are required to submit a $100 (Canadian) confirmation deposit to confirm their intention to attend the University. This non-refundable confirmation deposit is applied towards tuition fees.

Applicants who receive a conditional offer of admission, but who are ultimately denied admission because they have not completed the minimum academic requirements for entrance, will receive a refund of their confirmation deposit upon request.

13.8.3 Registration

Complete information regarding registration is available at myconcordia.ca.
Mature Entry

14.1 ADMISSION AS A MATURE STUDENT

14.2 PROGRAM REQUIREMENTS
   14.2.1 Faculty of Arts and Science
   14.2.2 John Molson School of Business
   14.2.3 Faculty of Engineering and Computer Science
   14.2.4 Faculty of Fine Arts
   14.2.5 School of Extended Learning

14.3 ASSISTANCE
Concordia University has a long history of making education accessible to men and women of all ages and academic backgrounds. Through Mature Entry, those lacking the regular pre-university requirements can still earn university degrees and certificates.

**14.1 ADMISSION AS A MATURE STUDENT**

At Concordia, the term “Mature Entrants” is used to designate students aged 21 and over who have not completed the normal academic admission requirements. The designation does not apply to adult applicants whose academic background qualifies them for regular admission.

Students apply for admission to particular programs within one of the four Faculties of the University. In every respect, with the exception of the 18-credit requirement, Mature Entrants at Concordia are treated as regular undergraduates and are expected to meet the same standards before graduating.

The admission of applicants for Mature Entry is subject to the following conditions:

1. Applicants must have reached the age of 21 by August 1 for the September term, December 1 for the January term, or April 1 for the May term in any given year;
2. Although not meeting the normal academic requirements for admission (Québec Diplôme d’études collégiales or the equivalent), applicants must satisfy the University that they have the potential to undertake undergraduate courses; those who have the Québec Diplôme d’études collégiales or the equivalent should contact the Office of the Registrar and their respective Faculty regarding their admission;
3. Applicants must have been out of school — that is not engaged in full-time study — for at least 4 months since attaining the age of 18. Applicants who have been out of school for only 4 months are also admissible provided that they have had no unfavourable academic record in the previous 24 months;
4. Applicants must be Canadian citizens or permanent residents (landed immigrants). Applicants must submit proof of citizenship and age, together with school records and any material which may indicate ability to pursue university studies. Applicants are expected to arrange for official transcripts of all their previous studies to be sent directly to Concordia;
5. In all programs, some students may require courses in English as a Second Language, as determined by language proficiency testing. See §13.4 of this Calendar regarding language proficiency testing.

**14.2 PROGRAM REQUIREMENTS**

Normally, Mature Entrants without any Diplôme d’études collégiales (DEC) or equivalent must complete at least 18 additional credits of preparatory or complementary courses. These additional credits are intended to help them to prepare for their subsequent studies. Students with a partial DEC or equivalent may be awarded transfer credits for some of the additional 18 credits.

When selecting courses to fulfill the additional credit requirements, Mature students are required to consult with advisors at the Student Transition Centre. When selecting program courses, all students are required to consult with their program advisor. Students in the Faculty of Engineering and Computer Science are required to consult only with their Faculty program advisors.

**14.2.1 Faculty of Arts and Science**

For most BA programs, there are no specific program prerequisites. Therefore, within the initial 18 credits, students are encouraged to take courses which will broaden their educational background or help them develop study skills.

Consultation with the Student Transition Centre is encouraged in the choice of the 18 additional credits required for the degree or certificate.

**Arts**

The programs listed below have specific prerequisites which will take up some or all of the initial 18 credits.

- **Community Service (Certificate)**
  - AHSC 230\(^1\), 232\(^2\), 270\(^2\); ENGL 212\(^2\); 6 credits in the social sciences chosen in consultation with the program advisor.

- **Economics (BA)**
  - MATH 209\(^3\)
  - NOTE: Students may need one or more of MATH 200\(^3\) and MATH 206\(^3\).

- **Early Childhood and Elementary Education or BEd (TESL)**
  - NOTE: Mature students wishing to apply to Early Childhood and Elementary Education or the BEd (TESL) must complete 18 credits prior to applying for entry:

- **Family Life Education (Certificate)**
  - AHSC 220\(^1\), 230\(^2\), 232\(^2\); ENGL 212\(^2\); 6 credits in the social sciences chosen in consultation with the program advisor.
Therapeutic Recreation, Specialization (BA)

BIOL 200 or 201 or 202

Mathematics (BA)

MATH 203, 204, 205

NOTE: Students may need one or more of MATH 200 and MATH 201.

NOTE: Students not having MATH 202 or the equivalent must include it in their 18 credits.

Psychology (BA)

PSYC 200, BIOL 201 or 202; 3 credits in Mathematics (in preparation for statistics) chosen in consultation with the Student Transition Centre.

Science

For those Mature Entry students pursuing a degree in Science, the following courses must be included within their 108-credit requirement:

6 credits in Chemistry: CHEM 205, 206
9 credits in Mathematics: MATH 202, 203, 205
8 credits in Physics: PHYS 204, 205, 224, 225

Additional requirements for programs in the following departments:

Biology and Psychology: BIOL 201, PHYS 206, 226
Chemistry: PHYS 206, 226, and BIOL 201
Biochemistry: PHYS 206, 226, and BIOL 201
Environmental Geography: PHYS 206, 226, and BIOL 201
Environmental Science: PHYS 206, 226, MATH 204 and BIOL 201
Exercise Science: PHYS 206, 226, and BIOL 201
Mathematics: MATH 204, PHYS 206, 226
Physics: PHYS 206, 226, and MATH 204

NOTE: Students must consult with advisors of the Student Transition Centre to determine the appropriate sequence of the above credits in the BSc degree.

*Students not having MATH 201, or the equivalent, must take it in place of one of their elective courses. Some students may also need MATH 200.

14.2.2 John Molson School of Business

Mature Entry — the 108-credit program

In addition to the 90-credit program, Mature Entry students will be required to complete the following 18 credits outside the offerings of the John Molson School of Business. Those credits are:

6 credits in MATH 208, 209
6 credits in ECON 201, 203
3 credits in BTM 200
3 additional elective* credits.

*These elective credits must be selected from outside the offerings of the John Molson School of Business.

NOTE: Students may need one or more of MATH 200 and MATH 206.

Requirements for certificate programs are listed with the program descriptions in §61 of this Calendar.

14.2.3 Faculty of Engineering and Computer Science

Engineering

Mature Entrants to the BEng degree, which requires the completion of a minimum of 120 credits, are also required to complete all outstanding required prerequisites in addition to their program. Prerequisite courses are as follows:

CHEM 205
MATH 202, 203, 204, 205
PHYS 204, 205

Six credits chosen from courses in the humanities and social sciences. ESL courses and courses that focus on the acquisition of a language may not be used to meet this requirement. Students should refer to §71.20.2 when selecting these courses.

NOTE: In all programs, students may need one or more of MATH 200 and MATH 201.

NOTE: Some students may require courses in English as a Second Language, as determined by language proficiency testing.

Computer Science

Mature Entry students accepted to the BCompSc must include in their degree program (minimum 108 credits) the following courses, depending upon their chosen option:

a) Computer Systems Option:

MATH 202, 203, 204, 205
PHYS 204, 205
CHEM 205

and six credits chosen from courses in the Humanities or Social Sciences in Section 71.20.2
b) Computation Arts Option:
   MATH 202, 203, 204, 205
   and six credits chosen in consultation with an academic advisor from the Department of Design and Computation Arts

   MATH 202, 203, 204, 205
   and six credits chosen from courses in the Humanities or Social Sciences in Section 71.20.2

Depending on the number of free electives in their option, Mature Entry Computer Science students may use up to a maximum of 24 credits of prerequisites (including the above courses) within the 108-credit program.

A maximum of six credits of prerequisites may be used within the regular 90-credit program.

NOTE: In all programs, students may need one or more of MATH 200 and MATH 201.

NOTE: Some students may require courses in English as a Second Language, as determined by language proficiency testing.

---

14.2.4 Faculty of Fine Arts

Mature Entry students wishing to pursue degree and certificate programs in the Faculty of Fine Arts must take 18 additional credits appropriate for entry into their ultimate area of concentration. These credits will be chosen with the approval of the Faculty and Student Transition Centre advisors.

14.2.5 School of Extended Learning

Mature Entry students wishing to pursue a Complementary University Credit (CUC) certificate offered by the School of Extended Learning may be required to complete additional courses (English proficiency, mathematics, computer literacy) in order to satisfy admission requirements. Students will be evaluated on these skills during the admission process and will be advised of any additional course requirements in their letter of admission. These courses will be chosen with the approval of the Student Transition Centre advisors.

Applicants seeking entry to a CUC certificate will be expected to demonstrate that they have some experience that is relevant to the field they are studying.

14.3 ASSISTANCE

Mature students accepted into the University must inform themselves of the specific requirements of their program and should meet with their program advisors in the Faculties. They may also benefit from the additional support available at the Student Transition Centre. (For more information on the Student Transition Centre, see §21.)
Tuition and Fees

Section 15
The University reserves the right to modify the published scale of tuition and other student fees without prior notice, at any time before the beginning of an academic term. The Tuition and Fees information and the authoritative document on tuition and other fees, and the University’s financial regulations, is available on the Concordia University website at concordia.ca/admissions/tuition-fees.
Academic Information: Definitions and Regulations

16.1 GENERAL INFORMATION
16.1.1 Academic Year
16.1.2 Credit System
16.1.3 Residence Requirements
16.1.4 Registration for Courses
16.1.5 Cancellation of Classes
16.1.6 Withdrawal
16.1.7 Studies at Other Universities
16.1.8 Student Request Committees
16.1.9 Graduation
16.1.10 Student Record
16.1.11 Transcript

16.2 CURRICULUM REGULATIONS
16.2.1 Modifications to Academic Programs and Regulations
16.2.2 Degree Regulations
16.2.3 Concentration Requirements
16.2.4 Writing Skills Requirement

16.3 EVALUATION, GRADING SYSTEM, EXAMINATIONS, AND PERFORMANCE REQUIREMENTS
16.3.1 Evaluation
16.3.2 Language of Instruction and Examinations
16.3.3 Grading System
16.3.4 Failing Grades and Administrative Notations
16.3.5 Administrative Notations “CUC,” “DEF,” “DISC,” “DNE,” “DNW,” “EREM,” “INC,” “MED,” “PEND,” “REPT,” “RPT,” “TREM,” “WRKT”
16.3.6 Late Completion of Courses with “INC” Notations — Procedures and Regulations
16.3.7 In Progress “IP” Notations — Procedures and Regulations — Faculty of Arts and Science
16.3.8 Deferred “DEF,” Medical “MED” Notations and Supplemental Examinations — Procedures and Regulations
16.3.9 Academic Re-evaluation
16.3.10 Examinations
16.3.11 Academic Performance
16.3.12 High Academic Achievement
16.3.13 Repetition of Courses

Section 16

37
16.1 GENERAL INFORMATION

The Calendar is an official University document defining academic programs and the regulations which pertain to them. It is accurate as of its publication date. The University Senate reserves the right to modify the academic programs and regulations at its discretion after the publication date of the Calendar. In addition, the University reserves the right to modify the published scale of tuition and other student fees at any time before the beginning of an academic term. The most current information is available from the Office of the Registrar and, for graduate programs, from the School of Graduate Studies. Moreover, the information contained in the Calendar or any other University document related to academic programs and regulations is subject to verification and correction by the Office of the Registrar and the School of Graduate Studies.

The regulations contained in this section apply to all students at the undergraduate level, whether they are enrolled in degree, certificate, or Qualifying program requirements are determined by those in effect in the year of the student’s admission. (See §6.)

b) The regulations concerning residence requirements and academic performance requirements are also governed by those in effect in the year of a student’s admission.

c) Determination of high academic achievement is governed by the most recent regulation in effect.

Students who were admitted before the current year should consult the appropriate Calendar and the Office of the Registrar or, for graduate programs, the School of Graduate Studies, for information on these regulations. Specific written permission must be obtained from the appropriate authority for exemption from any academic regulation. Students must have a valid ID card to access certain services.

16.1.1 Academic Year

The academic year begins with a summer session (May to August) followed by a regular session (September to April).

Summer Session:
The summer session includes all courses offered between the beginning of May and the end of August.

Regular Session:
The regular session is divided into a fall term (September – December) and a winter term (January – April), each 15 weeks long. Terms include an examination period, during which any final examination must be held. The Academic Calendar §11 lists precise dates for the beginning and end of classes and examination periods.
16.1.2 Credit System

In accordance with the recommendations of the Conseil des Universités du Québec, students' academic activity is measured according to the credit system. For the average student, each credit represents a minimum of 45 hours of academic activity, including lectures, tutorials, laboratories, studio or practice periods, examinations, and personal work.

I. FULL- AND PART-TIME STATUS

A student’s status is determined by the number of credits for which she or he is registered at the close of the tuition refund period, in the following way:

<table>
<thead>
<tr>
<th>Status</th>
<th>Full-Time*</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration for both fall and winter terms</td>
<td>24 credits or more</td>
<td>Less than 24 credits</td>
</tr>
<tr>
<td>Registration for fall term only</td>
<td>12 credits or more</td>
<td>Less than 12 credits</td>
</tr>
<tr>
<td>Registration for winter term only</td>
<td>12 credits or more</td>
<td>Less than 12 credits</td>
</tr>
<tr>
<td>Registration for the summer session</td>
<td>12 credits</td>
<td>Less than 12 credits</td>
</tr>
</tbody>
</table>

*NOTE: Students receiving Quebec loans and bursaries are advised that, according to the rules established by the Government of Quebec, they must maintain registration of 12 credits or more each term. For further information, see Financial Aid §8.6. For Quebec residency purposes, full-time and part-time are defined on a per-term basis. Courses with DISC notation are included in the calculation. For further information, see Proof of Quebec Residency §13.7.

II. CREDIT LOADS

Regular Session — Full-Time Status
Full-time students normally take 30 credits in each regular session. They may register for a maximum of 15 credits in each of the fall and winter terms. Engineering programs may require more than 30 credits. For information on Engineering credit loads, see §71.

Regular Session — Part-Time Status
Part-time students in all Faculties may register for a maximum of nine credits in each of the fall and winter terms.

Regular Session — Independent Status
Independent students may normally register for a maximum of nine credits in each of the fall and winter terms.

Summer Session
Any student, other than one in the Institute for Co-operative Education (§24) or the Faculty of Engineering and Computer Science (§71), may register for a maximum of 12 credits during the summer session.

16.1.3 Residence Requirements

Residence requirements define the number of credits which students working towards a Concordia University degree must take at the University itself.

1. Of the total number of credits required for an undergraduate degree, students must take a minimum of 45 credits, normally the last 45, at Concordia University. The BEng, BA (Early Childhood and Elementary Education), BEd (TESL), BSc (Exercise Science/Athletic Therapy), and BFA (Specialization in Art Education) require 60 credits, normally the last 60, at Concordia.

2. At least 50 per cent of the credits for honours, specializations, majors, minors or other concentrations must be taken at Concordia. The BComm and BAdmin programs also require that at least 50 per cent of the core courses be taken at Concordia.

3. Concordia University students who wish to include courses taken at another university within their residence requirements must obtain permission in advance. (See §16.1.7.)

4. Students who already have an undergraduate degree may undertake a second undergraduate degree, subject to the conditions below. (Before registering, such students should consider whether their purpose might be better served by taking a graduate degree, diploma, or certificate program.) To obtain a second undergraduate degree, students must:
   a) register in a program with a higher concentration than a minor, and
   b) complete at least two-thirds of the credits normally required for the second degree in courses other than those credited to the first degree — for example, a minimum of 60 credits must be completed when the normal requirement is 90 credits, and
   c) complete at least 36 credits in the new field of concentration.
5. An exception to 4b) above, is the BEd in TESL, for which students must complete at least half of the 120 credits required for the second degree in courses other than those credited to the first degree.

6. Any student who is accepted at Concordia University after failing or compiling an unsatisfactory record at another university, will generally be required to complete at least 60 credits.

16.1.4 Registration for Courses

Students select courses for each session (summer and fall/winter) prior to the start of classes.
- All newly admitted students will receive advising and registration information in the offer of admission letter.
- New Independent students can obtain registration information at the School of Extended Learning and in the online Independent Students Information Guide at concordia.ca/admissions/independent-students/registration.
- New Visiting students can obtain registration information in the online Registration Guide at concordia.ca/students/registration.
- Returning students in good standing can obtain registration information at myconcordia.ca.

Most students will be able to register for all their courses online at myconcordia.ca.

16.1.5 Cancellation of Classes

If no class cancellation notice is posted on the classroom door, classes are officially considered cancelled if an instructor is 15 minutes late for a 50-minute class, 20 minutes late for a 75-minute class, or 30 minutes late for longer classes.

16.1.6 Withdrawal

1. The Student’s Responsibilities

It is the student’s responsibility to meet all deadlines and follow all necessary steps to withdraw from a course or courses, or from the University. Not attending classes or informing an instructor of an intent to withdraw does not constitute official withdrawal. It is not mandatory for an instructor to provide students with any evaluation or feedback of their progress in a course before the withdrawal deadline. Students who do not properly withdraw before the published deadlines, and who do not complete assigned work, tests or exams, will receive failing grades.

2. Withdrawal from a Course or Courses

There are two different types of course withdrawal:
   a) DNE (Did Not Enter)
      The DNE withdrawal has no academic or financial impact on the student. The DNE’d course will be removed from the student’s academic record and no fees will be charged for that course. The DNE deadline is usually within the first two weeks of the term for fall and winter courses and within the first week for spring and summer courses. For exact dates, please refer to point 4. Withdrawal Deadlines.
   
   b) DISC (Discontinued)
      The DISC withdrawal notation remains on a student’s academic record and does not affect the student’s GPA. However, the student is financially responsible for the payment of all tuition and other fees pertaining to the course. The DISC deadline is usually after the eighth week of classes of the term for fall and winter courses and within the first five weeks for spring and summer courses. For exact dates, please refer to point 4. Withdrawal Deadlines.

Students who wish to withdraw (DNE or DISC) from a course or courses must do so online at myconcordia.ca → MyConcordia Menu → Registration.

When dropping courses online, students must make sure to confirm the transaction and/or verify their registration record to make sure that the course was properly dropped.

3. Withdrawal from the University

Students who wish to withdraw from the University completely must:
   a) withdraw from their courses by the appropriate deadline (see §11 Academic Calendar) online at myconcordia.ca → MyConcordia Menu → Registration

   b) notify the Office of the Registrar in writing, by:
      i. registered letter addressed to:
         Office of the Registrar
         Records Office
         Room S-LB 700
         1455 De Maisonneuve Blvd. W.
         Montreal, Quebec H3G 1M8

         Students should be sure to legibly print their full name and include their Concordia student ID number and signature.

         or

      ii. a signed fax sent to 514-848-2621. Students should be sure to legibly print their full name and include their Concordia student ID number and signature.

Correspondence for course withdrawal must be received by the deadline dates (see §11 Academic Calendar).
4. Withdrawal Deadlines
Withdrawal deadlines are published in the Undergraduate Class Schedule (concordia.ca/students/registration/term-dates-deadlines). All financial regulations pertaining to course withdrawals, and refunds or financial credit for fees, are available online at:
- tuitionandfees.concordia.ca → Tuition Fees & Financial Regulations
- myconcordia.ca → MyConcordia Menu → Financial → Tuition and Fees → C. Tuition Refunds

5. Lapsed Program Status
Students in the Faculty of Arts and Science who have been absent from their program for nine consecutive terms or more will be withdrawn from their program and must meet with an academic advisor before reinstatement into the program.
Students in the John Molson School of Business who have been absent from their program for six consecutive terms or more will be withdrawn from their program and must meet with an academic advisor before reinstatement into the program.
Students in the Faculty of Engineering and Computer Science who have been absent from their program for six consecutive terms or more will be withdrawn from their program and submit their program.
Students in the Faculty of Fine Arts who have been absent from their program for nine consecutive terms or more will be withdrawn from their program and must meet with an advisor in the Student Transition Centre before reinstatement into the program.

16.1.7 Studies at Other Universities

With the exceptions listed below, students who wish to take courses at other universities for transfer credit (for example, in the summer) must obtain permission in advance from their Faculty Student Request Committee.

1. Inter-University Registration Within Quebec (Inter-University Agreement)
Quebec universities have agreed to permit students registered at one university (called the home university), to take one or more courses at another university (called the host university) if they have valid reasons for doing so.
A student must obtain authorization to cross-register from his or her academic advisor, the appropriate Associate Dean or delegate of the student's Faculty, and the Registrar. Students must apply via a web-based application at crepuq.qc.ca.
The host university has the right to refuse to register a student from another university in any of its courses or programs. Students are expected to follow the registration procedures of the host university and are subject to the regulations of the host university, except for tuition and fee policies which are governed by the home university. Fees are paid to the home university.
Students may only register in those courses for which they receive prior authorization. Concordia will deregister Inter-University students from courses where students do not have the appropriate permission.
Credit earned at host universities counts towards Concordia residence and degree requirements. The grades achieved at other institutions for courses taken under the Inter-University Agreement will be recorded on Concordia records and transcripts using a grade conversion table available at the following website: concordia.ca/offices/Registrar.
These grades will be included in the calculation of grade point averages in the same manner as any grade achieved in a course taken at Concordia.

2. Concordia Student Exchange Program and Internships Abroad
To promote international education, Concordia International offers students the opportunity to spend up to one academic year studying abroad on exchange at one of Concordia's partner institutions throughout the world. While participating in an exchange, students remain registered at Concordia University, pay their normal Concordia tuition fees, and are eligible for Concordia awards and financial aid. Students are also responsible for paying all incidental fees, such as but not limited to: health and travel insurance, living expenses, fees for any required international travel documents to study in their host country, and transportation costs to and from the host institution. The application deadlines are February 1 for summer, fall, winter and academic year placements and June 15 for final winter placements. Students applying for the winter are strongly encouraged to apply by February 1 as spots at certain partner institutions may be limited after this date. A limited number of exchange spots for summer may be available at select host institutions. Please check with Concordia International before applying for summer.
To be eligible to participate in an academic exchange, undergraduate students must meet the following conditions:
- have successfully completed a minimum of 24 undergraduate Concordia credits toward their degree by the time the exchange program begins;
- be in good academic standing and have a good academic record;
- have their Faculty's permission to transfer a preliminary selection of courses from their host institution to their Concordia degree requirements.
In addition to academic exchange programs, Concordia International also offers students opportunities to participate in several internship programs abroad. Please visit Concordia International’s website for current opportunities: international.concordia.ca.

MESRST Bursary for Study Outside Quebec / Programme de bourses pour de courts séjours d'études universitaires à l'extérieur du Québec
This bursary is a provincially funded program for Quebec resident students registered in a program leading to a bachelor's, master's, or PhD degree who would like to complete part of their degree program outside the province. The amount of the bursary varies according to the region and duration of study as follows:
- $1,000 maximum per month for studies undertaken in Australia, Japan, New Zealand, the United States and Western Europe;
- $750 maximum per month for all other countries and other provinces in Canada.
Eligibility: Undergraduate students must have completed at least 24 Concordia credits toward their degree by the time their program began.
16.1.8 Student Request Committees

1. Student Request Committees consider applications from students for exceptions to academic regulations or related matters, such as permission for course overloads, registration or withdrawals after the deadline, course substitutions, exceptions to residence requirements, permission to take courses at other universities, and exceptions to the rules governing the refund of tuition and other fees.

2. A student request shall be made on a Student Request form available online through the student portal: MyConcordia Menu → Student Administrative Affairs → UG Student Requests. The completed request form, student statement, and all supporting documentation should be submitted as follows:
   - for students registered in the Faculty of Arts and Science programs — to the academic department housing the program in which they are registered;
   - for students registered in the John Molson School of Business, the Faculty of Engineering and Computer Science or Fine Arts programs — to the Faculty Undergraduate Student Affairs Office;
   - for students registered in courses offered by the School of Extended Learning (SEL) — to the SEL’s Welcome Centre;
   - for Independent students — to the Birks Student Service Centre.

Requests for refunds of fees will not be considered unless the student has officially withdrawn from the course(s) in question (DISC).

Requests based on medical grounds must be supported by a Student Request Medical Certificate duly completed by a registered medical practitioner. The Medical Certificate form is available online through the student portal: MyConcordia Menu → Student Administrative Affairs → UG Student Requests.

3. A student request shall be made within a reasonable period of time from the circumstances giving rise to the request. Normally, the following guidelines apply:

   A request with respect to a: must be submitted by:
   - Summer-term (1) course: November 1
   - Fall-term (2) course: March 1
   - Fall/winter (3) course: August 1
   - Winter-term (4) course: August 1

In determining whether the period of time elapsed is reasonable, all of the circumstances of the case shall be evaluated.

4. Each Faculty shall have a Student Request Committee composed of:
   - no fewer than three faculty members appointed by the Faculty Council;
   - one representative appointed by the Registrar;
   - one student appointed by the Faculty Council;
   - the Associate Dean (or delegate) who shall chair the Student Request Committee.

The School of Extended Learning Student Request Committee shall be composed of:
   - no fewer than two faculty members appointed by the Council of the School of Extended Learning;
   - one representative appointed by the Registrar;
   - one student appointed by the School Council;
   - the Director of the Student Transition Centre (or designate) who shall chair the School of Extended Learning Student Request Committee.

The Independent Student Request Committee shall be composed of:
   - one representative appointed by each Faculty Council for a total of four representatives;
   - one representative appointed by the Director of the Student Transition Centre;
   - one student appointed by the Concordia Student Union;
   - one representative appointed by the Registrar who shall chair the Independent Student Request Committee.

5. A Student Request Committee may delegate the responsibility for handling certain kinds of requests to designated individuals (e.g. academic advisors, faculty advisors, School of Extended Learning advisors, student affairs coordinators). Where a decision is made by a delegated individual, the student may appeal that decision to the Student Request Committee, as a whole, based on new evidence or other serious grounds, by sending an appeal request, in writing, to the Chair of the Student Request Committee within ten (10) working days of receiving the decision.

6. In all cases, the delegated individual and/or the Student Request Committee shall render a reasoned written decision, based on the complete and documented written request, within thirty (30) working days of receiving the request. Decisions of the Student Request Committee are final, with the exception of decisions made on requests for withdrawals after the DNE deadline. All Faculty or School of Extended Learning recommendations in favour of a retroactive withdrawal will be forwarded to the University Retroactive Withdrawal Committee for the final decision.

The University Retroactive Withdrawal Committee shall be chaired by the Vice-Provost, Teaching and Learning and composed of:
   - one representative appointed by each Faculty Council and the Council of the School of Extended Learning for a total of five representatives (two-year term, one time renewable [maximum four years]);
   - the University Registrar;
   - the manager of the Student Accounts Office;
   - one student appointed by the Concordia Student Union.
7. The University Retroactive Withdrawal Committee shall render a reasoned written decision, based on the complete and
documented written request, within thirty (30) working days of receiving a recommendation from the Faculty or School of
Extended Learning Student Request or Independent Student Request Committee.
8. The decisions of the University Retroactive Withdrawal Committee are final.

16.1.9 Graduation

Degree and certificate candidates who expect to complete requirements in a particular year must apply to the Office of the Registrar
before July 15 for fall graduation and before January 15 for spring graduation. Students must complete the graduation application
online by accessing the Concordia website: myconcordia.ca → MyConcordia Menu → Student Services → Graduation Application.
The graduation fee is payable whether or not a student attends convocation.

16.1.10 Student Record

A record is a comprehensive report of a student’s academic history at the University. It is a complete academic record and includes
all courses followed at Concordia. It is available to the student and to authorized University staff and faculty. Students may obtain
a copy of their record from the Birks Student Service Centre during normal operating hours or by written request. For each copy
there is a charge of $3. Students may also access their record through the Concordia website, myconcordia.ca, at no charge.

16.1.11 Transcript

A transcript is a version of a student’s record intended for the use of external institutions, organizations, and employers. It is a
complete academic record and includes all undergraduate and/or graduate courses followed at Concordia. It is accompanied by
an explanation of its terminology and is sent directly to the addresser at the written request of the student, providing there is no
outstanding account owing to the University. An official transcript is printed on security paper, and is signed and sealed by the
University Registrar.

16.2 CURRICULUM REGULATIONS

16.2.1 Modifications to Academic Programs and Regulations

With the exception of the following conditions, the curriculum requirements in effect at the time students are admitted to a program
(e.g. BA, BFA, Certificate in Business Studies) and/or concentration (e.g. major, specialization), are the requirements which apply
to them until they complete their program.
1. The University reserves the right to modify academic program requirements in the light of (a) changing trends in academic
   and professional fields, and (b) the availability of resources. In the exceptional event that a program is substantially altered
   by the University Senate, the University recognizes its responsibility to offer suitable transition arrangements for students.
The new program requirements should become effective for all students no later than five years after the effective date of
change for newly admitted students.
2. When a program is discontinued, the University recognizes its responsibility to offer courses in the program while phasing
   it out according to a schedule appropriate to the needs of the affected students. Students will be informed of the schedule
   when the decision is made to phase the program out. When students in a discontinued program have not been registered for three years, it may not be possible to enable them
to complete that program. They may, however, transfer into another program in the University for which they meet the
admission requirements.
3. Where students acquire credit towards a degree or certificate in a discontinuous manner and over a protracted time, the
   University reserves the right, at any time, to require them to take further credits or fulfill additional requirements to obtain
   that degree or certificate.
4. Modifications to the academic regulations in §16.1 and 16.3 become effective for all students on a given date regardless of
   the student’s date of admission to a program, with the following exceptions:
   16.1.3 Residence Requirements
   16.3.11 Academic Performance
   16.3.12 High Academic Achievement
   Modifications to these three regulations apply only to students admitted or readmitted to a program on or after the effective
date of such modifications.
5. In the event a student is readmitted after failing an academic year, the University reserves the right to require the student
to take additional credits or to repeat certain courses. The student is also subject to changes in academic regulations or
program requirements in effect at the time of the student’s readmission.
6. Notwithstanding the above, all students in Engineering programs are required to meet the Canadian Engineering
   Accreditation Board (CEAB) standards. Students are required to graduate having met the substantial equivalent of the
   curriculum in force in the winter term prior to degree conferral. It is the student’s responsibility to ensure that their course
   selection meets the program requirements for their graduation. For further information, see §7.10.7.
16.2.2 Degree Regulations

The regulations relating to degree requirements are located in the Faculty sections:

- Faculty of Arts and Science: Section 31
- John Molson School of Business: Section 61
- Faculty of Engineering and Computer Science: Section 71
- Faculty of Fine Arts: Section 81

16.2.3 Concentration Requirements

Every undergraduate program requires a cohesive sequence of courses. To graduate in a degree program, a student must have completed one of the following concentrations: honours, specialization, major. In the Faculty of Engineering and Computer Science, concentrations are referred to as programs. Most of these programs have options, where students take a number of related courses in a chosen area. Honours is a highly concentrated program with a required performance level; the specialization and the major require varying degrees of concentration, normally without a performance requirement. An honours, specialization, or major can be combined with a minor. In some circumstances, a double major is also possible.

1. Honours Programs
   The University offers programs leading to an honours degree in certain disciplines. The honours program consists of 60 or more credits in a discipline, with superior performance required to enter and remain in the program. In their first year, students may register in honours program courses, but their acceptance as honours students will depend on their performance. Students who do not meet requirements for honours standing may proceed in either a specialization or a major program. These regulations are the minimum academic standards for honours programs. The programs and particular Faculty regulations are listed in the Faculty sections under “Honours Programs.”
   1. An honours student must meet general degree requirements and the specific requirements for an honours program.
   2. An honours student must maintain a grade point average (GPA) of 3.00 in all honours courses; the minimum acceptable grade in any honours course is “C.”
   3. An honours student must have a minimum GPA of 2.70 for honours courses taken each year. For part-time students this is calculated in 18-credit blocks.
   4. In non-honours courses, an honours student must have a GPA of no less than 2.00.
   5. Honours students who do not meet these standards will be withdrawn from the honours program and will proceed in the major or specialization program. Reinstatement in the honours program is possible only with the permission of the Faculty Honours Committee.

2. Specialization Programs
   A specialization, as recommended by the Conseil des Universités du Québec, is a sequence of courses totalling 60 or more credits. In a few cases it includes a performance requirement. In addition to courses in a particular discipline, the specialization may include courses in other closely related fields.

3. Major Programs
   A major, as recommended by the Conseil des Universités du Québec, is a sequence of courses totalling 36 or more credits, except in the John Molson School of Business where the major consists of at least 24 credits in a particular discipline in addition to the required 42-credit core. The major may include certain courses in other closely related fields.

4. Minor Programs
   A minor, as recommended by the Conseil des Universités du Québec, is a sequence of courses totalling 24 or more credits, except in the John Molson School of Business where the minor consists of at least 12 credits in the chosen discipline in addition to the required 42-credit core.

5. Combined Programs
   An honours, specialization, or major program may be combined with a minor program. In some circumstances, a major program may also be combined with another major program.

6. Certificate Programs
   1. Faculty – An undergraduate certificate is a coherent program, usually of 30 credits, made up of regular undergraduate courses. Courses taken as part of a certificate program are normally applicable to the appropriate undergraduate degree. There is no guarantee that a certificate program can be completed in one academic year.
   2. School of Extended Learning (SEL) – The Complementary University Credit (CUC) certificates offered by the School employ a competency-based learning approach. The course learning outcomes focus on the acquisition of specific skills that are immediately transferable to the professional work environment. SEL courses taken as part of the CUC certificate are not transferable to programs offered by a Faculty.

16.2.4 Writing Skills Requirement

The University is reviewing its Writing Skills Requirement. The University Writing Test has been suspended effective May 1, 2008. The Engineering Writing Test has not been suspended. (See §71.20.7.)
16.3 EVALUATION, GRADING SYSTEM, EXAMINATIONS, AND PERFORMANCE REQUIREMENTS

16.3.1 Evaluation

A university degree or certificate certifies that its holder has attained a measurable level of achievement as established by a recognized system of evaluation. Thus the performance of each student in each course must be evaluated by the instructor or instructors responsible for the course.

Final grades are determined by students’ performance on one or more of the following:
1. Assigned work, term papers, projects, etc.
2. Class participation which, in certain disciplines, may justify an attendance requirement
3. Progress tests
4. Laboratory tests and/or laboratory work
5. Mid-term and/or final examinations
6. Level of written expression.

The weight accorded to the various elements is at the discretion of the instructor or instructors responsible for the course. At the beginning of a course the instructor will provide students with the evaluation scheme in writing. The scheme cannot be altered without appropriate notice.

Normally in the winter and summer terms, an instructor will submit final grades no later than seven calendar days after the scheduled final examination in a course or, where there is no final examination, seven calendar days after the last scheduled class in a course. All final grades for all courses are required to be submitted no later than seven calendar days after the University’s last scheduled final examination. In the case of grades for potential graduates, instructors are required to submit final grades no later than three calendar days after the scheduled final examination in a course or, where there is no final examination, three calendar days after the last scheduled class in a course. For the fall term, all final grades for all courses are required to be submitted three days after the commencement of the winter term. There may be additional delays before grades are posted as approvals of the grades and processing time are necessary. Students may obtain their grades through the Concordia website at myconcordia.ca.

Final grades and grade changes are official only when they have been approved by the appropriate Faculty or School of Extended Learning Dean or delegate. The University reserves the right to make corrections at any time in case of error.

16.3.2 Language of Instruction and Examinations

While courses at Concordia University are normally taught in English, if students prefer, they may write assignments and examinations in either English or French. However, language and literature courses may require assignments and examinations to be written in the language being studied. Students who wish to write in French should ask at the beginning of a course whether their instructor can read French or whether someone else will evaluate their work. If the work must be read by another person, extra time may be needed.

16.3.3 Grading System

At the end of each course, the instructor will submit a letter grade for every student registered. Using the grade point equivalents listed below, grade point averages (GPA) are calculated for the evaluation of academic achievement, honours standing, prizes, and academic standing.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.30</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>1.70</td>
</tr>
<tr>
<td>D+</td>
<td>1.30</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.70</td>
</tr>
<tr>
<td>F, FNS</td>
<td>0</td>
</tr>
<tr>
<td>R</td>
<td>0</td>
</tr>
<tr>
<td>Grade Not Reported (NR)</td>
<td>0</td>
</tr>
</tbody>
</table>
Passing courses required to fulfill curriculum requirements is not sufficient to graduate as there is also an academic performance requirement (grade point average) in most degree and certificate programs. See the pertinent section of each Faculty's entry in the Calendar for complete details:

- Faculty of Arts and Science: Section 31
- John Molson School of Business: Section 61
- Faculty of Engineering and Computer Science: Section 71
- Faculty of Fine Arts: Section 81
- School of Extended Learning: Section 21

### 16.3.4 Failing Grades and Administrative Notations

**Failing Grades “F,” “FNS,” “R,” and “NR” notations**

1. "F" indicates failure in a course in which a supplemental examination is available.
2. "FNS" indicates failure in a course in which no supplemental examination is available.
3. In a course graded "R," a student is not permitted to write a supplemental examination, apply for a “MED” or “DEF” notation, or complete work late.
4. Not Reported “NR” indicates that a student appears to have unofficially withdrawn from a course. It is assigned by the Registrar when no material is available to evaluate and the instructor has been unable to submit a grade. “NR” carries a grade point value of zero and counts as a failure.

**Administrative Notations “CUC,” “DEF,” “DISC,” “DNE,” “DNW,” “EREM,” “INC,” “MED,” “PEND,” “REPT,” “RPT,” “TREM,” “WRKT”**

1. Complementary University Credits “CUC” are credits earned as part of a Complementary University Credit certificate. These credits are not considered as program credits earned in any other degree or Faculty certificate program or Independent studies.
2. Deferred “DEF” indicates that a student has been unable to write a final examination due to unforeseeable circumstances beyond the student's control. A "DEF" notation carries no grade point value.
   For information on how to apply for "DEF" notations and the regulations which govern them, see §16.3.8 I.
3. Discontinued “DISC” indicates that a student has properly withdrawn from a course after the end of the course-change period. The notation appears permanently on academic records and official transcripts. It carries no grade point value and does not count in assessments of academic standing, but does count towards a student’s status (i.e. full- and part-time).
4. Did Not Enter “DNE” is a temporary notation indicating that a student has officially withdrawn from a course by the deadline for withdrawal with tuition refund. The course and “DNE” notation are subsequently removed from a student’s record.
5. Did Not Write “DNW” indicates that a student has not written the final examination for a course. The notation is used only in combination with a letter grade (such as “F/DNW,” “B/DNW”).
   A student in good standing may write a supplemental examination (if available) in a course with a “DNW” unless the grade is “R/DNW” or “FNS/DNW.”
   For information on how to apply for supplemental examinations and the regulations which govern them, see §16.3.8 III.
6. Exemption Received Credit Removed “EREM” indicates that the credit earned for this course cannot be retained because it is a repetition of a course for which the student has already received exemption.
7. Incomplete “INC” indicates that a student has not completed required course work, such as a term paper, assignment, or laboratory and that the instructor has agreed to accept the work after the due date. The notation is used only in combination with a letter grade (such as “F/INC,” “C/INC”) and is assigned on the basis that the missing work is weighted as zero.
   When appropriate, “DNW” and “INC” can be used simultaneously (e.g. “F/INC/DNW”).
   For information on how to apply to complete courses with an "INC" notation, and the regulations which govern late completion, see §16.3.6.
8. Medical “MED” indicates that a student has been unable to write a final examination or complete other assignments due to a long-term medical situation. A “MED” notation carries no grade point value.
   For information on how to apply for “MED” notations and the regulations which govern them, see §16.3.8 II.
9. Pending “PEND” indicates that the grade is not available at this time.
10. Repeat “REPT” indicates that the credit earned for this course cannot be retained because it is a repetition of a course or of similar course material.
11. Report “RPT” indicates report work completed by a student in a co-operative education program. These credits are not considered as program credits earned.
12. Transfer Credit Received, Credits Removed “TREM” indicates that the credit earned for this course cannot be retained because it is a repetition of a course for which transfer credit has already been awarded.
13. Work Term “WRKT” indicates work completed by a student during a co-operative education work term. These credits are not considered as program credits earned.
16.3.6 Late Completion of Courses with “INC” Notations — Procedures and Regulations

1. The deadlines for completion of course assignments are given to students on the first day of class. The “INC” notation is assigned when an instructor has agreed that a student may complete work after the deadline.
2. A student with an “R” grade or “NR” notation in a course may not apply for late completion in that course.
3. Students must apply for late completion of a course. Applications for Late Completion are available at the Birks Student Service Centre. For each course there is a charge of $20. Completed applications must be returned to the Birks Student Service Centre by:
   - February 1: Fall-term courses
   - May 15: Winter and fall/winter courses
   - September 1: Summer-session courses
4. The completed work must be submitted by:
   - February 15: Fall-term courses
   - May 30: Winter and fall/winter courses
   - September 15: Summer-session courses
5. It is the responsibility of the instructor to submit a final grade within five days of these dates.

16.3.7 In Progress “IP” Notations — Procedures and Regulations — Faculty of Arts and Science

1. The IP notation is assigned when an instructor has agreed that the work of a student in a course may be submitted past the time for reporting grades. At the undergraduate level the IP notation is applicable only to the completion of an honours thesis, internship or fieldwork outside of the University, or directed study or research. Students should refer to §31.003.3 for a list of applicable courses within the Faculty of Arts and Science. In all cases, due to third party involvement in course work, it is beyond the control of the instructor and/or the student for the student to complete the work within the required deadline.
2. The completed work must be submitted by:
   - April 1: Fall-term courses
   - August 1: Winter and fall/winter courses
   - December 1: Summer-session courses
3. It is the responsibility of the instructor to submit a final grade within 10 days of these dates.
4. If the completed work is not submitted by the stated deadline, the IP notation will be changed to a letter grade.

16.3.8 Deferred “DEF,” Medical “MED” Notations and Supplemental Examinations — Procedures and Regulations

I. Deferred “DEF” Notations
1. A student who has missed a final examination due to unforeseeable circumstances beyond his or her control can apply to have his or her original grade replaced by a temporary “DEF” notation. The original grade assigned must include a “DNW” notation.
   Note: Unforeseeable and/or extraordinary circumstances may include, but are not limited to, a serious illness or severe injury; a recent death in one’s immediate family; unexpectedly assuming responsibility of an immediate family member due to serious illness; severe emotional stress; fire. Personal travel is not an acceptable reason to be granted a “DEF” notation. In the case of work commitments or religious observations, see §6.0.I.4.
2. A “DEF” notation cannot be assigned in a course with an “R” or “NR” notation.
3. Application forms for “DEF” notations are available from the Birks Student Service Centre. A completed application must be submitted to the Birks Student Service Centre, not to the instructor, department, Faculty, or the School of Extended Learning, by January 15 for fall courses (/2), May 15 for fall/winter courses (/3 and /4) or August 31 for summer courses (/1). The application must be accompanied by a Concordia medical certificate or, if the reasons are not medical, by other appropriate documents indicating that the student was unable to write an examination on the day or days in question. If the required documentation is not available before the application deadline, the student should submit the request form and provide the supporting material as soon as possible.
   Please note that in the case of absence due to short-term medical situations, the student must visit his or her medical practitioner on or before the date of the missed exam. Additionally, by submitting the Concordia medical certificate, the student authorizes the University to verify its legitimacy. Tampering, altering, or modifying the Concordia medical certificate in any way could lead to charges brought against the student under the Code of Rights and Responsibilities and/or the Academic Code of Conduct.
4. The application for a “DEF” notation must be accompanied by a $25 per course processing fee.
5. The Registration and Examinations Office is entitled to ask the student to provide additional information.
6. When the Registration and Examinations Office approves the awarding of the “DEF” notation, it will temporarily replace the student’s original grade for the course or courses concerned. The student is then entitled to write a deferred examination. For information about deferred examinations, see §16.3.10 II.
7. When the deferred examination has been completed and evaluated, a new grade will replace the “DEF” notation.
8. When a student receiving the privilege of writing a deferred examination does not write the examination during the specified period, the privilege will be withdrawn and a final grade in the course will be recorded by the Office of the Registrar according to the grade achieved by the student before the "DEF" notation was granted.

9. Requests for deferred examinations can be made in a maximum of three (3) exam sessions during a student's undergraduate or Independent studies at Concordia. Requests which exceed this number will be submitted to the University Examinations Committee for consideration. Refer to numbers 3, 4, and 5 of this section for information on the application process and deadlines.

II. Medical "MED" Notations

1. A student who has missed a final examination and/or been unable to complete course assignments due to a long-term medical situation can apply to have his or her original grade replaced by a "MED" notation. The original grade must include the "DNW" notation for a missed final examination; "INC" for course assignments not completed; "DNW/INC" when both elements are missing.

2. A "MED" notation cannot be assigned in a course with an "R" grade or "NR" notation.

3. Application forms for "MED" notations are available from the Birks Student Service Centre. A completed application should be submitted to the Birks Student Service Centre, not to the instructor, department, Faculty, or the School of Extended Learning, by January 15 for fall courses (2), May 15 for fall/winter courses (3 and 4), or August 31 for summer courses (1). The application should be accompanied by a medical certificate on a physician’s original letterhead indicating that a long-term medical situation prohibited the student from being able to complete the final examination on the day or days in question. If the required documentation is not available before the application deadline, the student should submit the request form and provide the supporting material as soon as possible.

4. The application for a "MED" notation must be accompanied by a $25 per course processing fee.

5. The Registration and Examinations Office is entitled to ask the student to provide additional medical information.

6. When the Registration and Examinations Office approves the acceptance of a medical certificate, the notation "MED" will replace the student's original grade for the course or courses concerned. For information about "MED" replacement examinations, see §16.3.10 II.

7. When the replacement examination or missing work has been completed and evaluated, a new grade will replace the "MED" notation. If the student does not write a replacement examination or complete the missing work, the "MED" notation will appear permanently on his or her record and transcript (e.g. "MED/DNW" or "MED/INC"). "MED" notations carry no grade point value. Courses with "MED" notations are excluded from assessments of academic standing.

8. When a student repeatedly submits medical certificates, the University reserves the right to refer him or her to a physician appointed by the University for a recommendation.

III. Supplemental Examinations – Regulations

1. Each Faculty and the School of Extended Learning determines for which of its courses a supplemental examination is offered.

2. A student must be in acceptable standing in order to write a supplemental examination.

3. A student is permitted to write only one supplemental examination for a course, whether or not the course is being repeated.

4. A student who has received a passing grade for a course may not write a supplemental examination for that course.

5. A student who has received an "NR" or "R" grade may not write a supplemental examination for that course.

6. Applications to write supplemental examinations are available from the Birks Student Service Centre. A completed application should be submitted to the Birks Student Service Centre, not to the instructor, department, Faculty, or the School of Extended Learning, by January 15 for fall courses (2), May 15 for fall/winter courses (3 and 4), or August 31 for summer courses (1). The application should be accompanied by a medical certificate on a physician’s original letterhead indicating that a long-term medical situation prohibited the student from being able to complete the final examination on the day or days in question. If the required documentation is not available before the application deadline, the student should submit the request form and provide the supporting material as soon as possible.

7. The application for a supplemental examination must be accompanied by a $35 fee for each course. The supplemental fee is refundable only if the student is denied permission to write the supplemental.

16.3.9 Academic Re-evaluation

I. General

1. Concordia University affirms the right of students to request the re-evaluation of course work which includes tests, examinations, essays and other work that has contributed to the grading of a course. It is assumed that initiating a formal re-evaluation ("a re-evaluation request") is a last recourse, taken when prior and sincere attempts to resolve problems and disagreements informally and directly have failed.

2. Students have the right to see their course work. Students are responsible for the preservation of any material, in its entire and original form, which has been returned to them. A re-evaluation request may be refused if this material is not available.

3. Instructors are responsible for the preservation of course work that has not been returned to students as follows: until December 31 of the next calendar year for fall-term courses; until April 30 of the next calendar year for fall/winter and winter-term courses; and until August 31 of the next calendar year for summer-term courses.

4. In cases where grades are received for activities other than written or artistic course work, such as class participation, oral presentations, oral examinations and performance, no re-evaluation is normally possible. However, every attempt shall be made by the instructor concerned and the Chair of the Department or, in the case of a course offered by the School of Extended Learning, the Director of the Student Transition Centre, to address the concerns raised by the student.

5. The grounds for a re-evaluation request are restricted to claims that i) a miscalculation of the grade occurred; or ii) the evaluation of the work was demonstrably unfair.

6. A grade may be maintained, raised or lowered as a result of a re-evaluation request.
II. Procedure
7. Students who are dissatisfied with the grade received on one or more pieces of course work shall first attempt to meet with the instructor and explain their position. If the student remains dissatisfied or is unable to meet with the instructor, he or she may, upon receiving the final grade for the course, make a re-evaluation request.
8. A re-evaluation request shall be made on an “Academic Re-evaluation Request” form available at the Birks Student Service Centre. The student shall specify the reasons for seeking the re-evaluation and shall indicate what informal attempts towards re-evaluation have been made. A processing fee must accompany the request. (See the Tuition and Fees website at tuitionandfees.concordia.ca for the current fee.)
9. A re-evaluation request with respect to a fall-term course must be made no later than the following February 1; with respect to a fall/winter or winter-term course, no later than the following June 15 and with respect to a summer-term course, no later than the following October 1. These deadlines may be extended by the Registrar in particular cases if the student can provide evidence that he or she was unable to have acted within the deadlines.
10. The Registrar shall forward the re-evaluation request to the Chair of the appropriate Department.
11. The Chair shall decide whether the re-evaluation request conforms to the criteria outlined in articles 4 and 5 above within ten (10) days of receiving the re-evaluation request.
12. If the Chair decides that the re-evaluation request does not conform to the criteria outlined in articles 4 and 5 above, he or she shall communicate this decision with reasons, in writing, to the student with a copy to the Registrar. Should the student disagree with this decision, he or she has the right to appeal the Chair’s decision to Re-evaluation Appeals Panel as set out in article 25 below.
13. Requests for review or other consideration which do not conform to the grounds for a re-evaluation request may fall under the purview of the Chair, the Dean, the Student Request Committee or other mechanisms.
14. If the Chair decides that the re-evaluation request conforms to the criteria outlined in articles 4 and 5 above, he or she shall appoint a re-evaluator whose name shall be communicated to the student and to the instructor concerned. Normally, the re-evaluator shall not be an instructor in whose course the student is registered at that time.
15. Before the re-evaluation begins, the instructor shall provide the Chair with information regarding the nature and structure of the course as well as the evaluation criteria and methods used. The Chair shall communicate this information to the re-evaluator.
16. The entire piece of work identified by the student shall be re-evaluated. The re-evaluator may request additional input from the student or the instructor.
17. The re-evaluation shall normally be completed within thirty (30) days of the Chair’s decision that the re-evaluation shall proceed. If it becomes clear that the thirty (30) day delay cannot be met, the Chair shall immediately communicate this information to the student in order to determine whether any serious difficulties may arise from extending the delay. In the case where the thirty (30) day delay is extended, every effort shall be made to remedy any academic disadvantage that the student may experience as a consequence of the extension of the delay.
18. Upon completion of the re-evaluation, the re-evaluator shall assign a grade to the work in question and shall forward the re-evaluated material to the Chair along with a reasoned report. The reasoned report shall make mention of the documentation and methodology used.
19. In cases where there is a significant discrepancy between the original grade assigned and the grade assigned by the re-evaluator, the Chair may convene a meeting with the instructor and the re-evaluator in order to discuss the issue before communicating the decision to the parties concerned. If disagreement as to the discrepancy remains after the meeting, the re-evaluator’s grade shall stand.
20. In cases where the re-evaluation decision reveals a generalized flaw in the original evaluation process, the Chair shall take appropriate steps to ensure that the grades of other students in the course are reviewed and modified if appropriate.
21. A final grade that is modified as a result of the re-evaluation shall be entered onto the student’s academic record and transcript. If an appeal is filed, an interim notation to the effect that the grade is “under appeal” shall accompany the grade until the final disposition of the case.

III. Appeals
22. A permanent Secretary of the Re-evaluation Appeals Panel (RAP) (the Secretary) shall be appointed by the Secretary-General. The Secretary shall be responsible for the administrative functioning of the RAP and shall maintain the confidential files of the RAP.
23. A RAP of three (3) members, as well as a non-voting Chair, shall be selected by the Secretary for a given appeal. The RAP shall be composed of two (2) faculty members drawn from the Faculty Tribunal Pool and one (1) student drawn from the Student Tribunal Pool as provided for under the Policy for the Establishment of Tribunal Hearing Pools. Every attempt will be made to select the student member from the student’s constituency (undergraduate or graduate status).
24. A student or instructor may appeal a re-evaluation decision based on either substantive grounds or on the presence of serious and prejudicial procedural defects. In the case of an appeal from an instructor, “prejudicial” shall be limited to the effect that the alleged procedural defect has on other students in the course or on the academic standards of the University. The appeal must state in clear and precise terms the grounds on which the appeal is based. Such an appeal must be made, in writing, to the Secretary within fifteen (15) days after the date of transmission of the re-evaluation decision.
25. A student may appeal a Chair’s decision that the re-evaluation request did not conform to the criteria outlined in articles 4 and 5 above. This appeal may be based on either substantive grounds or on the presence of serious and prejudicial procedural defects in the Chair’s consideration of the re-evaluation request. The appeal must state in clear and precise terms the grounds on which the appeal is based. Such an appeal must be made, in writing, to the Secretary within fifteen (15) days after the date of transmission of the Chair’s decision.

26. Upon receipt of an appeal from a student, the Secretary shall send a copy to the Registrar, the Chair, the instructor and the re-evaluator, if appropriate, soliciting their input within ten (10) days. Any input received within the ten (10) day period shall be forwarded to all parties, soliciting their comments on the input within a further ten (10) days. All input and comments received within the twenty (20) day period shall form part of the dossier submitted to the RAP.

27. The RAP shall render a decision, based on the written record only, normally within thirty (30) days of the filing of an appeal. The RAP shall meet at least once in person before rendering its reasoned decision.

28. In the case of an appeal of a re-evaluation decision, should the RAP determine that serious and prejudicial procedural defects were present in the re-evaluation process or that there are substantive grounds necessitating a new re-evaluation, it shall instruct the Chair to arrange for a new re-evaluation.

29. Should the RAP decide that an appeal be upheld in the case of a Chair’s decision that the re-evaluation request did not conform to the criteria outlined in articles 4 and 5 above, it shall instruct the Dean to arrange for a re-evaluation independent of the relevant Chair.

30. The RAP shall communicate its signed, dated and reasoned decision to the student, the instructor, the re-evaluator (if appropriate), the Chair and the Registrar and shall include copies of all documentation considered.

31. The decision of the RAP is final.

IV. Miscellaneous Provisions

32. The word “days” is defined as working days which excludes weekends, holidays and other days during which the University is closed.

33. Any written notice addressed to a student pursuant to Section III – Appeals under these procedures shall be sent by courier to the last address provided by the student to the University and shall be deemed to be received one (1) day after delivery.

34. If the course in question was taught by the Chair, the Dean shall assume all of the duties imposed on the Chair in these procedures. If the course in question does not form part of a department, the re-evaluation request shall be forwarded to the appropriate administrator responsible for the course.

35. The overall responsibility for the implementation and recommended amendments to these procedures shall rest with the Provost and Vice-President.

16.3.10 Examinations

Students must present identification in order to write any examination. Acceptable identification is: Concordia student ID card; photo- and signature-bearing Medicare card or driver’s licence. Unless expressly permitted by the instructor, the possession of electronic communication devices is prohibited during examinations.

I. Final Examinations

1. Academic Calendar §11 lists the official examination periods.

2. Examination schedules are posted in the Mezzanine of the Hall Building and in the second floor of the John Molson School of Business (SGW Campus) and CC 214 (LOY Campus); on kiosks throughout the campuses; or through the Concordia website at my.concordia.ca.

3. Since special arrangements cannot be made in the event of personal time conflicts (including personal travel plans), students should not make commitments for the examination periods until after the final schedule is posted. Nonetheless, in certain documented circumstances, a student who will not be in the Montreal area during the official final examination period can request to write his/her examination at another university or college.

A student who needs to write at an external institution must submit a “Request to Write a Concordia University Exam at an External Institution” available from the Birks Student Service Centre. The completed request should be submitted to the Birks Student Service Centre within the following deadlines:

November 15: for December final examination period
April 1: for April-May final examination period
June 1: for June final examination period
August 1: for August final and replacement-supplemental examination period

The request must be accompanied by a $10 per course processing fee.

Among the factors considered in the review of the request is the suitability of the testing location, testing conditions, and time constraints. The institution chosen must be an accredited university or college and the proctor/invigilator must be an employee of that institution and must agree to administer the exam(s) at the exact same date and time as scheduled at Concordia University and time differences must be taken into account.

The student is responsible for any fees that may be charged by the external institution.
4. An examination “conflict” is defined as two examinations scheduled at the exact same day and time or three examinations scheduled in consecutive time blocks (9:00-12:00, 14:00-17:00, 19:00-22:00; 14:00-17:00, 19:00-22:00, 9:00-12:00, 14:00-17:00). Two examinations in one day or three examinations in 24 hours are not considered a “conflict.” When the final examination schedule indicates that a student has a “conflict” as defined above, information on how to resolve the conflict is available on the kiosks located throughout the campuses; or through the Concordia website at myconcordia.ca. The Registration and Examinations Office will make every effort to resolve the “conflict” by providing an “alternate” examination provided they are advised of the conflict by the deadline. “Alternates” are usually scheduled for the first Sunday immediately following the original examination date. Students who cannot write an examination due to work commitments or religious observations may also request permission to write an “alternate” by reporting their conflict and providing the appropriate documentation in support of their request. Further information is available by contacting the Registration and Examinations Office. Also see §16.3.10.III.3.

5. No student will be admitted to the exam room if his/her name does not appear on the roster of students assigned to write in that room.

6. No candidate will be permitted to enter an examination room after the first third of the examination has elapsed, or to leave before the first third of the examination has elapsed:
   - 3 hour examination: no entry after first 60 minutes has elapsed; no exit before first 60 minutes has elapsed
   - 2.5 hour examination: no entry after first 50 minutes has elapsed; no exit before first 50 minutes has elapsed
   - 2 hour examination: no entry after first 40 minutes has elapsed; no exit before first 40 minutes has elapsed
   - 1.5 hour examination: no entry after first 30 minutes has elapsed; no exit before first 30 minutes has elapsed
   - 1 hour examination: no entry after first 20 minutes has elapsed; no exit before first 20 minutes has elapsed

7. Students will be assigned to a specific desk/seat location.

8. Student ID cards will be collected at the time of “signing-in” and will be returned when “signing-out.”

9. Students may not leave the exam room during the last 15 minutes.

10. If during the course of an examination a student becomes ill, the student should report at once to the invigilator, hand in the unfinished paper and request that the examination be cancelled. Before leaving the University, the student must also visit the Temporary Examinations Office location in order that a report of the situation may be filed. If physical and/or emotional ill-health is the cause, the student must then report at once to a physician/ counsellor so that subsequent application for a deferred examination is supported by medical documentation. If a student completes an examination, even though he/she is ill or faced with other personal problems or situations, the subsequent grade obtained in the course must stand. Petitions on the grounds of illness will not be considered.

12. In the fall and winter terms, no tests or examinations are permitted in the final week of classes. Any exceptions must be approved in advance by the appropriate Faculty Council.

II. Deferred, Replacement and Supplemental Examinations – Regulations

The University Examinations Committee is comprised of one faculty member from each Faculty, a student representative, the Director of Health Services, and a representative from the Office of the Registrar.

1. Deferred Examinations
   a) A student who did not write a final examination and has been granted a “DEF” notation is permitted to write a deferred examination.
   b) A deferred examination counts for the same weight in the course evaluation scheme and covers the same course material as the original examination.
   c) When a student receiving the privilege of writing a deferred examination does not write the examination during the specified period, the privilege will be withdrawn and a final grade in the course will be recorded by the Office of the Registrar according to the grade achieved by the student before the “DEF” notation was granted.
   d) An examination cannot normally be deferred a second time. A student who is prevented from writing the deferred exam due to extraordinary circumstances may apply to the University Examinations Committee for a retroactive “DISC” in the course. The Committee’s decisions are final.
   e) When a deferred examination has been written and evaluated, the grade is added to the student’s marks for other course work. The resulting final grade will replace the “DEF” notation on the student’s academic record and transcript.
   f) A student who fails a course after writing a deferred examination may have one opportunity to write a supplemental examination during the next scheduled supplemental examination period provided the original grade was not “FNS” and all other criteria for writing a supplemental have been met (see §16.3.8 III).
   g) A student cannot write a deferred examination in a course with a grade of “R” or “NR.”

2. Replacement Examinations
   a) A student who did not write a final examination and has been granted a “MED” notation is permitted to write a replacement examination.
   b) A replacement examination counts for the same weight in the course evaluation scheme and covers the same course material as the original examination.
Deferred, Replacement, Supplemental, and Alternate Examination Periods

Deferred/Replacement Examinations

- When an academic department requests that students from all sections of a particular course be examined at the same date and time, this is known as a “common” exam.
- Because the scheduling of these “common” exams may conflict with the scheduling of other exams, an “alternate” exam can be made available. This “alternate” exam is a second exam covering the same material and is usually scheduled for the first Sunday immediately following the regular exam date.
- Courses with only one section will rarely have an “alternate” available to resolve conflicts.

Supplemental Examinations

- A student who applies for and satisfies all the requirements is permitted to write a supplemental examination.
- Whether or not a supplemental examination is written, the original grade for the course (F, F/DNW) will remain permanently on the student’s academic record and transcript.
- The grades from both attempts (first attempt and the supplemental exam) are included in calculating grade point averages and assessments of academic standing.
- A student who fails a supplemental examination is given a grade of “R.” A student who does not write a supplemental examination is not assigned a second failing grade for the course.
- When a student does not write a supplemental examination, no further examination, replacement or supplemental, will be scheduled. However, students who were prevented from writing the supplemental examination due to extraordinary circumstances will be able to apply to the University Examinations Committee. If the Committee approves such a request, the student will be granted a retroactive “DISC.” The Committee’s decisions are final.
- When a replacement examination has been written and evaluated, the grade is added to the student’s marks for other course work. The resulting final grade will replace the “MED” notation on the student’s academic record and transcript.
- A student who fails a course after writing a replacement examination, may have one opportunity to write a supplemental examination during the next scheduled supplemental examination period provided the original grade was not “FNS” and all other criteria for writing a supplemental have been met (see §16.3.8 III).
- A student cannot write a replacement examination in a course with a grade of “R” or “NR.”

Alternate Examinations

- A student who is not in the Montreal area during the deferred, replacement, supplemental, or alternate examination period can request to write his/her examination at another university or college. For information on writing examinations at an external institution, see §6.0.I.
- If the course is not offered or there is no examination scheduled for the course in question in the subsequent term, the student is to complete the requirements for the course in the next term. However, students who were prevented from writing the supplemental examination due to extraordinary circumstances will be able to apply to the University Examinations Committee. If the Committee approves such a request, the student will be granted a retroactive “DISC.” The Committee’s decisions are final.

III. Deferred, Replacement, Supplemental, and Alternate Examination Periods

Deferred, replacement, supplemental, and alternate examinations are written at various times throughout the year.

1. Deferred/Replacement Examinations

- John Molson School of Business and Faculty of Engineering and Computer Science: Deferred examinations for courses offered in these Faculties are written the next time the course is offered. For potential graduates in Engineering and Computer Science, if there is no examination scheduled for the course in question in the term before graduation, a deferred examination would be made available during the final examination period of that term.
- Faculties of Arts and Science, Fine Arts, and the School of Extended Learning: Deferred examinations for courses in these Faculties are written during the next regular examination period provided the course is given in the next term and that a final examination is scheduled.
- If the course is not offered or there is no examination scheduled for the course in question in the subsequent examination cycle, the deferred examination would be scheduled during the next replacement examination period (February [mid-term break], August, October).

2. Supplemental Examinations

- John Molson School of Business and Faculty of Engineering and Computer Science: There are no supplemental examinations available for courses offered in these Faculties, other than for COMP 201 and COMP 218.
- Faculties of Arts and Science, Fine Arts, and the School of Extended Learning: Supplemental examinations for fall/winter courses (1/2, 3/4) are normally written in late August. For summer session courses (1/1) supplemental examinations are usually written in October. Graduating students may write supplemental examinations in February for fall courses (1/2) only.

3. Alternate Examinations

- When an academic department requests that students from all sections of a particular course be examined at the same date and time, this is known as a “common” exam.
- Because the scheduling of these “common” exams may conflict with the scheduling of other exams, an “alternate” exam can be made available. This “alternate” exam is a second exam covering the same material and is usually scheduled for the first Sunday immediately following the regular exam date.
- Courses with only one section will rarely have an “alternate” available to resolve conflicts.

4. In certain documented circumstances, a student who will not be in the Montreal area during the deferred, replacement, supplemental, or alternate examination period can request to write his/her examination at another university or college. For information on writing examinations at an external institution, see §16.3.10.I.
16.3.11 Academic Performance

I. Performance Regulations

Students are required to maintain an acceptable standard of scholarship. Each student’s academic standing is assessed at the end of every year on the basis of an annual weighted grade point average (WGPA) as defined below.

The specific regulations applicable to students registered in each Faculty can be found in the following sections of the Calendar:

<table>
<thead>
<tr>
<th>Faculty/School</th>
<th>See Calendar Section</th>
<th>System Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty of Arts and Science</td>
<td>31.003.1</td>
<td>WGPA</td>
</tr>
<tr>
<td>John Molson School of Business</td>
<td>61.22.1</td>
<td>WGPA</td>
</tr>
<tr>
<td>Faculty of Engineering and Computer Science</td>
<td>71.10.3</td>
<td>WGPA</td>
</tr>
<tr>
<td>Faculty of Fine Arts</td>
<td>81.20.4</td>
<td>WGPA</td>
</tr>
<tr>
<td>School of Extended Learning</td>
<td>21.1.2</td>
<td>WGPA</td>
</tr>
</tbody>
</table>

These regulations may be modified in the case of students transferring either between Faculties or from another university.

II. Weighted Grade Point Average

a) Annual Grade Point Average

An annual weighted grade point average (WGPA) for each student is calculated at the end of each academic year (including the summer, fall and winter terms), provided that the student has attempted a minimum of 12 credits. If the student has attempted fewer than 12 credits, these credits will be included in the assessment for the following academic year.

When a student transfers from one degree or certificate to another degree or certificate, the WGPA is calculated only for courses recorded in the current degree or certificate. (This calculation normally excludes the grades for any transfer credits awarded.) Special regulations for graduating students may be specified in each Faculty’s regulations.

Grades for supplemental and replacement examinations and for late completion of courses with “INC” or “MED” notations are included in the assessment period in which they are recorded.

In the case of courses taken more than once in the same assessment period, only the grade corresponding to the latest attempt of the course will be used in the calculation of the annual WGPA. In the Faculty of Engineering and Computer Science, prerequisite courses required for admission to a program will not be counted unless they are specifically listed on the student’s acceptance letter.

A grade obtained as the result of a penalty for academic misconduct will remain in the calculation of the annual WGPA whether or not the course has been repeated.

The WGPA is calculated as follows:

First, for each course attempted, the number of credits for the course is multiplied by the grade points obtained for the course, as specified in §16.3.3. Then, the sum of the grade points for all courses is divided by the total credits attempted.

\[
\text{WGPA} = \frac{\sum (\text{course credits} \times \text{grade points})}{\sum \text{(credits attempted)}}
\]

Example:

<table>
<thead>
<tr>
<th>Course</th>
<th>Grade Achieved</th>
<th>Credit Value</th>
<th>Grade Points*</th>
<th>Weighted Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D</td>
<td>3.00</td>
<td>1.00</td>
<td>= 3.00</td>
</tr>
<tr>
<td>2</td>
<td>C+</td>
<td>3.00</td>
<td>2.30</td>
<td>= 6.90</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>2.00</td>
<td>3.00</td>
<td>= 6.00</td>
</tr>
<tr>
<td>4</td>
<td>A-</td>
<td>6.00</td>
<td>3.70</td>
<td>= 22.20</td>
</tr>
<tr>
<td>5</td>
<td>F</td>
<td>3.00</td>
<td>0.00</td>
<td>= 0.00</td>
</tr>
</tbody>
</table>

Total Credits Attempted: 17.00
Total Weighted Grade Points: 38.10

\[
\text{WGPA} = \frac{38.10}{17.00} = 2.24
\]

*As detailed in §16.3.3

b) Cumulative Grade Point Average

This is the running total of the GPA since a student was admitted to the most recent degree (or certificate) program. It includes the same courses as were included in the calculation of the annual weighted grade point average, and the courses for which “transfer credit” with an accompanying grade has been awarded in the most recent degree or certificate. In the case of repeated courses, only the grade corresponding to the latest attempt of the course will be used in the calculation of the cumulative GPA.

A grade obtained as the result of a penalty for academic misconduct will remain in the calculation of the cumulative GPA whether or not the course has been repeated.

The cumulative GPA is used as the basis to determine eligibility for high academic achievement (§16.3.12).
c) Final Graduation Grade Point Average
This is a cumulative GPA of all courses applicable to the degree program being completed. In the case of transfer students, all courses taken at Concordia and transferred with the corresponding grades into the program being completed will be included in calculating the final graduation GPA. This GPA is calculated and recorded on the record only when a student graduates.
In the case of repeated courses, only the grade corresponding to the latest attempt of the course will be used in the calculation of the final graduation GPA.
A grade obtained as the result of a penalty for academic misconduct will remain in the calculation of the final graduation GPA whether or not the course has been repeated.
The final graduation GPA is used as the basis to determine eligibility for high academic achievement (§16.3.12).

III. Qualifying Programs and Visiting Students
Students registered in Qualifying programs or as Visiting students are subject to the regulations of the Faculty in which they are registered.

IV. Independent Students
1. Independent students are subject to the same grade point average requirements as students registered in programs offered by the Faculty of Arts and Science. (See §31.003.1)
2. Independent students who are classified as failed may not reregister without permission of the Registrar.

V. Regulations for Failed Students and Students in Conditional Standing
1. Failed students or students in conditional standing are not eligible to write supplemental examinations.
2. Undergraduate students who are classified as failed may not reregister as Independent students.

VI. Recording of Failed and Conditional Standing
Assessment of academic standing is noted on the student record and transcript.

16.3.12 High Academic Achievement
A degree “With Distinction” or “With Great Distinction” will be awarded to students who obtain final graduation grade point averages (GGPA) of at least 3.40 or 4.00 respectively.
The final graduation grade point average is calculated based on courses taken in the program being completed, including Concordia courses transferred into this program with their corresponding grades, as determined by guidelines of the Office of the Registrar. In the case of external transfer students, all courses taken at Concordia will be included in calculating the final graduation GPA.

16.3.13 Repetition of Courses
1. A student may repeat a failed course only once. However, a student who fails a required course twice may appeal to the appropriate Student Request Committee for permission to take the course a third time. If permission is not granted, the student may not be allowed to continue in the University towards that program and/or degree.
2. A student who has received a passing grade for a course may repeat the course for personal reasons (e.g. to meet an external requirement) only once. A student may appeal to the appropriate Student Request Committee for permission to take the course a third time. The student’s record and transcript will include all grades, but grades with the “REPT” notation will carry no credit value.
3. A student who wants or needs to repeat a course that is prerequisite to other courses must do so before taking any following course in the sequence.
4. The grade corresponding to the latest attempt of the course will be used for calculating the cumulative GPA and the final graduation GPA.
5. In the case of courses taken more than once in the same assessment period, only the grade corresponding to the latest attempt of the course will be used in the calculation of the annual WGPA.
6. A grade obtained as the result of a penalty for academic misconduct will remain in the calculation of the annual WGPA, the cumulative GPA, and the final graduation GPA whether or not the course has been repeated.
17.10 Academic Integrity and the Academic Code of Conduct

17.10.1 ACADEMIC INTEGRITY
17.10.2 UNDERSTANDING AND UPHOLDING ACADEMIC INTEGRITY
17.10.3 ACADEMIC CODE OF CONDUCT

17.20 Policy on the Establishment of Tribunal Hearing Pools

17.30 Rights and Responsibilities

17.40 Ombuds Office

Section 17
17.10.1  ACADEMIC INTEGRITY

Academic integrity is key to academic success at Concordia University. More specifically, “The integrity of University academic life and of the degrees, diplomas and certificates the University confers is dependent upon the honesty and soundness of the instructor-student learning relationship and, in particular, that of the evaluation process. Therefore, for their part, all students are expected to be honest in all of their academic endeavours and relationships with the University.”

(Academic Code of Conduct, article 1)

17.10.2  UNDERSTANDING AND UPHOLDING ACADEMIC INTEGRITY

Concordia University has several resources available to students to better understand and uphold academic integrity. Concordia’s website on academic integrity can be found at the following address, which also includes links to each Faculty and the School of Graduate Studies: provost.concordia.ca/academicintegrity. The definitions, procedures, and sanctions related to charges of academic offences are outlined in the Academic Code of Conduct.

17.10.3  ACADEMIC CODE OF CONDUCT

I. Preamble
   Introduction
   1. The integrity of University academic life and of the degrees, diplomas and certificates the University confers is dependent upon the honesty and soundness of the instructor-student learning relationship and, in particular, that of the evaluation process. Therefore, for their part, all students are expected to be honest in all of their academic endeavours and relationships with the University.

   Jurisdiction
   2. For the purposes of this Code, the student need only have been a student at the time of the alleged offence.
   3. If, prior to the initiation of any proceedings under this Code, the student has graduated, the proceedings shall continue.
   4. Neither the withdrawal by a student from a degree, diploma or certificate program or from a course, nor the termination of that student’s program by his/her department shall affect the filing of an Incident Report or any process provided for under this Code. If a student withdraws from the course, the Registrar will replace the withdrawal (DISC) notation by a pending (PEND) notation until the outcome of the charge is finalized.

   Ambiguity
   5. Wherever there is doubt or ambiguity regarding any provision of this Code or the procedure to be followed, that interpretation or procedure which appears to be most equitable and consistent with the general purposes and philosophy of this Code shall be adopted. Except for those terms specifically defined in this Code, the terms used shall have their usual meanings.

II. Definitions
   Student
   6. Student is defined as:
      a. any person registered in the University whether for courses or research and whether or not a candidate for a degree, diploma or certificate;
      b. persons once registered in the University who are under suspension from the University;
      c. persons registered during a preceding academic term.

   Days
   7. Days is defined as working days which excludes weekends, holidays, and other days during which the University is closed as listed in the Undergraduate and Graduate Calendars.

   Dean
   8. Dean is defined as:
      a. the Dean of the Faculty or School offering the program in which the student is registered; or
      b. if the student is not registered in a program, the Dean of the Faculty or School providing the course concerned or in the event that the offence is not related to a particular course, the Dean of the Faculty or School providing the most credits on the student’s record; or
      c. if the student is a graduate student, the Dean of the School of Graduate Studies.

The Dean may designate a delegate to fulfil any of his or her obligations under this Code. If the course concerned is taught by the Dean, the Provost and Vice-President, Academic Affairs shall assume all of the duties imposed on the Dean in this Code.
Invigilator
9. Invigilator means an instructor or any other person who is charged with supervising an evaluative exercise.

Examination
10. Examination means any evaluative exercise including tests, quizzes and like assignments as well as site supervised examinations and non-site supervised examinations.

Administrator
11. Administrator, as allowed for in article 27, means those individuals who through the normal course of their duties at the University may encounter possible incidents of academic misconduct. Examples of an administrator may include, but are not restricted to: Office of the Registrar or Admissions personnel, Graduate Program Directors, Associate Deans, re-evaluators (see Academic Re-evaluation Procedures) and academic department staff.

Secretary of the Academic Hearing Panel
12. A Secretary of the Academic Hearing Panel shall be named and shall be responsible for the administrative functioning of the Academic Hearing Panels, including maintaining the confidential files and recordings of proceedings of the hearing panels.

Secretary of the Appeals Panel
13. A Secretary of the Appeals Panel shall be named and shall be responsible for the administrative functioning of the Appeals Panels, including maintaining the confidential files of the Appeals Panels. The Secretary of the Appeals Panel shall not be the same individual as named in article 12.

III. Offences
14. Any form of cheating, plagiarism, personation, falsification of a document as well as any other form of dishonest behaviour related to the obtention of academic gain or the avoidance of evaluative exercises committed by a student is an academic offence under this Code.
15. Any attempt at or participation related in any way to an academic offence is also an offence under this Code and shall be dealt with in accordance with the procedures set out in this Code.
16. Without limiting, or restricting, the generality of article 14 above and with the understanding that articles 6 a) to l) are to be considered examples only, academic offences include the carrying out, or attempting to carry out or participating in:
   a. plagiarism — the presentation of the work of another person, in whatever form, as one's own or without proper acknowledgement;
   b. the contribution by one student to another student of work with the knowledge that the latter may submit the work in part or in whole as his or her own;
   c. unauthorized collaboration between students;
   d. tearing or mutilating an examination booklet, inserting pages into a booklet or taking a booklet from the examination room;
   e. multiple submission — the submission of a piece of work for evaluative purposes when that work has been or is currently being submitted for evaluative purposes in another course at the University or in another teaching institution without the knowledge and permission of the instructor or instructors involved;
   f. the obtention by theft or any other means of the questions and/or answers of an examination or of any other University-related resource that one is not authorized to possess;
   g. the possession or use during an examination of any non-authorized documents or materials or possessing a device allowing access to or use of any non-authorized documents or materials;
   h. the use of another person's examination during an examination;
   i. communication with anyone other than an invigilator during an examination or the obtention of any non-authorized assistance during an examination;
   j. personation — assuming the identity of another person or having another person assume one's own identity;
   k. the falsification of a document, in particular a document transmitted to the University or a document of the University, whether transmitted or not to a third party, whatever the circumstances;
   l. the falsification of a fact or research data in a work including a reference to a source, which has been fabricated.
   Falsification shall not include those factors intrinsic to the process of academic research such as honest error, conflicting data or differences in interpretation or judgement of data or of experimental design.

IV. Procedures
Provisions Governing Examinations
17. It is the duty of an invigilator to take action under the following articles when he or she becomes aware of any suspected academic offence.
18. Every examination paper shall expressly list the materials and equipment that a student is permitted to have and use during the examination and shall indicate any special conditions relating to the examination.
19. Except if expressly authorized by the invigilator, a student may not speak or otherwise communicate with any person other than an invigilator.

Centrally Supervised Examinations
20. Where an examination is supervised by the Office of the Registrar or where another central supervisory function is available to deal with allegations of offences related to examinations, a student who is suspected of an academic offence shall be so informed by the invigilator and shall be required to leave the examination area.
21. Communication with the student shall be restricted to requesting that he or she, in a written statement, choose one of the following options on a completed Academic Code of Conduct Incident Report ("Incident Report"):  
a. to withdraw from the examination with the understanding that if the charge is dismissed, the student shall be permitted to take another examination for the same course at a mutually agreed upon time but no later than one calendar year from the date of the filing of the Incident Report; or  
b. to continue the examination under controlled conditions in another location in which case the invigilator shall provide a fresh examination booklet and shall allow additional time for the examination to compensate for any time lost. The student shall continue the examination from the point at which he or she was required to leave the examination area; or  
c. to acknowledge that the exam has been completed.

22. Should the student not indicate a choice, he or she shall be considered to have chosen to withdraw from the examination. Until such time as the student has indicated that he or she has chosen to withdraw from the examination or is deemed to have done so, he or she remains under examination conditions.

23. The invigilator shall file an Incident Report with the Dean, as defined in article 8 of this Code, and shall include all examination materials as well as any other evidence related to the suspected academic offence. The invigilator may not, on his or her own authority, impose a sanction on the student.

Other Examinations

24. Where an examination is not supervised by the Office of the Registrar or where another central supervisory function is not available to deal with allegations of offences related to examinations, a student who is suspected of an academic offence shall be so informed by the invigilator and may be required to leave the examination area immediately. The invigilator shall file an Incident Report with the Dean, as defined in article 8 of this Code, and shall include all examination materials as well as any other evidence related to the suspected academic offence. The invigilator may not, on his or her own authority, impose a sanction on the student.

Non-Examination Related Offences

25. An instructor who, in the course of grading a student’s work or through any other means, has reasonable grounds to believe that a student in the instructor’s course or working under his or her direction has committed a non-examination related offence shall complete an Incident Report. The instructor shall forward the Incident Report to the Dean as defined in article 8 of this Code. The instructor may not, on his or her own authority, impose a sanction on the student. In the interim, and until there is a final outcome of any proceedings under this Code, the instructor shall enter a pending notation.

26. Should a person other than an instructor, as named in article 25, have reasonable grounds to believe that a student has committed a non-examination related offence, he or she may report his or her findings to the Department Chair, or equivalent. If the Chair, or equivalent, finds that there are reasonable grounds, he or she shall complete an Incident Report. The Chair, or equivalent, shall forward the Incident Report to the Dean as defined in article 8 of this Code. The Chair, or equivalent, may not, on his or her own authority, impose a sanction on the student.

27. Any administrator of the University who to his or her personal knowledge or upon reliable report has reasonable grounds to believe that a student has committed a non-examination related offence shall complete an Incident Report. The administrator shall forward the Incident Report to the Dean as defined in article 8 of this Code. The administrator may not, on his or her own authority, impose a sanction on the student.

Interviews

28. Upon receipt of an Incident Report, the Dean shall send a copy to the student, the Registrar and the Secretary of the Academic Hearing Panel and shall indicate whether he or she intends to interview the student to inquire into the alleged offence or whether the Incident Report is being transmitted directly to an Academic Hearing Panel. The Dean shall, as well, include a copy of this Code.

29. Should the Dean decide to interview the student, the interview shall normally take place within fifteen (15) days of the Dean’s receipt of the Incident Report. Whenever possible, five (5) days notice shall be given to the student before the interview. In convening the interview with the student, the Dean shall inform the student of his or her right to consult any person and to be accompanied or represented by a student advocate from the Student Advocate Program, the CSU Student Advocacy Centre or any other member of the University community.

30. When the Dean has decided not to interview the student and to transmit the Incident Report directly to an Academic Hearing Panel such transmission shall take place within fifteen (15) days of receipt of the Incident Report.

31. At the outset of the interview, the Dean shall inform the student that he or she is not obliged to answer any of the Dean’s questions and that any answers given may become the basis for an immediate disposition of the case under article 32 or cause the Dean to refer the case to an Academic Hearing Panel or be the subject of testimony by both parties at any subsequent proceeding. The standard of proof to be relied upon by the Dean shall be one of a “preponderance of evidence” as defined in article 49.

32. Within ten (10) days from the conclusion of the interview, the Dean shall write to the student indicating his or her decision to dismiss the charge or, in the case of upholding the charge, to impose one or more of the following sanctions:  
a. Reprimand the student;  
b. Direct that a piece of work be resubmitted;  
c. Enter a grade of “0” for the piece of work in question;  
d. Enter a grade reduction in the course;  
e. Enter a failing grade for the course;  
f. Enter a failing grade and ineligibility for a supplemental examination or any other evaluative exercise for the course;
An Academic Hearing Panel (“AHP”) of five (5) members, as well as a non-voting Chair, shall be selected by the Secretary for

When the offence involves more than one student, either the students(s) or the Dean(s) may request that the Secretary

Either party may object to the participation of a Panel member on the grounds of potential bias. A reasoned objection shall

When the Dean has decided to dismiss the charge, a copy of the letter dismissing the charge shall be

Where the Dean has imposed a sanction article 32 and the student has not elected to obtain a full hearing under article 33, the Secretary shall, within a reasonable time, so notify the Dean and the Dean shall file a report with the Registrar containing the following:

When the student has elected to obtain a full hearing under article 33, the execution of any decision of the Dean shall be

Composition of the Academic Hearing Panels

An Academic Hearing Panel (“AHP”) of five (5) members, as well as a non-voting Chair, shall be selected by the Secretary for a given hearing. The AHP shall be composed of three (3) faculty members drawn from the Faculty Tribunal Pool and two (2) students drawn from the Student Tribunal Pool provided for under the Policy on the Establishment of Tribunal Hearing Pools (BD-6). Every attempt will be made to select at least one (1) faculty member and one (1) student from the student’s constituency (i.e. by faculty and undergraduate or graduate status).

In the absence of one or more panellists and with the consent of both parties, it shall be permitted to proceed with a reduced Panel. A reduced AHP shall be composed of the non-voting Chair as well as two (2) faculty members and one (1) student.

Procedures Before an Academic Hearing Panel

Once a matter has been referred to the Secretary, he or she shall convene an AHP to hear the matter. Thereafter, the Secretary shall be responsible for all communications with the parties.

A hearing shall be convened as soon as possible after the receipt by the Secretary of the notification and normally within fifteen (15) days. Once a hearing date is fixed by the Secretary, both parties shall submit any documentation they wish considered to the Secretary no later than ten (10) days before the scheduled hearing date. Such documentation shall include all supporting documents, including any submitted during the interview process, and a list of the witnesses, if any, that will appear. The Secretary shall transmit the documentation, together with a list of the Panel members selected for the case, to the parties no later than five (5) days before the scheduled hearing date.

When not already evident from the case file, the Secretary shall inform the student of his or her right to consult any person and to be accompanied or represented by a student advocate from the Student Advocate Program, the CSU Student Advocacy Centre or any other member of the University community.

Either party may object to the participation of a Panel member on the grounds of potential bias. A reasoned objection shall be filed with the Secretary in writing, within ten (10) days after the date of transmission of the Dean’s decision. A copy of the Dean’s letter shall be sent to the Secretary, the Registrar, the instructor and the Department Chair, or equivalent, if applicable. When the Dean has decided to dismiss the charge against the student, a copy of the letter dismissing the charge shall be sent to the Secretary, the Registrar, the instructor and the Department Chair, or equivalent, if applicable.

Where the Dean has imposed a sanction under article 32 and the student has not elected to obtain a full hearing under article 33, the Secretary shall, within a reasonable time, so notify the Dean and the Dean shall file a report with the Registrar,

When the student has elected to obtain a full hearing under article 33, the execution of any decision of the Dean shall be suspended pending disposition by an Academic Hearing Panel. In such cases, the imposition of the sanction of a failing grade shall not be taken into account when calculating the student’s grade point average.

When the student has elected to obtain a full hearing under article 33, the AHP shall be composed of three (3) faculty members and two (2) students, drawn from the Faculty Tribunal Pool and the Student Tribunal Pool, respectively. Every attempt will be made to select at least two (2) faculty members and one (1) student from the student’s constituency (i.e. by faculty and undergraduate or graduate status).
The Hearing
44. The AHP shall establish its own rules of procedure. Minimally, these rules shall provide for opening statements by the parties, evidence and witnesses called by the parties (expert or otherwise), the right of cross-examination, questioning by members of the AHP, representations with respect to desired sanctions and closing statements. Hearings shall be recorded and the cassettes kept as part of the permanent record of the proceedings for a period of not less than five (5) years.
45. The role of the Chair shall be to preside over the proceedings, keep order and ensure fairness. The Chair shall, as well, preside over the deliberations of the AHP but shall not vote. Decisions shall be by majority vote. The hearing shall be closed unless both parties have consented in writing to the attendance of members of the University community.
46. The instructor in the course in which the offence took place, if applicable, may be present throughout the hearing or may be called as a witness by either of the parties.
47. If the student fails to attend the hearing, the hearing may proceed in the student’s absence or, at the Chair’s discretion the start of the hearing may be postponed. If the hearing proceeds in the student’s absence, all rights contingent on the student’s presence, with the exception of the right to have an advocate present to plead for postponement, are forfeited. In such a case, a student’s right of appeal is limited to a consideration of the reasonableness of his or her excuse for not appearing. If an Appeals Panel finds that the excuse is reasonable, it shall order a new hearing by a new AHP with the student present. The decision of the new hearing with the student present is appealable as if it were a first hearing.
48. At a hearing for a student charged with a repeat offence, other than the fact that a previous charge has been upheld and is, therefore, relevant in relation to article 52, any and all other information concerning the charge(s) shall be excluded, including the nature of the offence(s) and the sanction(s) imposed.
49. The decision of the AHP shall be signed, dated and reasoned. The standard of proof to be relied upon by the AHP shall be one of a “preponderance of evidence”. A “preponderance of evidence” standard means that the Dean must establish that his or her version of the facts is significantly more probable.

Sanctions
50. Within ten (10) days from the conclusion of the hearing, the AHP shall write to the student and the Dean, with a copy to the Registrar, indicating its decision to dismiss the charge against the student or, in the case of upholding the charge, to impose one or more of the following sanctions:
   a. Reprimand the student;
   b. Direct that a piece of work be resubmitted;
   c. Enter a grade of “0” for the piece of work in question;
   d. Enter a grade reduction in the course;
   e. Enter a failing grade for the course;
   f. Enter a failing grade and ineligibility for a supplemental examination or any other evaluative exercise for the course;
   g. Impose the obligation to take and pass courses of up to twenty-four (24) credits in addition to the total number of credits required for the student’s program as specified by the Dean. If the student is registered as an independent student, the sanction will be imposed only if he or she applies and is accepted into a program;
   h. Impose a suspension for a period not to exceed six (6) academic terms. Suspensions shall entail the withdrawal of all University privileges, including the right to enter and be upon University premises;
   i. Expulsion from the University. Expulsion entails the permanent termination of all University privileges. In the case of a student who has graduated, the only two available sanctions are i) a notation on the student’s academic record that he or she has been found guilty of academic misconduct; or ii) a recommendation to Senate for the revocation of the degree obtained.
51. A sanction of suspension or expulsion is subject to confirmation by the Provost and Vice-President, Academic Affairs, who shall also determine the effective date.
52. Any student found to have committed a second academic offence shall be expelled from the University subject to confirmation by the Provost and Vice-President, Academic Affairs.
53. The decision of the AHP shall inform the parties of their right to seek an appeal from an Appeals Panel within fifteen (15) days after the date of transmission of the AHP decision.
54. Where neither the Dean nor the student has sought an appeal from an Appeals Panel within the stipulated delay, the Secretary shall so inform the Registrar including a statement to the effect that the Dean and the student concerned were notified in writing of the action taken and of their right to seek an appeal from an Appeals Panel. Such report shall form a part of the student’s permanent file maintained by the Registrar. This notification shall be sent to the Dean and the student.
55. The execution of any sanctions by an AHP shall be suspended until the expiry of the delay to seek an appeal or until the rendering of the decision by an Appeals Panel if an appeal is heard. In such cases, the imposition of the sanction of a failing grade shall not be taken into account when calculating the student’s grade point average.

Appeals
56. Should either the student or the Dean wish to seek an appeal from a decision or sanction of an AHP, he or she shall apply in writing to the Secretary for the authorization to seek an appeal within fifteen (15) days after the date of transmission of the AHP decision. An Appeals Panel shall decide whether an appeal shall be heard having regard to the circumstances of each case.
57. Such request for authorization to appeal may be based only on the grounds of discovery of new evidence following the rendering of the decision of the AHP or on the presence of serious and prejudicial procedural defects of the AHP. The request shall state in clear and precise terms the grounds on which the appeal is based. The Appeals Panel shall be provided with the complete file of the AHP and its decision shall be based on the written record only.
58. An Appeals Panel of three (3) members, as well as a non-voting Chair, shall be selected by the Secretary for a given appeal. The Appeals Panel shall be composed of two (2) faculty members drawn from the Faculty Tribunal Pool and one (1) student drawn from the Student Tribunal Pool. Every attempt will be made to select the student member from the student’s constituency (undergraduate or graduate status).

59. An Appeals Panel shall be convened as soon as possible after receipt of the authorization request by the Secretary and normally within fifteen (15) days. It shall normally render its decision with respect to the request within five (5) days of its consideration of the request.

60. If the authorization to appeal is granted, the appeal shall normally be heard within fifteen (15) days of the decision to authorize the appeal. Notification of such shall be sent to both parties.

61. The Appeals Panel has the authority to confirm, reverse or modify the decision being appealed. Further, should the appeal be based on the production of new evidence, the Appeals Panel may order a new hearing of the case by a new AHP.

62. The Appeals Panel shall normally render its decision within ten (10) days of the hearing. The decision of the Appeals Panel shall be signed, dated and reasoned and shall be sent to both parties and the Registrar.

63. The decision of the Appeals Panel shall be final.

64. In the case of the denial of an appeal where the sanction imposed by the AHP was suspension or expulsion, the suspension or expulsion shall take effect on a date to be determined by the Provost and Vice-President, Academic Affairs.

V. Miscellaneous Provisions

Delays and Language

65. In the calculation of any delay set out in the Code, the months of July and August shall not be taken into account. In the case of a hearing before an AHP or an Appeals Panel that commenced before July 1, the regular delays set out in this Code shall apply.

66. Students may participate in interviews conducted under article 29 in either English or French. Further, any party or witness participating in a hearing before an AHP or an Appeals Panel may make their presentation in either English or French. If an interpreter is required to satisfy the preceding, the request shall be made at the same time as the initial AHP request made in accordance with article 33.

Notices

67. Any written notice addressed to a student under this Code shall be sent by courier to the last address provided by the student to the University and shall be deemed to be received one (1) day after delivery.

Notations on Academic Record and Transcript

68. When a charge of academic misconduct has been upheld, the charge and the sanctions shall be reflected on the student’s academic record with the sanction appearing as the appropriate article (32 or 50) and the additional notation of “for academic and disciplinary reasons”. When the sanction imposed is either 32 (g) or 50 (g), the number of extra credits imposed shall also be noted.

69. Sanctions of a failing grade in a course; a failing grade in a course and further ineligibility for a supplemental examination and the obligation to take extra courses shall be reflected on the student’s academic transcript with no additional notations relating to academic misconduct. A grade obtained as the result of a penalty for academic misconduct shall remain in the calculation of the Annual WGPA, the Cumulative GPA and the Final Graduation GPA, whether or not the course has been repeated.

70. Suspensions imposed under this Code shall be recorded on the academic record and the academic transcript as follows: “Required to withdraw for academic and disciplinary reasons. May not resume studies until [date]”. At the date for resumption of studies, the notation shall be removed from the student’s academic transcript but shall continue to appear on the student’s academic record.

71. The President may, upon written request from a student and in cases where the President considers it appropriate, direct that a sanction, with the exception of expulsion, be removed from the student’s academic record. Such written request can be made no sooner than five (5) years after the sanction has been imposed.

72. Any expulsion imposed under this Code shall be recorded on the academic record and the academic transcript as follows: “Required to withdraw for academic and disciplinary reasons. May not apply for readmission”.

73. In cases where a sanction has been imposed but a student has requested either a full hearing before an AHP or has sought an appeal from an Appeals Panel which has not been disposed of, the Registrar shall note on the academic record that both the grade and the sanction are “pending” until both the hearing and appeal process have been completed.

74. Further to article 73, in the case of a sanction of suspension or expulsion, the Registrar shall note on the academic transcript that the sanction is “pending”.

75. No degree, diploma or certificate of the University shall be conferred or awarded from the time of the alleged offence until the final disposition of the charge.

Records and Confidentiality

76. The Registrar shall maintain a record in the student’s official file with respect to all sanctions imposed under this Code.

77. In all cases where a charge of academic misconduct has been upheld, the responsibility for maintaining the complete file shall rest with the Dean.

78. All records shall be kept in strictest confidence and shall only be communicated to the student concerned and to other persons within the University having a legitimate interest or duty to take communication of them.

In the event that a charge is dismissed at any level provided for in the Code, all information relating to the charge will be removed from the files held by the Faculty and the Registrar and will have no effect on a student’s academic record or future
academic activities. However, in accordance with the legislation governing the keeping of records, a record of the charge and its dismissal will be kept in a confidential file by the Secretary and will be destroyed within the time-frame outlined by the University’s archives retention rules.

79. Nothing contained in this section shall be interpreted as preventing the Registrar or any other University member from responding to a court order requiring the disclosure of information or statements obtained in the course of an interview or hearing conducted under this Code.

Annual Report
80. An annual report detailing the number of charges laid under this Code and their disposition shall be prepared by the Secretary and presented to Senate by September 30 of each year. The report shall be published in the University’s newspaper. In no circumstances shall any mention be made of the names of the parties involved nor of any information, which might lead to their identification.

Overall Responsibility for Code
81. The overall responsibility for the implementation and recommended amendments to this Code shall rest with the Secretary-General. The Secretary-General shall transmit an information sheet to each Dean and Chair at the beginning of the Fall Term each year outlining the general framework of this Code.
POLICY ON THE ESTABLISHMENT OF TRIBUNAL HEARING POOLS

Section 17.20

General

1. This policy deals with the establishment of tribunal hearing pools for hearings, both first-level hearings as well as appeal hearings, provided for in the Code of Rights and Responsibilities, the Academic Code of Conduct (including cases heard under the previous Code of Conduct – Academic), the Academic Re-evaluation Procedures, the Graduate Academic Appeals Procedures and any other codes or policies which may be adopted that refer to the Tribunal Hearing Pools provided for under this policy.

2. In the event that a hearing or appeal panel cannot be convened from the membership of the Student Tribunal Pool, the Faculty Tribunal Pool, the Administrative and Support Staff Tribunal Pool or the Pool of Chairs, as outlined below, the Secretary-General shall designate the membership of the relevant hearing or appeal panel for a given case.

Student Tribunal Pool

3. In June of each year, the Concordia Student Union Inc. shall be asked to nominate up to a maximum of fifteen (15) undergraduate students and the Graduate Student Association shall be asked to nominate up to a maximum of ten (10) graduate students to form the Student Tribunal Pool (STP).

4. In order to be eligible, students shall be registered in an undergraduate or graduate program and be in good standing. Students who are in failed standing, in conditional standing or on academic probation or who have been sanctioned under the Code of Rights and Responsibilities, or the Academic Code of Conduct (including cases heard under the previous Code of Conduct – Academic) within the three (3) years previous to their nomination are not eligible.

The status and standing of student nominees shall be confirmed by the University Registrar in September prior to the submission of the list of nominees for approval to Senate by the Secretary of Senate. In addition, the status and standing of members of the STP shall be confirmed by the University Registrar each September for as long as the member remains in office.

5. The term of office of members of the STP shall be for two (2) years, from September 1 to August 31, and shall be renewable. Members remain in office until replaced.

Faculty Tribunal Pool

6. The Council of the Faculty of Arts and Science shall nominate thirteen (13) faculty members, the Council of the John Molson School of Business shall nominate six (6) faculty members, the Council of the Faculty of Engineering and Computer Science shall nominate five (5) faculty members, the Council of the Faculty of Fine Arts shall nominate three (3) faculty members and the Council of the School of Graduate Studies shall nominate eight (8) faculty members, for a total of thirty-five (35) faculty members, to comprise the Faculty Tribunal Pool (FTP).

7. The term of office of members of the FTP shall be for two (2) years, from September 1 to August 31, and shall be renewable. Members remain in office until replaced.

8. The Secretary of each Faculty Council and the Council of the School of Graduate Studies shall forward a list of nominees to the Secretary of Senate prior to its September meeting for approval.

Administrative and Support Staff Tribunal Pool

9. The Administrative and Support Staff Tribunal Pool (AaSSTP) shall be comprised of five (5) members nominated in accordance with the Electoral College Policy. Administrative and support staff members from the Office of the Secretary-General, the Office of the General Counsel, the Office of Student Tribunals, the Ombuds Office and the Office of Rights and Responsibilities shall not be eligible for membership on the AaSSTP.

10. The term of office of members of the AaSSTP shall be for two (2) years, from September 1 to August 31, and shall be renewable. Members remain in office until replaced.

11. The Department of Human Resources shall forward a list of nominees to the Secretary of the Board of Governors prior to its September meeting for approval.

Chairs

12. In addition to the members of the STP and FTP appointed by Senate, and the members of the AaSSTP appointed by the Board, Senate shall appoint as many individuals as necessary to serve as non-voting Chairs of the various tribunal panels dealt with under this policy.

13. The role of the Chairs shall be to preside over the various tribunal panels, keep order and ensure fairness. The Chairs shall, as well, preside over the deliberations of the various tribunal panels but shall not vote.
14. Because the role of the Chairs of the various tribunal panels requires impartiality and particular skills which take time to develop and cannot easily be acquired by lay persons during a brief term of office, the Chairs shall normally be selected from qualified alumni or emeriti who have training in law or tribunal procedures as well as some knowledge of the University environment.

15. The term of office for Chairs shall be for two (2) years, from September 1 to August 31, and shall be renewable.

16. The candidates for the Chairs shall be recommended to Senate by the University General Counsel in consultation with the secretaries of the tribunal panels dealt with under this policy. Curriculum vitae of the candidates shall accompany the recommendation.

Training
17. All members of the STP, FTP and AaSSTP, and all Chairs shall receive training, prepared and conducted jointly by the secretaries of the tribunal panels dealt with under this policy under the supervision of the University General Counsel.
CODE OF RIGHTS AND RESPONSIBILITIES

Section I: Statement of Principles

The Code of Rights and Responsibilities
1. The Code of Rights and Responsibilities (the Code) has, as its grounding principles, the values of civility, equity, respect, non-discrimination and an appreciation of diversity as manifested within Concordia University (the University) and within society-at-large.

Rights Promoted and Protected by the Code
2. All Members of the University, as defined in Section III of the Code, may reasonably expect to pursue their work, studies and other activities related to University life in a safe and civil environment. As such, neither the University nor any of its Members shall condone any conduct which adversely affects the University or any of its Members.
3. All Members have the freedom of conscience and religion; freedom of thought, belief, opinion and expression; freedom of peaceful assembly and freedom of association, the whole subject to the limits recognized by law and University policies and procedures.

Academic Freedom
4. The Code is not to be applied in such a way as to detract from the right of Members to engage in the frank discussion of potentially controversial matters, such as race, sex, sexual orientation, gender identity, politics or religion. Furthermore, the Code shall not be interpreted in such a way as to limit the use of legitimate instructional techniques, such as irony, argument, conjecture and refutation, or the assignment of readings, which may present a controversial point of view. The Code also recognizes the right to teach, within the bounds of the course calendar description and requirements of competence, and to conduct research and to engage in creative activity according to one’s best judgment.

Responsibilities
5. All Members are expected to refrain from violating the Code and those who have supervisory authority over others bear a particular responsibility to act in a timely and effective manner when they become aware of any alleged violation of the Code.

Complaints Subject to a Range of Responses
6. In keeping with its desire to settle conflicts in an effective and constructive manner, the University and its Members shall endeavour to seek an appropriate response to any alleged violations of the Code, ranging from the use of informal methods of conflict resolution to formal procedures for adjudicating complaints. Every attempt shall be made to use remedies and sanctions that restore harmony, collegiality and cooperation between Members.

Fairness and Consistency
7. Complaints made under the Code shall be adjudicated in a manner that is consistent with the principles of natural justice and fair for all parties, regardless of constituency. The principles of natural justice may be defined broadly as the right to be heard, the obligation to hear the other side and decisions to be made untainted by bias.

Management Rights
8. The Code is not to be applied in such a way as to detract from the right and duty of those with supervisory authority to manage and, if necessary, to discipline Members in accordance with collective or employee agreements and University policies and procedures.

Union Rights
9. The Code is not to be applied in such a way as to detract from the rights of unions or employee associations to defend the interests of their members and to exercise their rights under a collective or employee agreement.
Section II: Mandate and Functions of the Office of Rights and Responsibilities and the Advisor

12. The mandate of the Office of Rights and Responsibilities (“the Office”) is to assist Members in resolving incidents involving an alleged violation of the Code in an effective and constructive manner. Such assistance is available both to Members who believe that they have been subjected to conduct that violates the Code and to those with supervisory authority who are called upon to respond to incidents of such conduct. The operations of the Office are directed by the Advisor on Rights and Responsibilities (“the Advisor”).

13. The Advisor shall actively promote, through education and direct intervention, the values outlined in article 1 while carrying out all duties described in the Code. The Advisor shall be impartial in the exercise of his/her duties, shall respect the confidentiality of all who seek assistance from the Office, and shall do so in a non-judgmental manner. The Administration of the University shall respect the independence of the Office as it carries out its duties.

14. The Advisor shall advise, assist and support Members who are experiencing behavioural problems from another Member, as described in the Offences section of the Code, and shall endeavour to seek an appropriate response to any alleged violation. Responses may range from the use of informal dispute resolution methods to formal procedures for adjudicating complaints.

15. The Advisor may, when warranted, make recommendations to University authorities regarding situations within a unit, department, faculty, or the University as a whole, which have the general effect of violating the rights of Members to pursue his/her work, study and other activities related to University life in a safe and civil manner in keeping with the values espoused by the University and outlined in the Code.

16. The Advisor shall submit an annual report to the Secretary-General by November 1 of each year covering the previous academic year. The report shall detail the activities of the Office, including statistics on all complaints received, and make recommendations, as necessary, with regard to either the Code or the operations of the Office. The report shall be published in the University’s newspaper and shall be submitted, for information purposes, to the Senate and Board of Governors.

17. If a Member considers that the Advisor has failed to follow the procedures outlined in the Code with respect to any matter to which the Member has been a party, he/she may submit a written complaint, detailing the alleged procedural failure, to the Secretary-General. The written complaint shall be investigated and the Member shall be informed of the results of the investigation, normally within fifteen (15) Days of the receipt of the complaint.

18. The Advisor shall be appointed by and shall report to the Secretary-General upon the recommendation of an advisory committee, composed of representatives of the University constituencies, including at least one (1) undergraduate and one (1) graduate student, struck for this purpose.

19. The appointment shall be made for an initial term of two years, renewable for further terms of five years. During the fourth year of each such term, the Secretary-General shall appoint an appraisal committee, composed of representatives of the University constituencies, including at least one (1) undergraduate and one (1) graduate student, which shall:
   a) review the operations of the Office;
   b) make recommendations with respect to the Office;
   c) make a recommendation with respect to the renewal of the Advisor.
   This review shall include, but shall not be limited to, consultations with the University community as well as an external appraisal.

Section III: Definitions

20. For the purposes of the Code:

   “Authority” means the individual to whom a complaint must be submitted under the terms of a Respondent’s collective or employee agreement or relevant University policy.

   “Days” means working days, which excludes weekends, holidays and other days during which the University is closed.

   “Expulsion” or “to Expel” means the termination of all of the Member’s rights and privileges as a Student at the University, including the right to enter and be on University property. Expulsion shall be recorded on the Member’s transcript as follows: “Required to withdraw. May request to be considered for readmission after five (5) years from the date of expulsion pursuant to the Code of Rights and Responsibilities.” The Student may submit a written request to the Provost and Vice-President, Academic Affairs to be considered for readmission after a period of five (5) years from the date of the expulsion.

   “Investigator” refers to a person, external to the University, chosen to conduct an investigation into a complaint of harassment made against a non-Student Member, in accordance with article 108 of the Code.

   “Member” means faculty members, employees, administrative and support staff, postdoctoral fellows, members of the administration, students (as defined below) and all other students, interns, stagiaires or researchers including but not limited to exchange students, visiting students, interns or researchers.
“Student” means:

- any person registered in any academic program on a full-time or part-time basis
- any person admitted as an independent student, during the semester in which the person is registered in at least one course as well as the semester immediately following
- any person registered in a non-credit course for the duration of the course only
- any person registered as an Auditor in a credit or non-credit course for the duration of the course only
- any person registered as a student at another university who has written approval from his/her home university to take courses at the University for the semester during which the person is registered in at least one course at the University.

A person ceases to be a Student:

- upon graduation; or
- three consecutive semesters after he/she was last registered in at least one (1) course; or
- at the end of the semester during which such person is declared in failed standing and is no longer entitled to register in any course at the University.

“Suspension” or “to Suspend” means the withdrawal of such University privileges of a Student as are specified by the President or the Hearing Panel. If no particular privileges are specified, “Suspension” shall entail the withdrawal of all University privileges, including the right to write examinations and the right to enter and be upon University premises, in which case the Student may only come upon University premises for a specified purpose, previously authorized in writing by a Disciplinary Officer. Suspension shall be recorded on the academic transcript as follows: “Required to withdraw. May not resume studies until (date).” At the date for resumption of studies, the notation shall be removed from the transcript but shall continue to be maintained in the confidential files of the Dean of Students. The maximum length of a Suspension shall be two (2) years, after which the Student may resume his/her studies at the next possible term, providing that all imposed conditions (if any) have been fulfilled.

Ambiguities

21. Wherever there is doubt or ambiguity regarding any provision of the Code or the procedure to be followed, that interpretation or procedure which appears to be most equitable and consistent with the general purposes and philosophy of the Code shall be adopted. Except for those terms specifically defined in this Code, the terms used shall have their usual meanings.

Section IV: Jurisdiction

22. Complaints with respect to a violation of the Code may be made by Members in relation to the conduct of other Members where the Member complaining (“the Complainant”) is directly affected by the conduct in question. As well, the University, through its Disciplinary Officers, may make a complaint on its own behalf against a Member in relation to conduct against another Member or non-Member. The alleged violation must have taken place on University premises, either rented or owned, or on other premises in the course of any University-sponsored activity or event.

Complaints against Former Students

23. In cases involving a Student’s conduct, the person need only have been a Student at the time of the alleged violation of the Code. If any proceedings under the Code cannot be initiated or completed because a Student has graduated or ceases to be a Student in accordance with the definition contained in Section III of the Code, the proceedings shall continue if the person registers again or, in the case of a person who has graduated, if the alleged offence, if proven, would impugn the validity of the degree conferred.

24. If a complaint has been upheld against a Student who later graduates or ceases to be a Student in accordance with the definition contained in Section III of the Code, prior to the fulfillment of the sanction imposed, a notation shall be made on his/her academic record only indicating the sanction under the Code and that he/she cannot pursue further studies at the University until such time as the sanction imposed has been fulfilled or until he/she has made suitable arrangements with the Dean of Students to fulfill the sanction.

Contractors, their Employees and Visitors

25. Contractors, their employees and representatives, and visitors to the University as well as any other persons associated with or taking courses at the University or on University premises are expected to conduct themselves in a manner consistent with the Code. Violations of the Code by such persons may be dealt with, where applicable, as potential breaches of contract and, in addition, the President, and any other person designated by the President, may exclude each such person from any University premises and take any other steps that may be appropriate. Should such persons believe that they have been subjected to conduct on University premises in violation of the Code, they may consult the Advisor for advice.

Section V: Offences Prohibited Under the Code

26. The primary purpose of the Code is to promote and protect the values of civility, equity, respect, non-discrimination, and an appreciation of diversity as manifested within the University and to support Members who have experienced, or are experiencing, conduct that violates these fundamental values.

27. No Member who seeks the services of, files a complaint with, or cooperates in any manner with the Advisor, shall be subject to any reprisals for so doing. The procedure set out in the relevant University policy or collective or employee agreement shall be followed in cases of alleged reprisals.
28. The following offences represent the core behaviours the Code wishes to address and are prohibited under this Code:
   a) Harassment
      "Harassment" means:
      i. all forms of repeated or ongoing unwelcome, vexatious conduct, including but not limited to, sexual harassment, psychological harassment or harassment based on a ground prohibited by law directed towards a Member or a group of Members; and
      ii. which may or may not be based upon one of the prohibited grounds specified in the Quebec Charter of Human Rights and Freedoms, that is; race, colour, ethnic or national origin, sex, gender identity, pregnancy, sexual orientation, civil status, age, religion, political convictions, language, social condition, handicap or the use of a means to palliate a handicap; and
      iii. when such conduct has the effect or purpose of unreasonably interfering with a Member’s right to pursue his/her work, study or other activities related to University life in a safe and civil manner or of creating an intimidating or hostile environment for such activities.
      A single serious incidence of such behaviour may constitute harassment if it has the same consequences and if it produces a lasting harmful effect on the Member.
   b) Sexual Harassment
      Sexual harassment means a form of harassment which involves conduct of a sexual nature such as, but not limited to, sexual assault, verbal abuse or threats of a sexual nature, unwelcome sexual invitations or requests, demands for sexual favours or unwelcome and repeated innuendoes or taunting about a Member’s body or appearance when:
      i. submission to such conduct is made, whether explicitly or implicitly, a term or condition of the Member’s employment or educational progress; or
      ii. submission to or rejection of such conduct is used as the basis for an employment or academic decision affecting that Member; or
      iii. such conduct has the effect or purpose of unreasonably interfering with a Member’s right to pursue his/her work, study or other activities related to University life in a safe and civil manner or of creating an intimidating or hostile environment for such activities.
      A single serious incidence of such behaviour may constitute harassment if it has the same consequences and if it produces a lasting harmful effect on the Member.
   c) Psychological Harassment
      "Psychological harassment" is a specific type of harassment formally recognized in the law and means vexatious behaviour in the form of repeated conduct, written or verbal comments, actions or gestures against a Member which:
      i. are hostile or unwanted; and
      ii. affect the Member’s dignity or psychological or physical integrity; and
      iii. have the effect or purpose of unreasonably interfering with a Member’s right to pursue his/her work, study or other activities related to University life in a safe and civil manner or of creating an intimidating or hostile environment for such activities.
      A single serious incidence of such behaviour may constitute psychological harassment if it has the same consequences and if it produces a lasting harmful effect on the Member.
   d) Discrimination
      "Discrimination" means:
      i. treatment which has the effect or purpose of imposing burdens, barriers, obligations or disadvantages on a Member or group of Members; and
      ii. for which there is no bona fide and reasonable justification; and
      iii. when such treatment is based on one of the prohibited grounds specified in the Quebec Charter of Human Rights and Freedoms, that is; race, colour, ethnic or national origin, sex, gender identity, pregnancy, sexual orientation, civil status, age, religion, political convictions, language, social condition, handicap or the use of a means to palliate a handicap.
   e) Communication of Discriminatory Matter
      It is an offense for a Member to engage in the distribution, communication, publication or public exhibition by any means of any matter deemed to be discriminatory or to expose a person or persons to hatred or contempt by reason of the fact that that person or those persons are identifiable on the basis of a prohibited ground of discrimination, as contemplated under the Quebec Charter of Human Rights or under the Canadian Human Rights Act, and for which there is no bona fide and reasonable justification.
   f) Threatening or Violent Conduct
      "Threatening or violent conduct" means:
      i. assaulting another Member; or
      ii. threatening another Member or group of Members with bodily harm or causing another Member or group of Members to have reasonable grounds to fear bodily harm; or
      iii. creating, or threatening to create, a condition, which unnecessarily endangers or threatens the health, safety or well-being of another Member or group of Members or threatens the damage or destruction of property.
29. The following offences represent conduct injurious to Members, or to the University as a whole, and are prohibited under the Code:
   a) "Offences against property" means willfully or recklessly taking, having unauthorized possession of, damaging or destroying any property belonging:
      i. to the University; or
      ii. to any Member or group of Members when such property is on University premises or on other premises during the course of a University-sponsored activity or event;
b) Knowingly furnishing false information, knowingly making a false accusation or knowingly reporting a false emergency to any University Official or Office;
c) Maliciously activating fire alarms;
d) Bomb threats;
e) Theft or abuse of computing facilities or computer time, including but not limited to: logging into or attempting to log into a server or account without authorized access; accessing data or taking any action to obtain, copy, use, misuse, read or change data, information or services not intended for the Member or the Member’s use; unauthorized transfer of a file; use of another individual’s account or password; use of computing facilities to interfere with the work of another individual or computing system; attempting to probe, scan or test the vulnerability of a system or network; tampering, hacking, modifying or otherwise corrupting or breaching security or authentication measures; transmitting materials that contain malware such as viruses, Trojan horse software, keyboard loggers; or engage in conduct that could damage, disrupt or otherwise impair or interfere with the functionality of the operation of computing facilities or computer;
f) Unauthorized entry into any University property;
g) Obstruction or disruption of teaching, research, administration, study, student disciplinary procedures or other University activity. Notwithstanding the preceding, Members are free to engage in peaceful and orderly protest, demonstration, and picketing that do not disrupt the functions of the University. For example, peaceful picketing or other activity in any public activity that does not impede access nor interfere with the activities in a class or meeting is an acceptable expression of dissent and shall not be considered an infraction of this article.
h) Camping or lodging on University property other than in authorized facilities;
i) Forging or, without authority, knowingly altering, using, receiving or possessing University supplies or documents (including without limitation, records, keys, electronic devices or identifications);
j) Hazing or any method of pre-initiation or initiation into a student organization or any pastime or amusement engaged in with respect to such an organization which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm;
k) Unlawful manufacture, distribution, possession, use, sale or the attempted manufacture, distribution, or sale of controlled substances;
l) Possession, use, threatened use, storage, or manufacture of explosives, firebombs, or other destructive devices;
m) Possession, use, threatened use, or manufacture of firearms, ammunition, dangerous chemicals or other weapons, except as expressly authorized by law or University regulations;
n) Unauthorized use or duplication of the University’s name, trademarks, logos or seals; and
o) Any other action that is not specifically described in this Section but which is an offence described in any federal, provincial or municipal law or regulation, which occurs in the University context.

Section VI: Informal Resolution of Complaints

Consultation with the Advisor
30. The Advisor shall be impartial in the exercise of his/her functions and shall respect the confidentiality of all parties.
31. Members who believe that they have been subjected to conduct that violates the Code may consult the Advisor. The primary goal of the consultation is to assist the Complainant in making an informed choice as to the most appropriate method of resolution.
32. Normally, a complaint should be filed with the Advisor within three (3) months of the alleged violation. This period may be extended at the discretion of the Advisor when, in his/her opinion, there are serious and compelling reasons to grant the extension. If the person against whom the complaint is made (“the Respondent”) is a member of a union or employee association, the Advisor shall inform the Complainant of any delays regarding disciplinary procedures which may be prescribed in the Respondent’s collective or employee agreement.
33. The Advisor may, upon written notice to the Complainant, refuse to assist in informal resolution or to proceed with a formal complaint, on one or more of the following grounds:
   a) it is not within the jurisdiction of the Code, in which case the Advisor shall, if appropriate, re-direct the Complainant to the relevant channels for redress; or
   b) it is trivial, frivolous, vexatious or made in bad faith; or
   c) it is being dealt with, or has already been dealt with, by another University officer, policy or procedure; or
   d) it does not appear to be supported by sufficient evidence.
34. If the Advisor has refused to proceed with a formal complaint, the Complainant may appeal such a refusal within ten (10) Days of receipt of the Advisor’s notice, by submitting a request in writing to the Secretary of the Hearing Panel who will provide a copy of the request to the Advisor. A Hearing Panel shall be convened as soon as possible after receipt of the notification and normally within ten (10) Days. Once a hearing date is fixed by the Secretary, the Complainant and the Advisor shall each deliver written submissions to the Secretary at least two (2) Days prior to the date fixed for the hearing. The Hearing Panel shall render its reasoned decision based on such written submissions. The Secretary shall advise the Complainant and the Advisor of the names of the panellists no later than seven (7) Days prior to the date fixed for the hearing. The decision of the Hearing Panel is final.
35. If the Advisor does not make a determination under article 33, the Complainant shall decide upon one of the following courses of action:
   a) to proceed with informal conflict resolution; or
   b) to proceed with a formal process under Section VII or Section VIII; or
c) to take no further action; or
d) to pursue any other course of action available at law, under a collective or employee agreement or under any other University policies or procedures.

Procedures for Informal Resolution
36. If the Complainant opts to proceed with informal conflict resolution, he/she may authorize the Advisor to take steps to attempt an informal resolution. Such steps may take a variety of forms, for example, helping to clarify perceptions, raising awareness of the impact of certain conduct, reconciling differences or sorting out misunderstandings. The parties may be brought together or communication may be effected through the Advisor.
37. Where the situation lends itself to structured mediation and both parties agree, the Advisor may personally act as mediator, or may assist the parties in obtaining the services of another Member who is qualified to perform this function.
38. Any informal agreement reached between the parties through informal conflict resolution is entirely voluntary. Neither the Advisor nor any other mediator has the authority to impose conditions or sanctions upon either party.
39. The Complainant may withdraw the complaint at any point during the process of informal resolution. As well, the Advisor may withdraw from the informal process if he/she determines that no useful purpose will be achieved by continuing.
40. Normally, attempts at informal resolution shall not last longer than three (3) months.

Referral to the Dean of Students
41. Where a concern has been raised about a Student’s conduct, and, in the opinion of the Advisor, it cannot be adequately addressed using the range of informal options described in article 36, the Advisor may, with the agreement of the Complainant, refer the matter to the Dean of Students for disposition.
42. The Advisor shall forward the details of the matter, in writing, to the Dean of Students, who shall meet with the Respondent.
43. In disposing of the matter, the Dean of Students shall seek a response, which is instructive for the Respondent and which is intended to help prevent further problems of behaviour. Responses may include, but are not limited to, the following examples:
   a) issuing of a verbal or written warning not to repeat the behaviour in question;
   b) requesting that the Respondent give a verbal or written apology; or
   c) directing that the Respondent’s University computer privileges be suspended, where the complaint concerns abuse of such privileges. This measure may only be implemented if it can be done in such a manner as to not hinder the Student’s academic activities.
44. The Dean of Students will maintain a file on the matter and will provide a written summary of the outcome to the Advisor who will, in turn, inform the Complainant.

Section VII: Procedures for Adjudicating Formal Complaints Against Students

Formal Complaints
45. Formal complaints made by Students against other Students shall be adjudicated by a Hearing Panel consisting only of students. Formal complaints made by any Member who is not a Student against a Student shall be adjudicated by a Hearing Panel consisting of students, faculty and/or administrative and support staff.

The Secretary
46. A Secretary of the Hearing and Appeal Panels, who shall form part of the Office of Student Tribunals, shall be designated by the Secretary-General. The Office of Student Tribunals shall be responsible for the administrative functioning of the Hearing Panels and shall maintain the confidential files and recordings of proceedings of the Hearing and Appeal Panels.

Structure of Hearing Panels
47. Where a formal complaint is made by a Student against another Student, the Secretary shall select a Hearing Panel composed of three (3) graduate or undergraduate students drawn from the Student Tribunal Pool and one (1) non-voting chair.
48. In all other cases, the Secretary shall select a Hearing Panel composed of:
   a) one (1) non-voting chair; and
   b) two (2) undergraduate or graduate students drawn from the Student Tribunal Pool;
   c) one (1) faculty member drawn from the Faculty Tribunal Pool if the complainant is a faculty member; or one (1) member of the administrative or support staff drawn from the Administrative and Support Staff Tribunal Pool if the complainant is a member of the administrative or support staff. If the Complainant is the University (as per article 22), a member of the senior administration or the Security Department, the member shall be drawn from the Faculty Tribunal Pool.

Initiating a Formal Complaint
49. A Complainant may opt to proceed directly to a formal complaint at the outset or after an attempt at informal conflict resolution has been unsuccessful. No statements, documents or information brought forward in the course of an attempt at informal conflict resolution may be used or referred to should a formal complaint be initiated and no reference may be made to the fact that informal conflict resolution was attempted.
50. In the event that a formal complaint proceeds, the following provisions shall apply.
51. The Advisor shall provide the Complainant with a copy of this Code and shall inform the Complainant of the following:
   a) the required format for submitting the complaint, which must be made in writing, signed and dated and must identify the Complainant and the Respondent and the precise nature of the complaint, including the relevant provision(s) of the Code;
b) the procedures which shall be followed by a Hearing Panel;
c) the right of the Complainant and the Respondent to consult any person in the preparation of his/her case, and to be
accompanied or represented before a Hearing Panel by any Member. If the Complainant is a Student, he/she also has
the option of obtaining a student advocate through the services of Advocacy and Support Services or a student advocacy
service offered by a student association; and
d) the right of appeal.

52. Upon receipt of the written complaint, the Advisor shall immediately notify the Respondent. The Respondent shall be
provided with a copy of the Code, a copy of the complaint together with the information detailed in article 51(b), c) and d).

53. Concurrent with the notification sent to the Respondent, the Advisor shall notify the Secretary who shall convene a Hearing
Panel to hear the matter. Thereafter, the Secretary shall be responsible for all communications with the Complainant and
the Respondent.

54. A Hearing Panel shall be convened as soon as possible after receipt of the notification by the Secretary and normally within
twenty (20) Days.

55. The Hearing Panel shall establish its own rules of procedure. Minimally, these rules shall provide for opening statements
by the parties, the presentation of evidence and witnesses, the right of cross examination, questioning by members of the
Hearing Panel, representations with respect to desired sanctions and closing statements. Hearings shall be recorded, and
the recording kept as part of the permanent record of proceedings for a period of not less than five (5) years.

57. The Respondent shall deposit with the Secretary whatever documentation he/she wishes to present at the hearing and the list
of witnesses who shall testify on his/her behalf no later than five (5) Days before the hearing. The Secretary shall immediately
and no later than three (3) Days before the hearing forward a copy of the entire file to each member of the Hearing Panel.
The Hearing Panel may limit the number of witnesses called by both parties taking into account their relevancy.

58. Either party may object to the participation of a panellist on the grounds of potential bias. A reasoned objection shall be filed,
no later than five (5) Days after having received the list of panellists, with the Secretary who shall arrange for an alternate
panellist to serve if the Secretary determines that the objection is well founded. If the Secretary feels that the objection is
frivolous and the matter cannot be resolved, the issue shall be forwarded to the Chair of the Hearing Panel who shall render
a final decision in this regard.

59. A settlement may be agreed to by the parties at any time prior to the hearing. If both parties agree to attempt a settlement,
the Advisor shall convene and facilitate a meeting between them. The process is entirely voluntary but once a settlement is
reached, it is binding. The Advisor shall monitor the terms of the settlement and if either party defaults on the settlement, the
Advisor shall inform the other party, who may then decide to resume the formal procedure. No settlement may be imposed
by either party without the full agreement of the other.

The Hearing

60. The Hearing Panel shall establish its own rules of procedure. Minimally, these rules shall provide for opening statements
by the parties, the presentation of evidence and witnesses, the right of cross examination, questioning by members of the
Hearing Panel, representations with respect to desired sanctions and closing statements. Hearings shall be recorded, and
the recording kept as part of the permanent record of proceedings for a period of not less than five (5) years.

61. The role of the Chair shall be to preside over the proceedings, keep order and ensure fairness. The Chair shall preside over
the deliberations of the Hearing Panel but shall not vote. Decisions shall be made by majority vote. The deliberations of the
Hearing Panel shall only be attended by the Chair, the Secretary and the panellists.

62. The hearing shall be closed and confidential unless both parties have consented in writing to the attendance of other Members.

63. If the Respondent fails, without reasonable excuse, to attend the hearing, the hearing may proceed in his/her absence
or, at the Chair’s discretion, the start of the hearing may be postponed. If the hearing proceeds in the Respondent’s
absence, all rights contingent on the Respondent’s presence, with the exception of the right to have an advocate present
to plead for postponement, are forfeited. In such a case, a Respondent’s right of appeal is limited to a consideration of the
reasonableness of his/her excuse for not appearing. If an Appeals Panel finds that the excuse is reasonable, it shall order
a new hearing by a new Hearing Panel with the Respondent present. The decision of the new hearing is appealable as if it
were a first hearing.

64. The Hearing Panel shall provide a signed, dated and reasoned decision. The standard of proof to be relied upon by the
Hearing Panel shall be one of a “preponderance of evidence.” A “preponderance of evidence” standard means that the
Complainant must establish that his/her version of the facts is significantly more probable. This standard is less rigorous
than the standard of “beyond a reasonable doubt” required under criminal law.

Sanctions

65. The Hearing Panel may impose one or more of the following sanctions:
a) a written reprimand;
b) conditions (the Hearing Panel does not, however, have the authority to bar a student from any academic activity);
c) payment as compensation for damage or loss of property or to otherwise rectify a situation which the Respondent
created or helped to create;
d) specified community service at the University of up to ten (10) hours per week for a specified period of time not
exceeding a total number of sixty (60) hours;
e) a fine not exceeding $500 when the Hearing Panel deems that other sanctions are not appropriate or practical;
f) subject to confirmation by the President, a recommendation of Suspension;
g) subject to confirmation by the President, a recommendation of Expulsion.
66. All monetary sanctions shall be payable within twenty (20) Days of the date of transmission of the Hearing Panel’s decision. The execution of any non-monetary sanction imposed by the Hearing Panel shall not be suspended by an appeal.

67. The decision of the Hearing Panel shall normally be rendered within ten (10) Days of the hearing and shall be communicated in writing to both parties and the Advisor together with notice as to the appeal process provided for under this Code.

68. The administration and monitoring of the sanction(s) imposed shall be the responsibility of the Dean of Students. Failure to pay any monetary sanction imposed within the delay prescribed in article 66 shall result in the amount being added to the Respondent’s student account. Should the Respondent fail to comply with any non-monetary sanction, the Dean of Students shall, in writing, convene the Respondent to an interview and inform the Respondent of his/her right to be accompanied by a student advocate from Advocacy and Support Services or from a student advocacy service offered by a student association or any other Member. During the interview, the Respondent shall have the opportunity to review the evidence related to the alleged violation of the sanction(s) and to provide the Dean of Students with his/her explanation.

69. Following the interview, the Dean of Students may recommend to the President that the Respondent:
   a) not be permitted to reregister until such time as he/she has fully complied with the sanction(s) imposed;
   b) be Suspended, or given an additional Suspension if the original sanction was a Suspension;
   c) be Expelled if the Respondent has failed to respect the sanction imposed more than twice;
   d) have his/her diploma withheld until such time as he/she has fully complied with the sanction(s) imposed.

70. If the Respondent fails, without reasonable excuse, to attend the interview, the Dean of Students shall review the evidence related to the alleged violation of the sanction(s) and, as the case may be, make a recommendation to the President.

Appeals

71. A party who wishes to appeal a decision or sanction of the Hearing Panel, or both, shall apply in writing to the Secretary for the authorization to lodge an appeal. Such request for authorization to appeal shall be submitted to the Secretary no later than fifteen (15) Days after the date of transmission to the parties of the decision of the Hearing Panel.

72. Any request for authorization to appeal may be based only on the following grounds:
   a) the discovery of new evidence following the rendering of the decision of the Hearing Panel;
   b) the presence of serious and prejudicial procedural defects during the hearing process; or
   c) the decision of the Hearing Panel is patently unreasonable.

73. The request for authorization to appeal shall state in clear and precise terms the grounds on which the appeal is based. Upon receipt of the request for authorization to appeal, the Secretary shall provide the other party with a copy.

74. In his/her request for authorization to appeal, an appealing party (“the Appellant”) subject to a sanction may ask the Appeals Panel to suspend the execution of the sanction until a final decision has been rendered by the Appeals Panel.

75. The other party (“Respondent on Appeal”) shall submit a concise written reply to the Appellant’s request for authorization to appeal and the grounds invoked within five (5) Days of his/her receipt. This statement shall identify the Respondent on Appeal’s position on each ground of appeal.

76. All parties to the appeal shall have access to the audiotape recordings for the purpose of preparing their statements.

77. An Appeals Panel shall be convened as soon as possible after receipt of the request by the Secretary and normally within fifteen (15) Days.

78. The Secretary shall select an Appeals Panel composed of:
   a) one (1) non-voting chair;
   b) two (2) graduate or undergraduate students drawn from Student Tribunal Pool;
   c) two (2) faculty members drawn from the Faculty Tribunal Pool;
   d) one (1) member of the administrative or support staff drawn from the Administrative and Support Staff Tribunal Pool.

79. Notwithstanding article 78 above, if the original Complainant (whether the Appellant or not) is a member of the administrative and support staff, the Appeals Panel shall be composed of two (2) members of the administrative or support staff drawn from the Administrative and Support Staff Tribunal Pool and one (1) faculty member drawn from the Faculty Tribunal Pool. If the Appellant is the University (as per article 22), a member of the senior administration or the Security Department, the Appeals Panel shall be composed of two (2) faculty members drawn from the Faculty Tribunal Pool and one (1) member of the administrative or support staff drawn from the Administrative and Support Staff Tribunal Pool.

80. In no case shall a member of the Appeals Panel also have been a member of the Hearing Panel which conducted the original hearing.

81. The Appeals Panel shall decide whether an appeal shall be heard, having regard to the circumstances of each case.

82. The Appeals Panel shall normally render its decision with respect to the request for authorization, and, as the case may be, the suspension of the execution of any sanction, based upon the written record only, within five (5) Days of its consideration of the request. The Appeals Panel shall be provided with the complete file of the Hearing Panel.

83. The Appeals Panel shall render its decision with respect to the request for authorization in writing, with brief reasons supporting its decision.

84. If the authorization to appeal is granted, it shall normally be heard within fifteen (15) Days of the decision to authorize the appeal. Notification of such decision to authorize the appeal shall be sent to both parties.

85. During the hearing of the appeal, the Appellant and the Respondent on Appeal shall be allowed to make oral representations but shall not be allowed to bring witnesses or to produce new evidence. The decision of the Appeals Panel on the appeal shall only be based upon the representations made by the parties, the decision of the Hearing Panel, the written record, the complete file of the Hearing Panel and the audiotape recordings, as the case may be.

86. The Appeals Panel has the authority to confirm, reverse or modify the decision being appealed. Furthermore, should the appeal be based on the production of new evidence, the Appeals Panel may order a new hearing of the complaint by a new Hearing Panel.

87. The decision of the Appeals Panel shall be signed, dated and reasoned and shall be sent to both parties and the Advisor.
89. In extraordinary circumstances where he/she determines that a Hearing Panel or Appeals Panel has acted outside of its jurisdiction as provided for in the Code, the Secretary-General may set aside a Hearing Panel or Appeals Panel decision and order that a new Hearing Panel or Appeals Panel, as the case may be, re-hear the matter.

Files of Formal Complaints against Students
90. The Advisor shall maintain a file of all formal complaints processed. The file shall include the written complaint, the decision of the Hearing Panel and the decision of the Appeals Panel, if any. If a settlement is reached prior to a hearing, the general substance of the settlement shall be included in the file. If the complaint is withdrawn at any stage of the formal process, a notation to that effect shall be recorded.

Section VIII: Procedures for Responding to Formal Complaints Made Against Faculty, Administrative or Support Staff Members or Members of the Administration

General Rules
91. The application of the present Section to a Respondent who is unionized or a member of an employee association is subject to the provisions of his/her collective or employee agreement and to the provisions of articles 9, 10 and 11 of the Code.
92. In all cases governed by the present Section, the Advisor shall invite the Complainant to consider an informal resolution and shall advise him/her of their right to consult their respective union or association.
93. The Advisor shall terminate any attempt at informal resolution or formal resolution should either party initiate a process such as, but not limited to, a grievance or other formal internal procedure, or any external procedure such as a complaint or action before a commission, board or tribunal.
94. The absence or non-availability of the Complainant is a factor in the decision of the Advisor and/or the University official empowered to continue any procedures set out in the Code but is not decisive.

Informal resolution
95. A Member who has a concern regarding the behaviour of a faculty, administrative or support staff member, or a member of the administration is strongly encouraged to consult the Advisor and seek a remedy through one or more of the informal dispute resolution procedures described in articles Section VI of the Code.
96. In order to facilitate the informal resolution of the complaint, a Member who belongs to a collective or employee association may agree to suspend any applicable delays provided that all parties (the Member, the University, the union and/or the association) have so agreed in writing.
97. A Member who chooses not to advise his/her union or employee association of the matter should consult the Advisor concerning the possible consequences of such a decision.
98. Attempts at informal resolution facilitated by the Advisor does not constitute a formal University proceeding. Until a formal process is undertaken, no notification shall be deemed to have been made to the University of any complaint or procedure involving a Member.

Initiating a Formal Complaint against a Faculty, Administrative or Support Staff Member or against a Member of the Administration
99. To the extent permitted by the Respondent’s collective or employee agreement and relevant University policies and with the agreement of the Respondent’s union or employee association on a case by case basis, the following procedure shall be considered the formal investigation under the Respondent’s collective or employee agreement.
100. A Member who wishes to file a formal complaint against faculty, administrative or support staff members or against members of the administration shall contact the Advisor.
101. The Advisor shall provide the Complainant with a copy of the Code and shall inform him/her of the following:
   a) the required format for submitting the complaint, which must be made in writing, signed and dated and must identify the Complainant and the Respondent and the precise nature of the Complaint, including the provision(s) of the Code under which the complaint is being filed;
   b) the right of the complainant to consult any person in the preparation of his/her complaint, and to be accompanied or represented by any Member during the process of resolution. If the Complainant is a Student, he/she may opt to be accompanied by a student advocate from Advocacy and Support Services or a student advocacy service offered by a student association. If the Complainant is a member of a union or an employee association, he/she may opt to be accompanied by a union or association representative.
102. If the Respondent is a member of a union or association, the Advisor shall inform the Complainant of any delays regarding the imposition of a disciplinary measure which may be set out in the Respondent’s collective or employee agreement. The Advisor shall, in particular, advise the Complainant of the delay of ninety (90) Days since the last incident in matters of psychological harassment complaints, as set out in the Quebec Labour Standards Act.
103. Upon receiving a formal complaint, the Advisor shall transmit the complaint to the Authority to whom the complaint must be submitted under the terms of the Respondent’s collective or employee agreement and the relevant University policy, with a copy to the Respondent’s union or association along with all the relevant information and documentation.
104. In an egregious case, in which the safety or well-being of a Member, or of a group of Members, or of the University as a whole, is at risk, the Authority may take such temporary measures permitted under the collective or employee agreement, relevant University policy and the law, as he/she deems necessary.
Powers and Duties of the Authority

105. The Authority shall inform the Respondent of his/her right to consult any person in the preparation of his/her case, and to be
accompanied or represented by any Member during the process of resolution. If the Respondent is a member of a union or
an employee association, he/she may be accompanied by a union or association representative.

106. The Authority shall then take the necessary steps to resolve the matter in such a manner as to respect the principles of
natural justice and the procedures of any collective or employee agreement or University policy, which may apply.

107. More specifically, the Authority may:
   a) meet with the Complainant and the Respondent on an individual basis;
   b) have access to all official files and information as are required, the whole subject to the applicable legislation;
   c) meet any individual who might, in his/her opinion, provide information relevant to the complaint;
   d) consult any University officer (representatives of the Department of Human Resources, the Office of the General
   Counsel, etc.) or outside counsellors as may be required;
   e) refer the matter to be investigated internally or externally.

Harassment Complaints

108. The formal investigation of a complaint of harassment, including psychological harassment, may be submitted, with the
agreement of the parties (including the Respondent’s union or association), to an internal assessor as provided for in the
relevant collective or employee agreements, University policies or externally to one of the Investigators (“the Investigator”) chosen
from an Investigator Pool agreed to by the University and the unions and employee association.

109. All information, whether in writing or in any other form, obtained by the Authority and/or the Investigator in the performance
of his/her duties in relation to any complaint and harassment shall be strictly confidential except as provided for by law.

110. In cases where an Investigator is used, he/she must complete his/her mandate within a reasonable delay and in all cases
within forty (40) Days from the appointment of the Investigator, unless the parties have agreed otherwise in writing. Upon the
completion of his/her investigation, the Investigator shall send the written report to the Authority and to the Advisor. A summary
of the report, prepared by the Investigator without any mention of nominative information shall be provided to the Respondent
and his/her union or association.

111. Upon the completion of the investigation, the Authority may dismiss the complaint, impose or recommend the imposition of a
disciplinary measure or take any other action permitted by the relevant collective or employee agreement or University policy.

112. When the matter has been decided by the Authority, the Authority shall notify the Complainant and the Advisor of the general
substance of the decision and any action that was taken as a result of the complaint.

113. When the decision or remedial action taken by the Authority is not a disciplinary action as defined by the relevant collective
or employee agreement or University Policy, as the case may be, the Authority or the Associate Vice-President, Human
Resources, as appropriate, shall monitor compliance. Once satisfied that compliance has been effected, the Authority shall
so inform the Complainant and the Advisor.

114. If disciplinary action is taken and subsequently overturned by a higher authority or by the grievance and arbitration
procedures, the Complainant and Advisor shall be notified.

Files of Formal Complaints against Faculty, Administrative and Support Staff Members or Members of the Administration

115. The Advisor shall maintain a file of formal complaints received against faculty, administrative or support staff members or
members of the administration which shall summarize the substance of the consultation with the Complainant, the record of
resolution as supplied by the Authority and information that a sanction has been overturned through grievance or arbitration,
if this is the case.

Section IX: Urgent Situations

Reporting and Responding to Urgent Situations

116. Members who are faced with an urgent situation involving threatening or violent conduct, where there is reasonable cause
to believe that the safety or security of persons may be threatened, shall immediately contact the Security Department.
The Security Department shall take whatever reasonable action is necessary to secure the safety of persons, and shall
immediately alert the Advisor. In such a case, the Advisor shall be guided by the Protocol on the Coordination of Urgent
Cases of Threatening or Violent Conduct (“the Protocol”) (see concordia.ca/content/dam/common/docs/policies/official-
policies/BD-3_Protocol.pdf).

117. Members shall immediately report to the Advisor any conduct which they have reasonable cause to believe potentially
threatens the safety or security of persons. The Advisor shall assess the situation as specified in the Protocol, consult
experts as necessary, and make recommendations as to any further action appropriate in the circumstances.

118. Any Member who is called to a Team meeting under the Protocol shall respond promptly.

Disciplinary Officers

119. For the purposes of the Code, the following individuals are hereby constituted as “Disciplinary Officers” and shall have the
powers, duties and obligations conferred upon them in the present Code as well as any powers reasonably incident thereto:
a) the President and Vice-Chancellor;
b) the Vice-Presidents;
c) the Academic Deans including the Dean of the School of Extended Learning;
Temporary Exclusion of a Student by a Disciplinary Officer
120. A Disciplinary Officer may require any Student to immediately leave and remain away from the University premises or a part thereof, for a period not exceeding two (2) Days, if to his/her personal knowledge or based upon reliable information, the Disciplinary Officer has reasonable grounds to believe that the Student’s continued presence at the University:
   a) is detrimental to any Member’s pursuit of his/her work, studies and other activities related to University life in a safe and civil environment; or
   b) constitutes an immediate threat to the safety or security of others.
121. No Student shall be barred from taking any examination or submitting any academic assignment as a result of this Section but the Disciplinary Officer may make special arrangements as to the time and place for the completion and/or submission of any academic assignment or writing of any exam.
122. A Disciplinary Officer shall immediately advise the Registrar, the Secretary, the Dean of Students, the relevant Academic Dean(s), the Advisor and the Security Department of the temporary exclusion of a Student under this Section.
123. Any temporary exclusion ordered under this Section shall not be deemed to be in lieu of other proceedings under the Code if the conduct for which exclusion is ordered also constitutes an offence under articles 28 and 29 of the Code.

Suspension of a Student by the President
124. The President may suspend a student, exclude the student from any University premises and take any other steps that may be appropriate where:
   a) the Student presents a clear and present danger to the safety of persons or to the activities of the University as a whole or any of its Members or groups of Members; or
   b) the Student has, on one or more occasions, presented a clear danger to the safety of persons or to the activities of the University as a whole or any of its Members or groups of Members and whose identity or action has only recently been identified; or
   c) the Student’s actions are of such a serious nature that they create an intimidating and hostile environment for work or study or constitute a serious threat to the ability of the University and its Members to carry out the University’s functions.
125. In such a case, the President shall provide the Student with a written suspension notice with a copy to the Registrar, the Secretary, the Dean of Students, the relevant Academic Dean(s), the Advisor, and the Security Department. The President shall inform the Student of his/her right to consult a student advocate from Advocacy and Support Services or a student advocacy service offered by a student association and shall also provide the Student with a copy of any supporting information and a copy of the Code.
126. In such a case, the President shall immediately lay a complaint against the Student under Section V of the Code. The regular delays of the Code shall not apply and a hearing into the complaint shall be held within ten (10) Days of the suspension order. The President may designate another Member to represent him/her at the hearing. The Hearing Panel shall render its decision and inform the parties within three (3) Days of the hearing. If no hearing into the complaint has been held within fifteen (15) Days of the suspension order for reasons other than the Student’s inability to attend the hearing as outlined below, the suspension order shall be lifted until such time as the Hearing Panel may re-impose the suspension.
127. Should the suspended Student be unable to attend the hearing within the prescribed delay, he/she shall notify the Secretary as soon as he/she is able to attend a hearing. Upon such notification, the Secretary shall convene a hearing as soon as possible.
128. In the event that the Hearing Panel determines that the original complaint was unfounded, that decision shall not invalidate the President’s prior action. However, every effort shall be made to remedy any academic disadvantage that the student may have experienced as a consequence of the suspension.
129. Upon the lifting of the Suspension, the Secretary shall notify the Registrar, the Dean of Students, the relevant Academic Dean(s), the Advisor and the Security Department.

Temporary Exclusion of a Member of the Faculty or Administrative and Support Staff
130. Where a member of the faculty or administrative and support staff presents a clear and present danger to the safety or security of persons or to the activities of the University as a whole or of any of its individual Members, the matter shall be dealt with according to the provisions of the relevant collective or employee agreement or University Policy.
131. A Member against whom such action is taken may seek recourse through the grievance procedures of the relevant collective or employee agreement or the grievance procedures contained in University Policy, where they exist.

Section X: Miscellaneous

Confidential Nature of Files
132. The Advisor shall maintain suitable records of complaints and their disposition which shall be accessible only to the staff of the Office of Rights and Responsibilities or as required by law. Such files shall be destroyed according to a retention schedule determined in accordance with provincial legislation.

Delays
133. In the calculation of any delay set out in the Code, the months of July and August shall not be taken into account. However, in the case of a hearing before a Hearing Panel or an Appeals Panel that commenced before July 1, the regular delays set out in the Code shall apply.
Notices
134. Any written notice to any person shall be sent by courier, email or fax to the last address or fax number provided by the person to the University and shall be deemed to be received one (1) Day after delivery.

Language
135. Any party or witness participating in a hearing before a Hearing Panel or an Appeals Panel may make their presentation in either English or French.

The Secretary-General
136. The overall responsibility for the implementation and recommended amendments to the Code shall rest with the Secretary-General.
Ombudsperson
KRISTEN ROBILLARD

Location
Sir George Williams Campus
Ombuds Office
GM Building, Room: 1120
514-848-2424, ext. 8658

TERMS OF REFERENCE OF THE OMBUDS OFFICE

Scope
1. The Ombuds Office shall be independent of all existing administrative structures of the University.
2. For the purposes of these Terms of Reference: "Member" means faculty members, employees, administrative and support staff, postdoctoral fellows, members of the administration, students, student applicants, interns, academic visitors, stagiaires or researchers including but not limited to exchange students and visiting students.
3. The Ombudsperson shall provide an impartial and confidential service to Members who have been unable to resolve their concerns about the application of any policy, rule or procedure.
4. The Ombudsperson may not inquire into the application or interpretation of a collective or employee agreement nor into the alleged violation of the duty of fair representation against a certified union.
5. The Ombudsperson shall have no actual authority to impose remedies or sanctions, or to enforce any policy, rule or procedure. However, he/she may make any recommendations that he/she deems appropriate with regard to resolving complaints or improving policies, rules or procedures.

Functions of the Ombuds Office
6. Specifically, the Ombudsperson shall:
   a. actively promote these Terms of Reference and the services offered;
   b. inform Members about existing policies, rules and procedures and advise them as to the appropriate channel of redress for any concern or complaint they may have;
   c. assist Members to resolve complaints informally and quickly;
   d. at his/her discretion, conduct an independent and objective inquiry into complaints when normal channels of recourse have been exhausted;
   e. at his/her discretion, conduct an independent and objective inquiry into the application of any policy, rule or procedure of the University;
   f. explain decisions taken by University authorities when complaints are not substantiated;
   g. at his/her discretion, recommend solutions to help resolve complaints;
   h. bring to the attention of University authorities any policies, rules or procedures which appear unclear or inequitable or which might jeopardize the rights or freedoms of any Member. The Ombudsperson may suggest changes to the existing policies, rules or procedures or offer advice on the development of new policies, rules or procedures.

Special Concerns of the Ombuds Office
7. In dealing with complaints, the Ombudsperson shall be concerned that all Members are dealt with and deal with others fairly and more specifically that:
   a. decisions affecting Members are made with reasonable promptness;
   b. procedures used to reach decisions are adequate and the criteria and rules upon which such decisions are based are appropriate;
   c. procedures and criteria used in making decisions are clearly communicated to those affected.

Complaints
8. In dealing with complaints, the Ombudsperson shall act in an impartial fashion, acting neither as an advocate for the Member making a complaint ("the Applicant") nor as a defender of the University but rather he/she shall seek to promote procedural fairness and a reasonable outcome. In so doing, he/she shall endeavour to maintain harmonious relations with all Members using tact, diplomacy and sensitivity.
9. The Ombudsperson shall have prompt access to such University records, reports or documents as are required to fulfill his/her functions. Requests for such access shall receive priority from all Members.
10. A complaint should be brought to the attention of the Ombudsperson within six (6) months of the Applicant becoming aware of the situation giving rise to the complaint. This period may be extended at the discretion of the Ombudsperson.

11. If the Ombudsperson decides to inquire into a matter, he/she shall make every effort to consult the relevant parties and give such parties the opportunity to reply, should they so wish.

12. Upon the conclusion of an inquiry, the Ombudsperson shall advise all parties to a complaint of his/her findings and any recommendations that he/she has formulated.

13. In addition, the Ombudsperson may bring his/her findings to the attention of the University authorities and make whatever recommendations he/she deems appropriate and to whomever within the University he/she feels should receive them. Such recommendations may bear either on the actions or decision of an individual or a group, or on the policies, rules and procedures which gave rise to them. If, upon receipt of such findings or recommendations, a University authority proceeds to disciplinary action in order to resolve the matter, the procedure of any relevant University policy, collective or employee agreement shall be followed.

14. The Ombudsperson may refuse to take up any case where he/she judges his/her intervention would be inappropriate and may withdraw from a case if continued involvement is ill-advised. In such cases, the Ombudsperson shall inform the Applicant as to the appropriate channel of redress, if applicable.

15. If the Ombudsperson refuses to take up a case or withdraws from a case, he/she shall, upon request, provide the Applicant with a written statement of the reason.

16. The Ombudsperson shall not inquire into any matter that is before a court of law or is pending at or before any administrative tribunal outside the University. In addition, upon being informed that a legal claim or that a notice of a potential legal claim has been received by the University, the Ombudsperson shall immediately withdraw from a case and shall cease any communication with the Applicant.

17. Under no circumstances shall the mere fact of bringing a complaint to the attention of the Ombudsperson constitute a formal notification, for legal purposes, to the University.

18. The Ombudsperson shall avoid involvement in cases where there may be a conflict of interest.

Confidentiality and Protection from Reprisals

19. Should the pursuit of any inquiry necessitate the disclosure of details that identify an Applicant, the Applicant shall be informed. Any disclosure shall be limited to those who have a need to know.

20. Should an Applicant decide to withdraw an application in order to protect his/her anonymity, the Ombudsperson shall respect this decision.

21. The Ombudsperson shall respect the confidentiality of any confidential information or materials to which he/she has access.

22. Should the Ombudsperson consider that the response to his/her recommendation has been unsatisfactory, he/she shall be entitled to make the recommendation public, provided always that, subject to Article 19, the confidentiality of the Applicant is respected.


24. No Member who seeks the services of, files a complaint with, or cooperates in any manner with the Ombudsperson, shall be subject to any reprisals for so doing. The procedure set out in the relevant University policy or collective or employee agreement shall be followed in cases of alleged reprisals.

Files

25. The Ombudsperson shall maintain suitable records of complaints, findings and recommendations which shall be accessible only to the staff of the Ombudsperson or as required by law. Such files shall be destroyed according to a retention schedule determined in accordance with provincial legislation.

Appointment of Ombudsperson

26. The Ombudsperson shall be appointed by the Board of Governors (“the Board”) upon the recommendation of a representative advisory committee struck for this purpose by the Board. The Committee shall be composed of representatives of the University constituencies, including at least one (1) undergraduate and one (1) graduate student and shall be chaired by the Secretary-General.

27. The Secretary-General shall act as the link between the Board and the Ombudsperson for administrative purposes.

28. The appointment shall be made for an initial term of two years, renewable for further terms of five years. During the fourth year of each such term, the Board shall appoint an appraisal committee, chaired by the Secretary-General, and composed of representatives of the University constituencies, including at least one (1) undergraduate and one (1) graduate student which shall:

   a. review the operations of the Office;
   b. make recommendations with respect to the Office;
   c. make a recommendation with respect to the renewal of the Ombudsperson.

This review shall include, but shall not be limited to, consultations with the University community as well as an external appraisal.

29. The Ombudsperson shall submit an annual report to the Board by November 1 of each year covering the previous academic year. The report shall detail activities of the Ombudsperson, including statistics on the concerns and complaints received, and shall make recommendations, as necessary. The Secretary-General shall ensure that the appropriate University authorities consider and respond to the recommendations contained in the report.

30. The annual report shall be published in the University’s newspaper and submitted, for information purposes, to the Senate.
Complaints Relating to the Operations of the Ombuds Office

31. If a Member considers that the Ombudsperson has committed a procedural or substantive violation of these Terms of Reference, with respect to any matter to which the Member has been a party, he/she may submit a written complaint, detailing the alleged violation, to the Secretary-General. The Secretary-General shall investigate the complaint and inform the Member of the results of the investigation.

32. If the Member is not satisfied with the response of the Secretary-General, he/she may request, in writing, within fifteen (15) working days of receiving the response, that the Appeals Committee of the Board review the complaint against the Ombudsperson.
Student Life and Student Services

18.1 STUDENT LIFE AND STUDENT SERVICES
18.1.1 Student Services’ Mission Statement
18.1.2 Concordia Council on Student Life (CCSL)

18.2 DEAN OF STUDENTS
18.2.1 Social, Political and Cultural Activities
18.2.2 Multi-Faith Chaplaincy
18.2.3 Leadership, Initiative and Volunteer Engagement (LIVE) Centre

18.3 ADVOCACY AND SUPPORT SERVICES
18.3.1 Access Centre for Students with Disabilities
18.3.2 International Students Office
18.3.3 Aboriginal Resource Centre
18.3.4 Student Advocate Program
18.3.5 Concordia University Student Parents Centre

18.4 COUNSELLING AND DEVELOPMENT
18.4.1 Student Success Centre
18.4.2 Student Success Resource Centre and Career Resource Centre
18.4.3 Services for New Students
18.4.4 Counselling and Psychological Services
18.4.5 Student Learning Services
18.4.6 Career and Placement Services (CAPS)

18.5 HEALTH SERVICES
18.5.1 Services
18.5.2 Health Insurance
18.5.3 Health Promotion
18.5.4 Loyola Health Services
18.5.5 Medical Conditions and Academic Responsibilities
18.5.6 Location and Hours of Operation
18.5.7 Residence and Off-Campus Housing

18.6 FINANCIAL AID AND AWARDS
18.6.1 Gouvernement du Québec Student Loans and Bursaries
18.6.2 Federal and Provincial Student Loans and Bursaries
18.6.3 Concordia University Financial Aid
18.6.4 Concordia University Scholarships and Bursaries
18.6.5 Awards Offered by External Organizations
18.6.6 International Students

18.7 RECREATION AND ATHLETICS

Section 18
18.1 STUDENT LIFE AND STUDENT SERVICES

18.1.1 Student Services’ Mission Statement

The mission of Concordia University’s Student Services is to provide a network of expertise, resources, and programs to facilitate and enhance students’ academic success and their personal development. We advocate for students, support diversity, assist in the development of agency, and encourage a strong sense of community. We are committed to adapting our practices to meet current and evolving needs of the University community, in partnership with students, faculty, and staff.”

Approved by Concordia Council on Student Life • November 2001

18.1.2 Concordia Council on Student Life (CCSL)

The Council is the highest non-academic advisory committee in the University making recommendations regarding the quality of student life. The Council derives its authority from the University Board of Governors, and reports to the Board through the President. The Council, a parity body responsible for Student Services programs, policies and budgets, studies the range of student life on both campuses. It is composed of 10 students, two faculty members, and eight members of the Student Services staff. The Dean of Students chairs the Council. Its meetings are open to all members of the University community.

18.2 DEAN OF STUDENTS

Loyola Campus
Administration Building, Room: AD 121
514-848-2424, ext. 4239

Sir George Williams Campus
Hall Building, Room: H 637
514-848-2424, ext. 3517

The Dean of Students Office exists to support and promote all aspects of para-academic life on campus. It is the principal resource at the University for the interpretation and regulation of policies and procedures as these apply to the non-academic aspects of student life. Student associations and groups, of whatever nature, are one of the primary means by which students can engage meaningfully in the life of the institution and the greater community. By providing liaison with and support to student groups and their governing bodies, the Dean of Students encourages students in the conduct of their own collective affairs, and facilitates the
growth of student associations and the active involvement in them by students. The Dean of Students supports student engagement in various ways, including the LIVE Centre, Alternative Spring Break, leadership development, the co-curricular record, and access to special funding for projects. It also oversees awards for extraordinary contribution to the Concordia community.

deanofstudents.concordia.ca

18.2.1 Social, Political and Cultural Activities

A wide variety of social, political, and cultural events is presented regularly by various student organizations and departments. There are student cafeterias and lounge facilities on each campus, and there is a student pub on the Sir George Williams Campus.

18.2.2 Multi-Faith Chaplaincy

Multi-Faith Chaplaincy is a service department that nurtures faith, spirituality, and social responsibility. It is respectful of all faiths and spiritual paths, and offers workshops, discussion groups, meditations, religious services, retreats, volunteer and outreach opportunities and social activities. Students can meet with chaplains of various religious traditions for personal conversations on a variety of issues or in times of crisis and transition. Multi-Faith Chaplaincy also seeks to foster understanding between faiths and hosts events throughout the year to engage the Concordia community in inter-faith encounters, such as fairs or the annual Graduation Celebration. There is a lounge in its downtown offices which is a welcoming place to study, meet others, and have stimulating conversations.

Loyola Campus
Administration Building, Room: AD 103
514-848-2424, ext. 3588

Sir George Williams Campus
Annex Z, First floor and basement level
514-848-2424, ext. 3593
chaplaincy.concordia.ca

18.2.3 Leadership, Initiative and Volunteer Engagement (LIVE) Centre

The LIVE Centre (SGW-H 608) seeks to connect Concordia students with volunteer opportunities on campus and in Montreal. The Centre offers workshops on a variety of volunteer-related topics, coaches students to discover their volunteering interests, and works with students to develop leadership opportunities through strategic volunteering. At the LIVE Centre students are encouraged to:

• Meet with community organizations recruiting volunteers on campus
• Participate in group volunteering events
• Connect with other students and organize their own volunteer initiative

Find out more at: volunteer.concordia.ca

18.3 ADVOCACY AND SUPPORT SERVICES

Advocacy and Support Services offers a wide range of services to assist students in making the most of their opportunities at Concordia. Experienced staff from the Aboriginal Student Resource Centre, International Students Office, Access Centre for Students with Disabilities, Student Advocate Program and Concordia University Student Parents Centre is available to help students achieve their highest potential.

Sir George Williams Campus
Hall Building, Room: H 645
514-848-2424, ext. 3536
supportservices.concordia.ca

18.3.1 Access Centre for Students with Disabilities

Students with vision, hearing, mobility, hand or coordination impairments, chronic medical conditions, learning disabilities, attention deficit disorder, mental health conditions, autism spectrum disorder and other neurodevelopmental disorders may require special services while studying at Concordia. Services include orientation sessions, individual academic support and advising, alternative media transcription, classroom relocation for mobility-impaired students, assistance with applications for governmental funding and disability-specific learning strategy support. A computer lab equipped with assistive/adaptive technology is available for student use. All students with disabilities are advised to contact the Access Centre for Students with Disabilities (ACSD) as early as possible for assistance in meeting their special needs. In particular, students using interpreter services, attendant care, or requiring identification letters to be sent to their professors from the ACSD must contact the office prior to the beginning of classes.

supportservices.concordia.ca
The ACSD can also provide services and accommodations to students with temporary disability conditions that are generally the result of an illness or injury.

Special Accommodations for Examinations
Students requiring special accommodation for examinations must contact the ACSD at the beginning of each term. All arrangements are contingent upon submission of appropriate documentation. It is the responsibility of the student to submit recent documentation, request exam accommodations, and verify specific exam arrangements with the Access Centre for Students with Disabilities. All accommodations must be exam specific as well as disability specific.

The Policy on Accessibility for Students with Disabilities is available at concordia.ca/content/dam/common/docs/policies/official-policies/PRVPAA-14.pdf.

Sir George Williams Campus
Hall Building, Room: H 580
514-848-2424, ext. 3525
supportservices.concordia.ca/disabilities

18.3.2 International Students Office
The International Students Office is responsible for providing special programs and services to International students. Services include:

- The Health Insurance Plan for International Students
- Information on employment regulations: on campus; off campus; post-graduation; and co-op employment
- Advising and support in the area of cultural adaptation and integration
- Orientations, information sessions, workshops, and access to a housing support group
- The ISO Information Bulletin
- Short-term emergency loans

It is essential that International students bring their immigration documents and/or passport (see §19.2 for further details) to the International Students Office as soon as possible.

For details on documentation requirements, health insurance, and other important information, see §19.

Sir George Williams Campus
Hall Building, Room: H 653
514-848-2424, ext. 3515
supportservices.concordia.ca/iso

18.3.3 Aboriginal Student Resource Centre
The Aboriginal Student Resource Centre (ASRC) offers support services and resources to First Nations, Métis, and Inuit students at Concordia. The Centre is a welcoming space where Aboriginal students can meet to plan social activities, relax between classes, or study. Staff is available to address individual needs and provide support and encouragement for Aboriginal students to continue with their program and achieve their highest potential. The ASRC also seeks to increase awareness of Aboriginal cultures among the Concordia community. The Centre has an Elder-in-Residence, a writing assistant, and a documentation centre that all Concordia students, faculty, and staff can consult. Aboriginal students have access to the Centre’s resources and services, including a comfortable lounge and a computer lab.

Sir George Williams Campus
Hall Building, Room: H 641
514-848-2424, ext. 7327
supportservices.concordia.ca/aboriginalcentre

18.3.4 Student Advocate Program
The Student Advocate Program (SAP) offers support services to students who need assistance with issues relating to the Academic Code of Conduct and the Code of Rights and Responsibilities, such as cases, interviews, hearings and appeals. The SAP also assists students with other administrative processes including various student requests and appeals. The SAP is a free, confidential service for all Concordia students.

In addition to direct support for students, the SAP offers workshops on the topic of academic integrity.

Sir George Williams Campus
Hall Building, Room: H 645
514-848-2424, ext. 3992/3536
supportservices.concordia.ca/studentadvocateprogram
18.3.5 Concordia University Student Parents Centre

The Concordia University Student Parents Centre (CUSP) is dedicated to assisting student parents reach their educational goals through support services, programs, workshops, and events. The Centre offers a safe and accessible space to study, voice concerns, share interests, and develop a support network. The Centre provides a resource room with computers and a lounge in which student parents can work, relax, or consult with CUSP staff.

Sir George Williams Campus
TD Building, Room: 24
514-848-2424, ext. 2431
cusp.concordia.ca

18.4 COUNSELLING AND DEVELOPMENT

The mission of Counselling and Development is to empower students to achieve their personal, academic, and career potential. Counselling and Development’s team of professionals provides services to undergraduate students through individual appointments, groups, and workshops. Students benefit from Counselling and Psychological Services, Student Learning Services, Career Services (CAPS), Services for New Students, the Student Success Centre, and the Concordia Sexual Assault Resource Centre. All services are provided by professional staff and are available on both campuses. Confidentiality is assured.

Loyola Campus
Administration Building, Room: AD 103
514-848-2424, ext. 3555

Sir George Williams Campus
Hall Building, Room: H 440
514-848-2424, ext. 3545

Annex EN, Room: 09
514-848-2424, ext. 7345
cdev.concordia.ca

18.4.1 Student Success Centre

The Student Success Centre (SGW-H 481 and LOY-AD 101) offers a wide range of programs and services designed to support student success. No appointment is necessary.

- Student success mentors (upper-year Concordia students) offer personalized support, guidance, and information about university life and services, and strategies for success.
- Referral service connects students to all Concordia services, according to each student’s individual needs.
- Resource service provides information about, and access to, many Counselling and Development programs, including workshops, peer assistance programs, and special events.
- Outreach activities provide students in many areas of the University with information and resources to promote success.

Online resources at studentsuccess.concordia.ca

18.4.2 Student Success Resource Centre and Career Resource Centre

The Student Success Resource Centre on the Loyola Campus (AD 0-5) and the Career Resource Centre on the Sir George Williams Campus (H 440-1) provide a relaxed and comfortable setting where students can access both online and print resources that support the services available at Counselling and Development, including materials and information on:

- Career exploration and job search preparation
- Study skills and learning strategies
- Personal development and life management skills
- Dictionaries, grammar references, writing style manuals, science and math guides
- Graduate school guides and the application process
- Practice guides for GRE, TOEFL, MELAB, GMAT, LMAT, and MCAT

18.4.3 Services for New Students

Services for New Students helps new students make a successful transition to university by providing a welcoming environment and support throughout the first academic year.

- Orientation programs such as Discover Concordia and the Graduate Student Orientation provide new students with the opportunity to meet members of the university community and learn about the vast network of support services and university resources aimed at enhancing student success.
- Start Right provides an orientation to university learning, including practical tips, strategies, and techniques to help students meet the demands of university-level study.
• The Student Success Check-Up Orientation helps students identify their own strengths and possible weaknesses and create a personal action plan for university success.

• First-year experience seminars, student experience seminars, and graduate experience seminars help students develop a solid foundation of skills and knowledge needed to achieve their goals.

• The Program for Leadership and University Success (PLUS) provides new students with positive role models and the ongoing support of a student success mentor. PLUS also encourages all students to become actively involved in the university community and develop leadership skills.

• The Bridge Magazine is a publication specifically for new students. It contains information and advice to help new students get the most out of their first year at Concordia.

Online resources at newstudent.concordia.ca

18.4.4 Counselling and Psychological Services

Counselling and Psychological Services is staffed by licensed psychologists and counsellors who provide support for students by helping them develop coping strategies to manage and overcome a variety of personal and emotional issues. Counselling and Psychological Services offers assistance to students in crisis. These confidential services include:

- Personal Counselling:
  - increase self-esteem and self-awareness
  - develop necessary life skills (such as stress management, effective communication, conflict resolution)
  - work on relationships, loss, sexuality, body image
- Career Counselling:
  - make an informed career decision by engaging in the necessary steps of the career-planning process
  - use career testing to clarify career and educational goals
- Psychological Testing and Assessment:
  - learn more about oneself through psychological testing
  - screen for ADD/ADHD and learning disabilities
- Educational Counselling
- Other Counselling Services:
  - Consultation
  - Psycho-educational workshops
  - Outreach and information sharing

Confidentiality is assured.

Online resources at counselling.concordia.ca

18.4.5 Student Learning Services

Student Learning Services offers help to students making the transition to university learning, and to all students who want to improve their learning efficiency.

- Learning assistance is offered by learning and study skills specialists who help students on an individual basis to access and develop academic skills appropriate to their course and discipline.
- Writing assistance on both campuses is offered by peer writing assistants who help individual students of all abilities and at any stage of the writing process to improve their writing, in either English or French, including generating and organizing ideas, overcoming writer's block, and revising and editing.
- Math-based tutoring is offered by peer math assistants who help individual students succeed in basic math and accounting courses and deal with math anxiety.
- EXAMCRAM, free review sessions for basic math courses, are organized during fall and winter final exam periods.
- Drop-in help for basic science courses is offered at the Loyola Campus.
- Study skills workshops are offered free of charge to help students improve their academic skills in reading, writing research papers, making oral presentations, developing problem-solving skills, note-taking, preparing for and taking different types of exams, improving memory and concentration, and managing time.
- Conversation groups and TalkTimes (one-hour small group conversation sessions) are led by peer assistants who help students improve their English speaking skills.
- French conversation groups (Jazz-ons), led by peer assistants fluent in French, help students improve their French conversation skills.
- Strategic Learning (SL) sessions, facilitated by trained student leaders, are offered for certain difficult courses. Study groups, led by students with a strong background in the material, are organized for students in basic Economics and Physics courses.

Online resources at learning.concordia.ca

18.4.6 Career and Placement Services (CAPS)

Career and Placement Services helps students to:

- Connect with employers through job postings, on-campus recruiting, and career fairs
- Explore career options in their field of study at career panel discussions
- Improve their job-hunting techniques:
  - meet with career advisors to improve their resumé and cover letter, prepare for job interviews, and develop a networking strategy
- attend job-search, interview skills and résumé writing workshops
- research employers and labour-market trends
- access the CAPS Job Bank
- Access print and electronic sources through the Career Resource Centre (CRC)

Online resources at caps.concordia.ca

18.5 HEALTH SERVICES

Access to health services and resources for promoting wellness is essential to student success. Concordia Health Services is a one-stop clinic and health promotion centre with a cross-functional team made up of male and female physicians, nurses, consulting psychiatrists and psychologists, and health promotion specialists. They collaborate closely with the clinic service assistants and administrators to offer friendly, helpful service to Concordia students.

All services are strictly confidential. Information can only be released with the student’s written authorization. This policy applies regardless of whether the information is requested by family members, community physicians, therapists or University officials.

18.5.1 Services

Health Services offers a wide variety of services including:

Clinical Services
- Booked appointments with physicians and nurses for check-ups, non-urgent or chronic issues
- Urgent care for unexpected illness and injury
- Sexual health: STI assessment and treatment, contraception
- Preventive medical care, including immunizations and annual physicals

Health Promotion
- Individualized health behaviour change counselling for smoking cessation, healthy eating, physical activity, body image education, stress management and sleep habits

Mental Health
- Psychiatry assessment and consultation
- Short-term psychotherapy

For those services that are not offered, such as dental and eye care, Health Services can provide the names of resources that are located in the vicinity.

How to Use Health Services: Using Health Services is easy. Students may call ahead to make an appointment for predictable issues or concerns such as a physical examination, prescription renewal or health education. For unpredictable and more urgent health-care needs, students may come to the urgent-care clinic where patients are seen on a first-come, first-served basis.

18.5.2 Health Insurance

Most of the services offered at Health Services are free of charge, provided students are currently registered and have valid health insurance. For visits with a nurse or health educator, students will be asked to show their Concordia ID card. For physician visits, proof of Quebec Health Insurance plan coverage, coverage from another province, or International Student Insurance is required. If a client of Health Services does not have valid health insurance, he or she will be required to pay for a physician visit. Both Health Services locations can provide students with information pamphlets on how to obtain a valid health card or how to maintain coverage while studying outside their province of origin.

Out-of-Province Students: To retain health coverage while studying at Concordia, out-of-province students must notify their provincial health authority of their status as a student in Quebec. This must be done at the beginning of each academic year. Information on how to do this can be obtained through Health Services or on their website. Unlike clinics in the community, International and out-of-province students are not charged additional fees for their medical care. Students are therefore encouraged to use Health Services for their health-care needs.

18.5.3 Health Promotion

Health Services offers programs and activities in health education, health promotion and informed health-care consumerism. The health promotion specialists, along with other Health Services staff, bring health promotion information to students through outreach events on campus; monthly brown bag lunch-time lectures; classroom presentations; and presentations for student organizations. A calendar of events can be found on the Health Services website.
18.5.4 Loyola Health Services

Loyola Health Services ensures access to health care and health information on the Loyola Campus. Booked appointments with physicians and a psychologist are available, and a nurse is on site daily.

18.5.5 Medical Conditions and Academic Responsibilities

If medical problems or concerns are interfering with a student’s ability to attend class, complete assignments, or write exams, Health Services staff can work with the student to assess the problem and review ways in which Health Services can be of assistance.

18.5.6 Location and Hours of Operation

**Loyola Campus**
7141 Sherbrooke St. W., Room: AD 131
Tel.: 514-848-2424, ext. 3575
Fax: 514-848-4533

*Office Hours:*
Monday to Friday: 9 AM to 5 PM
Closed for lunch between 11:30 AM and 1 PM

**Sir George Williams Campus**
1550 De Maisonneuve Blvd. W. (GM Building), Room: GM 200
Tel.: 514-848-2424, ext. 3565
Fax: 514-848-2834

*Office Hours:*
Monday to Friday: 9 AM to 5 PM

*Both offices are wheelchair accessible.*

Website: health.concordia.ca

18.5.7 Residence and Off-Campus Housing

**RESIDENCE**

**Loyola Campus (West End)**
There are two residences located on the Loyola Campus — Hingston Hall and the Jesuit Residence.

**Hingston Hall** is comprised of two four-storey dormitory-style co-ed residences that house 249 first-year full-time undergraduate students. Single and double rooms are available with communal washrooms and kitchenette/lounges on each floor.

**Jesuit Residence** is a seven-storey dormitory-style, co-ed residence that houses both full-time undergraduate students and graduate students. This residence has 52 single rooms with private bathrooms. There are centrally located kitchenette/lounges.

**Sir George Williams Campus (Downtown)**

**Grey Nuns Residence** is a four-storey dormitory-style, co-ed residence that houses 597 full-time first-year undergraduate students. The residence offers single and double rooms. Centrally located on each floor are communal washrooms and kitchenette/lounges.

Students in residence are required to enrol in a meal plan offered by Concordia’s food services provider, Chartwells. Information about the meal plan can be obtained directly from Chartwells at 514-848-2424, ext. 7360 or 3641, or through their website at dineoncampus.ca/concordia.

By law, students are required to sign a *Lease in an Educational Institution* as issued by the Régie du logement – Gouvernement du Québec. The lease is for an eight-and-a-half-month period from the third week of August to the first week of May. Exact dates may vary based on the academic calendar.

A first-come, first-served process is used to make housing assignments for the fall/winter terms. Acceptance to the University does not guarantee admission to residence. A separate application for on-campus housing can be accessed through the student portal once an acceptance is issued by the University.

More information on Residence Life can be obtained by contacting the office at tel.: 514-848-2424, ext. 4755, fax 514-848-3937, or by writing to:

Concordia University – Residence Life
1455 De Maisonneuve Blvd. W., GN I-103
Montreal, Quebec H3G 1M8

**OFF-CAMPUS HOUSING**

A computerized housing list is made available through the Concordia Student Union (CSU) at hojo.csu.qc.ca.
18.6 FINANCIAL AID AND AWARDS

General Information
The Financial Aid and Awards Office assists students and prospective students in seeking and securing financial assistance to enable them to pursue their scholastic objectives. Student financial assistance is available in various forms, such as government student loans and/or bursaries; University and privately funded scholarship and bursary programs; and on-campus work opportunities through the Work-Study Program.

18.6.1 Gouvernement du Québec Student Loans and Bursaries

Application forms for Quebec Loans and Bursaries are available from the Financial Aid and Awards Office. It is highly recommended that students with permanent codes issued by the Ministère de l’Enseignement supérieur, de la Recherche, de la Science et de la Technologie apply for Quebec Loans and Bursaries online at www.afe.gouv.qc.ca. All students should apply a minimum of eight weeks prior to their studies. Each student is responsible for completing his or her application form and forwarding it directly to the government. Once a student’s aid is calculated, he or she will receive a formal calculation sheet indicating the amount of aid he or she will be entitled to receive.

It is important to note that the Loans and Bursaries Program is based on the principle that the student and, in some cases, his or her parents, sponsor or spouse, must contribute toward the cost of the student’s education according to their respective means. In addition, the Government Loan and Bursary programs serve as a supplement to a student’s own resources. Therefore, a student should not expect that all of his/her expenses will be covered through government aid.

Financial assistance is initially granted in the form of a loan which a student must pay back at the end of his or her full-time studies. If a student is entitled to more than the maximum loan, he or she may receive additional assistance in the form of a bursary, which does not have to be paid back.

Eligibility
Students are eligible to be considered for government assistance if they meet the following conditions:

1. are a Canadian citizen or have legal status in Canada;
2. are a Quebec resident or are deemed to reside in Quebec;
3. have been admitted to a recognized educational institution and be pursuing or be deemed to be pursuing full-time studies in a recognized program*;
4. have not exceeded the number of months of eligibility for which financial assistance may be awarded;
5. have not reached the debt limit for their level of education, type of degree or program;
6. do not have sufficient financial resources to pursue their studies.

*For further information, contact the Financial Aid and Awards Office.

The Government of Quebec sets the maximums for cumulative debt loads and period of eligibility. Please be advised that the maximum cumulative debt load is unrelated to students’ eligibility periods; in other words, students might not be eligible for any assistance if they have accumulated a maximum debt load even if they have not used all their eligibility periods.

<table>
<thead>
<tr>
<th>Level of study</th>
<th>Maximum limit of loans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary vocational school</td>
<td>$22,000</td>
</tr>
<tr>
<td>College: general</td>
<td>$16,000</td>
</tr>
<tr>
<td>technical</td>
<td>$23,000</td>
</tr>
<tr>
<td>non-subsidized</td>
<td>$27,000</td>
</tr>
<tr>
<td>University: undergraduate programs requiring less than eight terms (BA)</td>
<td>$30,000</td>
</tr>
<tr>
<td>undergraduate programs requiring more than eight terms (co-op, engineering)</td>
<td>$36,000</td>
</tr>
<tr>
<td>graduate: master’s level</td>
<td>$42,000</td>
</tr>
<tr>
<td>master’s level with thesis</td>
<td>$48,000</td>
</tr>
<tr>
<td>doctorate level</td>
<td>$55,000</td>
</tr>
</tbody>
</table>

The maximum period of eligibility is dependent on the students’ program, level of study as well as other factors affecting their file. In general, the maximum period of eligibility set for university students is as follows:

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Maximum periods of eligibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>University (undergraduate)</td>
<td>39 months</td>
</tr>
<tr>
<td>University (master’s degree)</td>
<td>31 months</td>
</tr>
<tr>
<td>University (doctoral degree)</td>
<td>47 months</td>
</tr>
</tbody>
</table>

Note: The maximum number of months for which financial assistance can be awarded to students enrolled in university or equivalent programs is 88 (all levels combined).

Financial Assistance for Part-Time Students
Consult the Aide financière aux études website at www.afe.gouv.qc.ca for funding available to part-time students.
Students with Disabilities

Students in any Faculty, who are Canadian citizens or have legal status in Canada and who are Quebec residents, may be eligible for additional aid. Applications are available from the Financial Aid and Awards Office. Further information is also available at the Office for Students with Disabilities.

Explore (Second-Language Summer Program)

Students across Canada may apply for bursaries to enrol in a five-week immersion course in French or English at accredited institutions. The aim of this program is to provide post-secondary students with the opportunity to learn one of Canada’s official languages as their second official language and to improve their knowledge of the culture represented by that language. Candidates whose mother tongue is neither French nor English may not receive bursaries to study English or French as their first official language. These bursaries will defray the cost of tuition, instructional materials, and room and board, but will not cover transportation costs or pocket money.

Inquiries regarding the awarding of bursaries (e.g. eligibility) should be made to the students’ provincial coordinator or territorial official, the names and addresses of which are available at the Financial Aid and Awards Office.

Eligibility:
Students are eligible if they meet the following conditions:
- are Canadian citizens or permanent residents at the time of application. Students studying in Canada on visas are not eligible;
- have general post-secondary standing or can prove that they will have obtained such a status by the time they become involved in the program;
- were enrolled as full-time students during the previous academic year.

Language Assistant Programs — Odysee

Language assistants are students who help students with the spoken language by conveying to them the real-life aspect of the language. They carry out their duties under the supervision of second-language teachers. Full-time language assistants work for nine months (September to May) for an average of 5 hours per week and may earn up to $8,500. Part-time language assistants are employed for eight months for an average of eight hours per week (September to April). The program also provides reimbursement for certain expenses.

18.6.2 Federal and Provincial Student Loans and Bursaries

Students applying for Federal and Provincial Loans (other than Quebec) must be a Canadian citizen or have legal status in Canada and be a resident or be deemed to reside in the province to which they are applying. For further information, contact the Financial Aid and Awards Office.

18.6.3 Concordia University Financial Aid

Work-Study Program

Work-Study is a financial aid program funded by Concordia University, the Department of Aide financière aux études du Ministère de l’Enseignement supérieur, de la Recherche, de la Science et de la Technologie, and La Direction des affaires étudiantes et de la coopération internationale du Ministère de l’Enseignement supérieur, de la Recherche, de la Science et de la Technologie. It is designed to assist full-time Concordia University students (with the exception of the summer term), who are in financial need, to pursue their academic goals by providing part-time employment on campus. (Up to 20 hours per week for a maximum of 200 hours per term.)

Eligibility: Students are eligible to participate in the Work-Study Program if they meet the following criteria:
- are a Canadian citizen, a permanent resident, or an International student;
- maintain a full-time course load (with the exception of the summer session) at Concordia University for the academic session(s) in which the Work-Study position is performed;
- demonstrate financial need as evidenced by a needs test done by the Financial Aid and Awards Office.

Further information on this program can be obtained at the Financial Aid and Awards Office and by reading the Work-Study Program Student Information Booklet at: faao.concordia.ca/main/workstudy.

Tuition Deferrals

Students who are blocked from registering for an upcoming term because of an overdue student account balance may apply for a tuition deferral which would provide them the ability to register for courses.

Eligibility for a tuition deferral is based upon the following conditions:
- The student has received confirmation of funding from a government student aid program that is disbursed by the University’s Financial Aid and Awards Office.
- The amount of upcoming government student aid must be greater than the overdue amount in the student’s account balance (i.e. fall student aid disbursement is $3,000 and the outstanding student account balance is $2,500).
- The student must plan to register as a full-time student, according to his/her government’s definition of full-time.
- The student must have a plan on how he/she will be able to enter his/her next term of study without requiring an additional tuition deferral.
- There may be further requirements or conditions if a student has received a tuition deferral in a previous term.
If students receive approval for a tuition deferral, they will still be responsible for late fees and interest on their outstanding loan balance. The purpose of applying for a tuition deferral is to allow students participating in a government loan/bursary program the opportunity to register for the upcoming term. Students must meet with a financial aid advisor to apply for a tuition deferral.

Short-Term Advances
Funds are available at the Financial Aid and Awards Office for students experiencing financial difficulties. Such advances are issued to undergraduate and graduate, full-time and part-time students at Concordia University whose funding is from a government student aid program that is disbursed by the University’s Financial Aid. Students must see a financial aid advisor for further information on eligibility requirements and conditions.

Emergency Financial Assistance
Students experiencing circumstances which are creating considerable financial hardship for them and which require an urgent financial response should visit the Financial Aid and Awards Office to discuss emergency financial assistance.

18.6.4 Concordia University Scholarships and Bursaries

Concordia University Awards
Two types of awards are available to undergraduate students through the Financial Aid and Awards Offices: scholarships and bursaries. Entrance scholarships and entrance bursaries are available to newly admitted students entering university programs for the first time. In-course scholarships and in-course bursaries are available to returning students who have completed at least one year of studies at Concordia University. In all cases, scholarships are awarded on the basis of scholastic achievement and, in some cases, consideration is given to the involvement in university life or other non-academic criteria. Bursaries are awarded based on financial need and acceptable academic standing, and sometimes additional criteria may apply. Unless expressly authorized by the University Undergraduate Scholarships and Awards Committee, award recipients may hold only one of the following types of awards in a given academic year: Concordia entrance scholarships, Concordia in-course scholarships, or Concordia in-course bursaries.

For additional information on all undergraduate awards, consult the Financial Aid and Awards Office (FAAO) website at faao.concordia.ca.

Entrance Scholarships
A number of scholarships are available to students entering their first year of full-time study. These are awarded by the University Scholarship and Awards Committee on the basis of academic achievement during the first three semesters of Cegep or equivalent. For a complete list, consult the FAAO website.

In-Course Scholarships
In-course scholarships are awarded to full-time students (unless otherwise indicated) who have completed at least 24 credits at Concordia. Recipients are selected in the summer on the basis of the previous year’s academic achievement. The scholarships are paid in the following fall and winter terms. Recipients must maintain their full-time status throughout the year the award is tenable. Unless otherwise indicated, no application is required. Academic performance is reviewed with the Office of the Registrar. For a complete list, consult the FAAO website.

Entrance Bursaries
Entrance bursaries are available to students entering university studies for the first time. They require completion of an entrance bursary application form, which must be submitted along with various supporting documents directly to the Financial Aid and Awards Office. Eligibility is determined following a financial needs test, a review of the candidate’s academic ranking as assigned during admission application processing, and an appreciation of the applicant’s personal statements on the entrance bursary application form. For a complete list of available entrance bursaries, consult the FAAO website.

In-Course Bursaries
In-course bursaries are awarded on the basis of financial need and satisfactory academic standing. Unless stated differently, bursaries are available to full-time students who are Canadian citizens or permanent residents. For a complete list, consult the FAAO website.

18.6.5 Awards Offered by External Organizations

Awards sponsored and administered by external associations, companies, foundations, societies, and clubs, are listed from time to time on the FAAO website and bulletin boards. In general, applications must be submitted to the organization administering the award, unless otherwise indicated.
18.6.6 International Students

International Student Tuition (IST) Bursary Program:
The IST Bursary Program is a means of financial assistance specifically for full-time undergraduate International students paying International tuition fees. Bursaries are awarded on the basis of both scholastic merit and financial need. For further information on this program, consult the FAAO website.

American Students:
American students studying at Concordia are eligible for financial aid through the U.S. Department of Education (full-time: 12 credits or more or half-time: 6 credits or more) in the form of a Federal Stafford Loan or Parent Plus Loans. In order to be eligible, undergraduate students must be enrolled in a minimum of 6 (on-campus) credits per term. Upon acceptance to Concordia, students requesting U.S. government aid must complete a Free Application for Federal Student Aid form (FAFSA) online at fafsa.ed.gov. For the FAFSA form, Concordia’s school code is 00836500. The result of the FAFSA is the Student Aid Report (SAR), which is the result of a financial needs test, and it must be submitted (along with the loan application[s] and Master Promissory Note) to the Financial Aid and Awards Office for approval. Upon receipt of the above-mentioned documents, a financial aid advisor will assess a student’s need and determine the loan amounts that may be borrowed from the U.S. Department of Education. This assessment is called the Cost of Attendance and is based on the current-year tuition fees, books, and living expenses. For further information about requesting student loan aid from the U.S. Department of Education, please consult the FAAO website.

Students must be enrolled on a full-time (12 credits or more) or half-time (6 credits or more) basis in order to qualify for aid through the U.S. Department of Education. Students must register for on-campus courses only as the U.S. Department of Education will not fund students who take any online or distance education courses while pursuing studies outside of the United States.

As well, only students enrolled in degree programs are eligible to receive U.S. Government student loan funding. Undergraduate and graduate students enrolled in diploma and certificate programs are not eligible for U.S. Government funding.

The loan application process at Concordia University is “borrower initiated.” This means that each academic year, students must begin the loan process by completing a Free Application for Federal Student Aid (FAFSA) application, a Master Promissory Note and a Concordia University U.S. Direct Loan Application form. The Concordia University U.S. Direct Loan Application form is available on Concordia University’s Financial Aid and Awards website. Students must forward all application documents to the Financial Aid and Awards Office as they are not received through electronic means. Upon receipt of the above-mentioned documents, a financial aid advisor will assess the students’ need and determine the loan amounts that may be borrowed from the U.S. Department of Education. The FAAO calculates students’ cost of attendance (COA) in order to determine their financial need. The COA is based on tuition fees, books and living expenses for one academic year, and on the number of credits registered.

Students from Other Countries:
Students from abroad may apply for the International Student Tuition Bursary Program, which is a means of financial assistance for full-time undergraduate International students who are paying International tuition fees. These bursaries are awarded on the basis of both scholastic merit and financial need. For further information about this program, consult the FAAO website.

Apart from the International Student Tuition Bursary Program, the majority of merit-based scholarships and need-based bursaries offered through Concordia University are restricted to Canadian citizens and permanent residents only. However, a growing number are open to, but not restricted to, International students.

With the exception of U.S. Student Loans, other governmental student loan programs administered by Concordia University are not available to International students. Students studying on a student visa who require financial aid should therefore contact their home country’s Department of Education.

The Canadian International Development Agency offers training assistance to most developing countries with which Canada has a co-operative agreement; however, students must be nominated by their own government. For further information, contact the Scholarship Committee, Human Resources Directorate, Canadian International Development Agency, 200 Promenade du Portage, Hull, Quebec, K1A 0G4.

Students should try to obtain adequate finances before coming to Canada. If students do not plan to return home during the summer, four additional months of living expenses should also be provided for.

18.7 RECREATION AND ATHLETICS

The Department of Recreation and Athletics believes physical fitness, interuniversity athletics and recreation opportunities are an integral part of a Concordia University education. Its goals are to provide services and programming that enrich the educational experience of students and to offer opportunities for staff, faculty and the local community to be physically active in a safe, healthy environment.

Le Gym fitness centre on the Sir George Williams Campus, in the EV pavilion, is a very modern and comprehensive fitness and workout facility that serves as a focal point for instructional programs. It’s easy to get to, located at the metro level of the EV pavilion and linked underground to the John Molson School of Business and the Hall and Library buildings.
The Loyola Campus is home to the fitness facility Le Centre, as well as PERFORM, a state-of-the-art research facility dedicated to improving health through prevention. Working together, le Centre and PERFORM offer students the chance to get fit while benefiting from the latest teaching methods and research findings. Loyola Campus also has two full-length artificial playing surfaces with lighting, including a 4,000 seat stadium; the newly renovated Ed Meagher Arena; a gymnasium; and a weight room. The Stinger Dome, an indoor playing field, is open in November through April for flag football, soccer, rugby, Ultimate and golf practice.

Campus Recreation offers more than 50 activities to choose from, including basketball, hockey and ball hockey, lacrosse, volleyball, aerobics, dance, and martial arts, among others. The Loyola Campus facility is the hub of Stingers varsity sports and intramural leagues. The varsity program gives more than 350 elite student-athletes the opportunity to represent Concordia University at provincial, national and international competitions. The Stingers compete in football, basketball, hockey, rugby, soccer and wrestling. Student-athletes benefit from excellent support services, including academic advising and a dedicated study space in the Recreation and Athletics complex on the Loyola Campus. Concordia offers financial awards to student-athletes. Concordia also supports four club teams competing on various regional and national stages outside of the varsity framework, including baseball, golf, cross-country and skiing.

For additional information, see stingers.ca.

**Loyola Campus**
7200 Sherbrooke St. W., Room: PA 104
514-848-2424, ext. 3858
Fax: 514-848-8637

**Stinger Dome**
7200 Sherbrooke St. W.
514-848-2424, ext. 8860
stingerdome@concordia.ca

**Sir George Williams Campus**
1515 St. Catherine St. W., Room: EV S2.202
514-848-2424, ext. 3860
Fax: 514-848-3441
International Students

19.1 ADMISSION REQUIREMENTS
   19.1.1 Admission Requirements
   19.1.2 Language Proficiency

19.2 PROCEDURES AND IMMIGRATION DOCUMENTATION REQUIRED FOR THE UNIVERSITY
   19.2.1 Procedures
   19.2.2 Studying for Six Months or Less
   19.2.3 Immigration Documentation Required

19.3 TUITION AND OTHER FEES FOR INTERNATIONAL STUDENTS

19.4 SCHOLARSHIPS, BURSARIES AND LOANS

19.5 INTERNATIONAL STUDENT HEALTH AND ACCIDENT INSURANCE

19.6 WORKING AS PART OF A CO-OP OR INTERNSHIP PROGRAM
In this section, International students will find relevant information on admission requirements, immigration regulations, tuition fees, scholarships and bursaries, the health insurance plan, as well as regulations on working in Canada. The International Students Office (ISO) is a member of Advocacy and Support Services, Student and Enrolment Services, and has developed support services to promote the adjustment of International students to life and study in Canada. For additional information on these services, see §18.3.2.

Upon arrival at Concordia University, new International students must attend an International Student Information Session organized by the International Students Office. Students should also attend a Health Insurance Information Session and pick up a health insurance card or, in exceptional cases, opt out of the health insurance plan (see §9.5 for further details).

It is essential that International students bring their immigration documents and/or passport (see §19.2.2 and §19.2.3 for further details) to the International Students Office (Hall Building, Room: H 653) as soon as possible.

Imigration regulations cited in §19 are valid at the time of this writing. For further information, students should contact the Canadian consulate/embassy in their country.

19.1 ADMISSION REQUIREMENTS

19.1.1 Admission Requirements

Concordia welcomes applications for admission from well-qualified students from other countries. In general, students are expected to have completed the level of education required for university admission in their home country. The school-leaving subjects taken by the candidate should normally be appropriate for the degree program to which application has been made. Some programs have additional requirements, e.g., audition, interview, portfolio. Since entry to many programs is limited, the satisfaction of minimum requirements does not guarantee entry to the University.

Depending on their educational background, applicants are considered for entry to three-year (90 credits) or four-year (120 credits) degree programs. In the case of the BEng, BA (Early Childhood and Elementary Education), BEd (TESL), BSc (Exercise Science/Athletic Therapy), and BFA (Specialization in Art Education), the program requires four to five years.

Advanced Level and Advanced Subsidiary Examinations

The minimum admission requirements are two A-level examinations plus three appropriate GCSE/IGCSE examinations. An average grade of “C” or better in Advanced-level subjects is expected. In the case of certain quota programs where enrolment is limited, candidates will have to present higher grades in order to compete successfully for places at the University. Two appropriate AS (Advanced Subsidiary) Levels may be accepted in lieu of an Advanced Level for the purpose of satisfying the general entrance requirements of the University.

Students who have not written Advanced-level examinations but who have high grades in at least five appropriate GCSE subjects plus one full year of formal schooling beyond the GCSE level in a suitable academic program in a recognized school or college, may be considered for admission to an undergraduate program requiring the completion of 120 credits (four years). In the case of the BEng, BA (Early Childhood and Elementary Education), BEd (TESL), BSc (Exercise Science/Athletic Therapy), and BFA (Specialization in Art Education), the program requires four to five years.

United States

High school graduates with strong grades from accredited schools who have followed an academic program designed for university entrance may apply for admission to an undergraduate program requiring the completion of 120 credits (four years). In the case of the BEng, BA (Early Childhood and Elementary Education), BEd (TESL), BSc (Exercise Science/Athletic Therapy), and BFA (Specialization in Art Education), the program requires four to five years. A General Education Diploma (GED) is not recognized as meeting the requirements for admission to a degree program.

Applicants are required to have a better-than-average school record. While no set pattern of courses in high school is required, all applicants are expected to have taken four units of English. Those applying for admission to Science or Engineering must include three or four units in mathematics and two in the sciences. At least three units of appropriate mathematics are recommended for admission to the John Molson School of Business.

Although not required for admission, letters of recommendation from school guidance counsellors and the results of aptitude and achievement tests (SAT, ACT) are helpful additions to an application. Students who have passed Advanced Placement examinations in appropriate subjects with a grade of “3” or better may be awarded transfer credits.

France

Students who have completed the requirements for the Baccalauréat with satisfactory results may be considered for admission to an undergraduate program requiring the completion of 90 credits (three years), or 120 credits (four years) for the BA (Early Childhood and Elementary Education), BEd (TESL), BSc (Exercise Science/Athletic Therapy), and BFA (Specialization in Art Education). The number of credits required for the BEng varies according to the option chosen and to the previous preparation of the student, but is usually no fewer than 119.
In cases where the Baccalauréat specialization (serie) followed does not fully satisfy the entrance course requirements for the degree program sought, the student, if admitted, will have to include the designated prerequisites as part of the first-year program. In some instances, the prerequisites must be taken in addition to the undergraduate program.

International Baccalaureate
Candidates who complete the full IB Diploma and who obtain a minimum total of 27 points, may be considered for admission to the three-year (90 credits) programs of study (four years of study in the BEng, BA [Early Childhood and Elementary Education], BEd [TESL], BSc [Exercise Science/Athletic Therapy], and BFA [Specialization in Art Education]). Minimum scores in prerequisite subjects as well as a higher overall average may be required for competitive programs. Students who have not completed the full IB Diploma program but have IB Certificates in individual Higher Level subjects may be eligible for credit.

Other Countries
Candidates applying from other countries who have completed the level of education required for university admission in their home country will be considered for admission provided that better-than-average grades have been attained. In most cases, a specific minimum overall standard is required. More specific information with respect to admission requirements can be found by visiting the University's website: concordia.ca.

Transfers from Post-Secondary Institutions
Transfers from post-secondary institutions are referred to §13.3.4.

19.1.2 Language Proficiency
The language of instruction at Concordia University is English. For information regarding the language proficiency requirement, refer to §13.4.

19.2 PROCEDURES AND IMMIGRATION DOCUMENTATION REQUIRED FOR THE UNIVERSITY

19.2.1 Procedures
All persons, other than Canadian citizens and landed immigrants, who wish to pursue their studies in the province of Quebec, must obtain a Quebec Acceptance Certificate (CAQ) and a Study Permit.

For further information on Immigration Quebec, see the following link:
immigration-quebec.gouv.qc.ca/en/immigrate-settle/students/index.html

For further information on Immigration Canada, see the following link:
cic.gc.ca/english/study/study.asp

19.2.2 Studying for Six Months or Less
Students whose program of study is six months or less in duration have the option of studying in Canada without having to apply for a CAQ or Study Permit provided they complete their studies within the authorized period of their stay in Canada.

Regulation 188(1) of the Immigration and Refugee Protection Regulations reads as follows:
A foreign national may study in Canada without a study permit:
c) if the duration of their course or program of studies is six months or less and will be completed within the period for their stay authorized upon entry into Canada.

19.2.3 Immigration Documentation Required
International students who will be studying in a program for six months or more are required to provide a copy of their CAQ and Study Permit to the International Students Office, 1455 De Maisonneuve Blvd. W., Hall Building, Room 653, when they first register at Concordia and thereafter every time they renew their immigration documents.

International students who will be studying for six months or less are required to submit copies of their passport pages showing the passport number, the dates of issuance and expiry, name and date of birth, and the stamp made by Canadian authorities on their most recent entry into Canada.

These directives are in accordance with the funding regulations of the Ministère de de l'Enseignement supérieur, de la Recherche, de la Science et de la Technologie which requires that all International students registered at a university in Quebec have in their permanent file a copy of their Quebec Acceptance Certificate, their Study Permit, and for persons studying six months or less, a copy of the appropriate passport pages.

International students are required to provide the appropriate documentation to the International Students Office before the DNE deadline of their first term at Concordia and thereafter every time they renew their immigration documents.

Failure to comply with this regulation could result in the cancellation of the student’s registration.
19.3 TUITION AND OTHER FEES FOR INTERNATIONAL STUDENTS

The fees, payable to the University for the regular session of two terms commencing in September and concluding in April, are approximately $18,665 to $22,346 for a full-time student. This amount includes tuition fees for 30 credits; compulsory fees which include student services, recreation and athletics, technology infrastructure, copyright and association and activity fees; administration fee; registration fees; and the health insurance premium. This estimate does not include the cost of textbooks or living expenses. Please refer to the Tuition and Fees website at concordia.ca/admissions/tuition-and-fees for information concerning the payment of tuition and fees.

Exemptions from Differential Fees

Certain international students may be eligible to pay the same fees as Quebec residents. Students who qualify for an exemption from the differential fees for International students, pay tuition and other fees at the same rate as the Canadian, Quebec resident student (including tuition and compulsory fees for 30 credits, and the International students health insurance fee). The following are among those exempted from paying differential fees:

1. a student who is admitted to a Quebec university and whose country has a fee remission agreement with the Government of Quebec; or
2. a student who is a French citizen (accord France-Québec) and has not resided in another Canadian province or territory immediately prior to coming to Quebec;
3. an International student whose spouse or parents hold certain work categories of work permits in Quebec. For further details and verification, please contact the Office of the Registrar, Room LB 700, 514-848-2424, ext. 2650 or 2686;
4. a student who is registered at a university and who has come to Quebec as an exchange student, or as a student participating in a program of co-operation agreed to by the Government of Quebec and which exempts the participants from paying differential fees;
5. a student who is a French citizen (accord France-Québec) and has not resided in another Canadian province or territory immediately prior to coming to Quebec;
6. a student who is admitted to a Quebec university and whose country has a fee remission agreement with the Government of Quebec. The Government of Quebec has agreements for granting a limited number of exemptions from the differential fees for International students from the following countries:

- Algeria, Belgium (Flemish Community), Belgium (French Community), Benin, Brazil, Burkina Faso, Burundi, Cameroon, China, Colombia (ICETEX), Congo (Brazzaville), Democratic Republic of the Congo, Egypt, Gabon, Germany (Bavaria, DAAD), Guinea, Haiti, India, Israel, Italy, Ivory Coast, Korea, Lebanon, Luxembourg, Madagascar, Mali, Mauritania, Mauritius, Mexico (CONACYT, SEP, SRE), Morocco, Niger, Peru, Rwanda, Senegal, Spain (Catalonia), Togo, Tunisia, and Vietnam.

Inquiries and applications for an exemption should be made directly to the students’ own Ministry of Education prior to leaving their home country. In some cases, when the person is in Canada, it may be possible to apply for an exemption at his or her embassy or consulate in Canada or in the United States;

7. a student who is registered at a university and whose status as a permanent resident has been officially recognized by Immigration Canada. Should a student receive permanent resident status during the academic year, he or she should immediately present the official document to the Office of the Registrar, Room LB 700, to have his or her status changed and to inquire about a possible refund. For more information on refund policies and deadlines for submission of documents, please contact the Office of the Registrar, Room LB 653, to request an exemption and possible refund from the International Student Health and Accident Insurance Plan;
8. under certain conditions, students who have obtained Convention refugee status may be eligible for an exemption from the differential fees for International students. Depending on the documentation submitted, they may be eligible to pay either the Quebec tuition rate or the Canadian non-Quebec rate. For information on deadlines for submission of documentation and on the specific documents required, please contact the Office of the Registrar;
9. under certain conditions, international students holding certain categories of CSQ who are allowed to apply for permanent resident status from within Canada may be eligible to pay the Quebec tuition rate.

19.4 SCHOLARSHIPS, BURSARIES AND LOANS

Two types of awards are available to undergraduate students through the Financial Aid and Awards Office: scholarships and bursaries. Entrance scholarships and entrance bursaries are available to newly admitted students entering university programs for the first time. In-course scholarships and in-course bursaries are available to returning students who have completed at least one year of studies at Concordia University. Scholarships are awarded on the basis of scholastic achievement and in some cases, consideration is given to the involvement in university life or other non-academic criteria. Bursaries are awarded based on financial need and acceptable academic standing, and sometimes additional criteria may apply. For additional information on all undergraduate awards, consult the Financial Aid and Awards Office (FAAO) website at faao.concordia.ca.
International Student Tuition Bursary Program

Students from abroad may apply for the International Student Tuition Bursary, which is a means of financial assistance for full-time undergraduate International students who are paying tuition and fees at the International rate. These bursaries are awarded on the basis of both scholastic merit and financial need. For further information about this program, consult the FAAO website.

American Students

American students studying at Concordia are eligible for financial aid (full-time: 12 credits or more or half-time: 6 credits or more) in the form of a Direct Loan from the U.S. Department of Education. Upon acceptance to Concordia, U.S. students seeking assistance (financial aid) must complete a Free Application for Federal Student Aid form (FAFSA) online at fafsa.ed.gov. For the FAFSA form, Concordia’s school code is 00836500. The original Student Aid Report (SAR), which is the result of a financial needs test, must be submitted (along with the loan application[s] and Master Promissory Note) to the Financial Aid and Awards Office for approval. Upon receipt of the above-mentioned documents, a financial aid officer will prepare an assessment (Cost of Attendance) based on the current-year tuition fees, books, and living expenses, determine the amount of aid, complete the school certification, and send it to the appropriate lender/guarantor. For further information on this program, consult the FAAO website.

John Molson School of Business Entrance Scholarship for International Students

The John Molson School of Business Entrance Scholarship for International Students is intended to encourage and reward newly admitted full-time International students in the John Molson School of Business at Concordia University. Direct applications are not accepted for this scholarship — candidates are automatically selected by the John Molson School of Business in the course of admission processing on the basis of academic excellence prior to admission to Concordia University. The scholarship is renewable on the basis of continuing full-time enrolment and a last annual GPA of at least 3.75.

Exemption from Higher Tuition Fees

The Government of Quebec has agreements for granting a limited number of exemptions from differential fees for International students from specific countries. Consult §19.3.6 for the list of countries and information.

Other Awards

Information on scholarships for International students from the Government of Canada can be found on the Department of Foreign Affairs, Trade and Development’s website: scholarships.gc.ca. Students are also encouraged to check with their home government for funding opportunities.

Emergency Loans

Funds are available at the International Students Office and at the Financial Aid and Awards Office for short-term emergency loans. Loans are issued to full-time undergraduate and graduate students who need temporary emergency financial assistance. For further information on eligibility requirements and conditions, contact the coordinator, International Students Office, Room: H 653, 514-846-2424, ext. 3514.

19.5 INTERNATIONAL STUDENT HEALTH AND ACCIDENT INSURANCE

Immigration Quebec services and the Ministère de l’Enseignement supérieur, de la Recherche, de la Science et de la Technologie require that all International students be covered by a health insurance plan while studying and living in Quebec. To this end, Concordia University has negotiated a compulsory health and accident insurance plan for its International students. Health insurance fees are charged automatically when International students register for courses.

Check the International Students Office website at supportservices.concordia.ca/iso for the cost for single coverage. Family and couple coverage are also available upon request. Coverage is from August 15 until August 14 of the following year. Students who register in January pay a pro-rated premium for the eight-month period ending August 14 of the same year.

Only certain categories of International students are permitted to opt out of the Concordia Health Insurance Plan for International Students. These categories are listed below. Please note that Concordia University does not accept any other health insurance plan that the student might be carrying or maintaining while coming to Canada.

1. Students who have a valid Quebec Medicare card / Carte d’assurance maladie du Québec (RAMQ). Please note that students who are eligible for RAMQ coverage are not covered by the Concordia Health Insurance Plan for International Students regardless of when students submit the documents to the University.
2. As a result of intergovernmental agreements, full-time students from Belgium, Denmark, Finland, France, Greece, Luxembourg, Norway, Portugal, and Sweden who were covered under their government’s medical system before their arrival in Quebec, are eligible for the Quebec medical benefits (called Quebec Medicare card or Carte d’assurance maladie du Québec). These students must apply for the Quebec Medicare card. Further information is available at the International Students Office.
3. International students who receive a sponsorship (including group health insurance and tuition fees) from a sponsoring organization or government (such as CIDA, ICCS, CBIE, WUSC) must ensure that their sponsorship letter clearly mentions the health insurance coverage as well as the duration of the policy. Please note that private health insurance plans are not accepted.
4. Refugee claimants and Convention refugees who can show proof of medical coverage by the Canadian or Quebec Government.
5. International students who become permanent residents of Canada. An exemption/adjustment will be based on the date the International Students Office receives the Record of Landing document.
Proof of above-mentioned insurance is required in order to process an exemption. It must be presented in English or French indicating the period and amount of coverage available in Canada. This information is required by the Ministère de l’Enseignement supérieur, de la Recherche, de la Science et de la Technologie and must be in the Concordia student’s file for audits and reports. Applications for exemptions are processed in person at the International Students Office (ISO), Hall Building, Room H 653. Applications must be processed every year before the prescribed deadlines; requests received after the deadlines and approved by the ISO will be charged an administration fee.

Adjustments will be considered only for students who have not filed any claim to the insurance company during the current insured period. Refunds are given in a form of credit to the student’s university account.

OPTING-OUT DEADLINES

For all students beginning their insurance coverage in the fall term (August/September):
First deadline: October 31
Full refund
Second deadline: December 15
Partial refund
(administrative fee: $100)
Final deadline: May 1
Partial refund
(administrative fee: $200)
No refund will be approved after this final deadline.

For all students beginning their insurance coverage in the winter term (January):
First deadline: February 28
Full refund
Final deadline: May 1
Partial refund
(administrative fee: $100)
No refund will be approved after this final deadline.

For all students beginning their insurance coverage in the summer term (May):
Final deadline: 30 days following the start of their first summer course
Full refund
No refund will be approved after this final deadline.

19.6 WORKING AS PART OF A CO-OP OR INTERNSHIP PROGRAM

Some academic programs require that students complete a work term(s) in order to complete the degree requirements. International students who are enrolled in such programs must apply for a Co-op Work Permit. For further information, refer to: cic.gc.ca/English/study/work-coop.asp or visit the International Students Office.
Student Associations and Alumni Relations

20.1 UNDERGRADUATE STUDENTS
20.2 GRADUATE STUDENTS
20.3 ALUMNI RELATIONS

Section 20
20.1 UNDERGRADUATE STUDENTS

The Concordia Student Union (CSU) represents all undergraduate students, both full-time and part-time. Besides organizing many events and activities, the CSU ensures student representation on University decision-making bodies, both those that legislate on academic and administrative matters and those concerned with the cultural and social life of the community. There are student members of the Board of Governors, Senate, the Faculty Councils, and the Concordia Council on Student Life, which is directly concerned with all issues pertaining to student life including the provision of student services. There is a CSU office on each campus. The Sir George Williams office is in Room H 711 of the Henry F. Hall Building. The Loyola office is in the Loyola Campus Centre, SC 115. CSU’s telephone number is 514-848-2424, ext. 7474; email: office@csu.qc.ca; website: csu.qc.ca.

Other services include the Mentor Program which matches students with Concordia alumni who dispense both professional and practical advice based on their personal experiences, the award-winning Dinner for Eight program, and the Job Shadowing program which provides students with the opportunity to visit professionals at their place of work.

Students in the four Faculties are also represented by their own associations: the Arts and Science Federation of Associations (ASFA), the Commerce and Administration Students’ Association (CASA), the Engineering and Computer Science Students’ Association (ECA), and the Fine Arts Student Alliance (FASA).

There are over 150 student clubs and associations. They may be associated with a department or discipline, such as the Psychology Students’ Association, or pursue a special interest like the Concordia Volunteer Abroad Program. Each has its own program of activities funded by student fees. In addition, there are a number of independent groups on campus that provide a variety of ways for students to engage in campus and community life.

Amongst these are student media including the television station CUTV, the radio station CJLO, and two student newspapers, The Link and The Concordian. These media outlets operate independently of the student associations. Both newspapers are incorporated, with separate, wholly autonomous Boards of Directors.

20.2 GRADUATE STUDENTS

All graduate students are members of the Graduate Students’ Association (GSA). It is concerned with graduate student representation on the Board of Governors, Senate, the School of Graduate Studies, the Faculty Councils, and the Concordia Council on Student Life, and initiates a wide range of activities for graduate students and the University community as a whole, including social occasions and lectures. GSA’s offices are at 2030 Mackay St.; telephone: 514-848-2424, ext. 7900; email: gsa@alcor.concordia.ca; website: gsa.concordia.ca.

20.3 ALUMNI RELATIONS

Concordia now boasts 180,000 alumni worldwide. Advancement and Alumni Relations is charged with maintaining and nurturing a lasting and significant relationship between alumni and their alma mater.

The Concordia University Alumni Association (CUAA) was created in 1983 to “encourage the fellowship of graduates from Loyola, Sir George Williams, and Concordia University through social, educational, and cultural activities” and to “preserve and promote the interests of Concordia University through alumni involvement in its future and governance.” Graduates and attendees (who have completed 30 credits) of Concordia and of the founding institutions of Loyola College and Sir George Williams University are automatically CUAA members.

Benefits and Services – Current Students: The CUAA collaborates with Concordia’s Advancement and Alumni Relations to offer students and alumni various programs and services. Even before graduation, students can take advantage of numerous services, events, and activities, including funding for student projects, the Backpack-to-Briefcase Workshops, Career Panels, the Annual International Students Holiday Dinner and Coffee Breaks during exam periods. Other services include the Mentor Program which matches students with Concordia alumni who dispense both professional and practical advice based on their personal experiences, the award-winning Dinner for Eight program, and the Job Shadowing program which provides students with the opportunity to visit professionals at their place of work.

Benefits and Services – Alumni: With a complimentary Alumni ID card, alumni gain access to Concordia libraries, career and placement services and discounts on tuition fees at the Centre for Continuing Education. Alumni are also eligible for discounts at preferred hotels, Budget Rent-A-Car, VIA Rail, the Centaur Theatre, the VA Art Supply Store, the downtown YMCA, Nautilus Plus and Campus Recreation. Alumni receive the Concordia University Magazine and Accent, the monthly alumni e-newsletter. They can obtain the Concordia University BMO MasterCard, reduced rates on home and auto insurance with TD Insurance Meloche Monnex, reduced rates on health and dental insurance with Manulife Financial, and discounts at Groupe Gabriel on car purchases and service appointments. Advancement and Alumni Relations also offers photography services and diploma frame sales at gowing and convocation. Alumni can explore the world on organized trips with fellow alumni from their alma mater as well as from other North American universities with the Concordia University Alumni Travel Program.
Events: The CUAA sponsors programs and events year-round that are organized by Advancement and Alumni Relations. Students, alumni, faculty, staff, and friends are invited to Concordia’s Homecoming, a series of activities including reunions, chapter and networking events, educational lectures/seminars, campus tours and the Homecoming Football Game. The annual Alumni Recognition Awards Banquet honours outstanding volunteer contributions from the University’s alumni, faculty, staff, students, and friends.

Staying Connected: The CUAA alumni social media groups on LinkedIn and Facebook facilitate networking and socializing among alumni after graduation. The Alumni Relations Twitter feed (@ConcordiaAlumni) serves up daily news about alumni and their alma mater. Alumni can also register for their free Email Forwarding for Life email address or re-connect with lost friends and classmates through the Find-a-Friend Program.

Choose Concordians: This unique program encourages Concordia alumni to support their alma mater by hiring fellow Concordians. It also creates a link between employers, on-campus recruiters and Concordia’s career centres in order to boost employment and internship opportunities for Concordia graduates and students.

Alumni Chapters
Canadian and International Chapters: The CUAA is committed to developing and supporting a worldwide network of alumni chapters. There are active alumni groups in Beijing, Boston, Calgary, California, Dubai, Edmonton, Hong Kong, India, Japan, Jordan, London, Mexico, Mississauga, Netherlands, New York, North Carolina, Ottawa, Qatar, Shanghai, Texas, Toronto, Turkey, Vancouver, Washington, D.C., Washington State and Winnipeg.

Montreal Chapters: There are Faculty-based chapters for the Faculty of Engineering and Computer Science and the John Molson School of Business, in addition to alumni volunteer opportunities in the Faculty of Fine Arts and the Faculty of Arts and Science. The Garnet Key Society also has an affinity-based chapter.

For the latest information on alumni chapters, benefits, and events, visit alumni.concordia.ca or contact Advancement and Alumni Relations, 1250 Guy St., Room FB 520, 514-848-2424, ext. 4856, fax: 514-848-2826, or email: alumni@concordia.ca.
School of Extended Learning

21.1 SCHOOL OF EXTENDED LEARNING CREDITS AND CERTIFICATES
21.2 STUDENT TRANSITION CENTRE
21.3 CENTRE FOR CONTINUING EDUCATION
21.4 UNIVERSITY OF THE STREETS CAFÉ

Section 21
SCHOOL OF EXTENDED LEARNING

Dean
BRIAN LEWIS

Location

Sir George Williams Campus
Faubourg Tower
1600 St. Catherine St. W., Room: FB 100
514-848-2424, ext. 5426

Objectives

The School of Extended Learning provides a wide range of programs and services which are aimed at increasing student accessibility to the University. Programs developed by the School of Extended Learning include credit and non-credit course offerings; distance education courses; off-campus courses and programs; and designated pre-university and entry-level courses and undergraduate certificate programs. Services are focused on three support systems: Recruitment — providing alternative entry points to university studies; Retention — assisting students to explore alternative learning paths; and Remediation programs which support student re-entry and transition to university studies. These programs and services can be accessed through the School’s Student Transition Centre and the Centre for Continuing Education.

21.1 SCHOOL OF EXTENDED LEARNING CREDITS AND CERTIFICATES

Complementary University Credits

Complementary University Credits are additional to the Faculty degree and certificate requirements stipulated in the University Undergraduate Calendar. They may be taken by any student wishing to do so. However, these credits are not assessed in any GPA calculation other than for those admitted into a Complementary University Credit certificate and are not transferable to any degree or Faculty certificate.

NOTE: SEL 149 Skills for Success in University Study (4 credits) is not transferable to any degree or certificate.

The primary function of Complementary University Credits is to provide a range of programming which is complementary to programs offered by the Schools and Faculties. Complementary University Credits are offered together with a range of student-centred services in an integrated model that includes advising, skills development, and prescriptive monitoring. These services support the application and transfer of acquired competencies to students, whether to improve employability, continue to prepare for a university education, and/or to facilitate personal or professional development.

Complementary University Credit Certificates

The School of Extended Learning offers several 30-credit certificates leading to a Concordia University Complementary University Credit certificate. The certificates are aimed at the market of active practitioners seeking qualifications and skills development related to career enhancement. They function independently of certificates, diplomas, and degrees offered by the Faculties.

Courses for Elective Credit

The School of Extended Learning also offers courses for elective credit. These courses can be used as electives for any degree program unless otherwise stated in the course description or in the degree requirements of the respective program as described in the Undergraduate Calendar. These courses are designated by the SELC course code and are described in this section under the heading School of Extended Learning Credit Courses.

Admission Requirements

The SEL certificates are open only to Canadian citizens, landed immigrants and permanent residents of Canada. They are not intended for International students. Applicants must meet the minimum entry requirements to the University. (The most up-to-date information can be found at concordia.ca/admissions/undergraduate/admission-requirements.) Applicants may be admitted as a Mature Entrant. For detailed information on this category, please refer to concordia.ca/admissions/undergraduate/admission-requirements/mature-entry.

The term “Mature Entrant” refers to those applicants who have not completed the normal academic admission requirements, as well as satisfying other criteria of age, immigration status, experience and potential, that are outlined on the link previously listed. Students will be expected to remain in acceptable academic standing by maintaining an annual GPA of at least 2.00. The School of Extended Learning will conduct the annual academic assessment for Complementary University Credit certificate students. The rules and regulations contained in §13 and §16 apply to all students admitted in Complementary University Credit certificates. Please note that provisions stated in §16.2.3 (6) do not apply to Complementary University Credit certificates.
All applicants are provided with a learning and study skills assessment (online). Additional courses may be required (such as English proficiency, mathematics or computer literacy) in order to satisfy admission requirements. Students will be evaluated on these skills during the admission process and will be advised of any additional requirements in their admission letter.

Required Academic Standing for Successful Completion
A cumulative grade point average of 2.00 or higher is required to be awarded the certificate.

Complementary University Credit Certificate in Business Practices
The Complementary University Credit Certificate in Business Practices is an introductory program designed for (i) current and aspiring entrepreneurs who need a foundational basis of best business practices and concepts, (ii) individuals employed in industry who wish to broaden their current knowledge of business, and (iii) students planning for a career in business. NOTE: The Complementary University Credits earned in this certificate cannot be transferred to any degree or Faculty certificate program including those within the John Molson School of Business.

30 Complementary University Credit Certificate in Business Practices
24 SEL 151, 152, 153, 154, 155, 157, 161, 162
6 Chosen in consultation with an advisor within the School of Extended Learning

Complementary University Credit Certificate in Marketing Practices
The Complementary University Credit Certificate in Marketing Practices provides both aspiring and current marketing professionals and entrepreneurs an opportunity to explore up-to-date changes in marketing theory and practice, while at the same time examining the foundational, analytical, and conceptual tools that are common to all businesses. NOTE: The Complementary University Credits earned in this certificate cannot be transferred to any degree or Faculty certificate program including those within the John Molson School of Business.

30 Complementary University Credit Certificate in Marketing Practices
24 SEL 151, 153, 157, 167, 168, 169, 177, 178
6 Chosen in consultation with an advisor within the School of Extended Learning

Complementary University Credit Certificate in Human Resources Practices
The Complementary University Credit Certificate in Human Resources Practices offers both current and aspiring human resource professionals an opportunity to enhance their career development by focusing on best and latest industry practices, as well as the requisite conceptual, analytical, and theoretical tools. Human resource managers and specialists face continuous challenges as organizations rapidly adapt to technological and economic evolution. NOTE: The Complementary University Credits earned in this certificate cannot be transferred to any degree or Faculty certificate program including those within the John Molson School of Business.

30 Complementary University Credit Certificate in Human Resources Practices
24 SEL 151, 154, 155, 156, 164, 165, 166, 174
6 Chosen in consultation with an advisor within the School of Extended Learning

Complementary University Credit Certificate in Entrepreneurship
The Complementary University Credit Certificate in Entrepreneurship offers current and aspiring entrepreneurs developmental skills related to the start-up, management, marketing, and ultimate growth of their respective business concepts. NOTE: The Complementary University Credits earned in this certificate cannot be transferred to any degree or Faculty certificate program including those within the John Molson School of Business.

30 Complementary University Credit Certificate in Entrepreneurship
24 SEL 150, 152, 157, 160, 161, 167, 170, 180
6 Chosen in consultation with an advisor within the School of Extended Learning

Complementary University Credit Courses

SEL 149 Skills for Success in University Study (4 credits)
This course is designed as an introduction to the critical elements needed for academic success at the university level. The elements are general study skills, information literacy, writing skills and motivation. Specific topics include time management, organizing content, working on group projects, formats of scholarly communication, proper citation formats, and evaluating and using information effectively. This course assists students in developing skills specific to their chosen area of study. It is evaluated on a pass/fail basis.
NOTE: Complementary University Credit courses are not transferable to any degree or certificate program. While this course may be required for certain students, it may be taken by any student wishing to do so.

SEL 150 Entrepreneurship: The Fundamentals (3 credits)
This course provides an overview of starting and managing a new business. The course focuses on concept development, the uncontrollables that can impact the nascent concept and an introduction to the specific business functions and strategies related
to marketing, finance, accounting, management and human resources.  

NOTE: Complementary University Credit courses may be taken by any student wishing to do so but are not transferable to any degree or Faculty certificate program.

SEL 151 Business Practices: The Fundamentals (3 credits)  
This course provides an introductory overview of the business organization, focusing on both internal issues such as the structure of business, its principal functions and activities, and social and ethical concerns, as well as external issues, such as the economic, technological, and competitive landscapes and how these influence decision-making.  

NOTE: Complementary University Credit courses may be taken by any student wishing to do so but are not transferable to any degree or Faculty certificate program.

SEL 152 Business Practices: Financial Accounting (3 credits)  
This course develops a foundational understanding of basic accounting principles and statements, considering the role of accounting information as it relates to decision-making. Students develop competencies in journal entry processing and in the preparation and interpretation of income statements, balance sheets, and statements of changes in owners’ equity.  

NOTE: Complementary University Credit courses may be taken by any student wishing to do so but are not transferable to any degree or Faculty certificate program.

SEL 153 Business Practices: Statistics (3 credits)  
This course focuses on applications for quantitative analysis of data that can be employed in support of managerial decision-making. Focal points of the course include displaying and describing categorical and quantitative data, randomness and probability, sampling distributions, and hypothesis testing.  

NOTE: Complementary University Credit courses may be taken by any student wishing to do so but are not transferable to any degree or Faculty certificate program.

SEL 154 Human Resources Practices: The Fundamentals (3 credits)  
This course examines the theory and practical application of personnel management. Topics to be discussed include recruitment, staff selection, orientation and training, wage and salary administration, and benefits management.  

NOTE: Complementary University Credit courses may be taken by any student wishing to do so but are not transferable to any degree or Faculty certificate program.

SEL 155 Human Resources Practices: Group Dynamics (3 credits)  
This course explores and analyzes behavioural characteristics within organizations. Competencies are developed in identifying work group and intergroup behaviour, and in developing strategies designed to maximize organizational effectiveness.  

NOTE: Complementary University Credit courses may be taken by any student wishing to do so but are not transferable to any degree or Faculty certificate program.

SEL 156 Human Resources Practices: Cross-Cultural Management (3 credits)  
This course provides tools which are necessary to (a) understand the many cultural dimensions that face business managers, (b) manage a diverse work environment, (c) integrate within a foreign work setting, (d) communicate with foreign business partners and associates effectively and with sensitivity, and (e) successfully navigate culture shock and the related stress upon returning home.  

NOTE: Complementary University Credit courses may be taken by any student wishing to do so but are not transferable to any degree or Faculty certificate program.

SEL 157 Marketing Practices: The Fundamentals (3 credits)  
This course introduces the basic concepts of marketing by focusing on the components of the marketing mix, market segmentation, and positioning. Competencies are built by examining the changing business environments, both external and internal, and developing an understanding of relevant target markets employing rapidly evolving distribution and promotional techniques.  

NOTE: Complementary University Credit courses may be taken by any student wishing to do so but are not transferable to any degree or Faculty certificate program.

SEL 160 Entrepreneurship: Management of a New Business (3 credits)  
Prerequisite: SEL 150. This course introduces students to basic entrepreneurship skills. Students learn how to recognize and approach opportunity, and to assess feasibility and potential of the idea. They assemble the necessary business and financial resources to launch, organize, manage, and grow a new business profitably, respond to obstacles and change, and employ harvesting, replication and exit strategies. The course also explores the dynamics of family business, buying into a going concern and franchise opportunities.  

NOTE: Complementary University Credit courses may be taken by any student wishing to do so but are not transferable to any degree or Faculty certificate program.

SEL 161 Business Practices: The Law (3 credits)  
Prerequisite: SEL 151. This course focuses on the general and emerging legal principles that apply to business in Quebec and Canada. Competencies are developed in identifying and analyzing those legal issues that are pertinent to day-to-day business transactions and relationships.  

NOTE: Complementary University Credit courses may be taken by any student wishing to do so but are not transferable to any degree or Faculty certificate program.
SEL 162  Business Practices: Finance (3 credits)
Prerequisite: SEL 152. This course focuses on the environment of financial management, the valuation of financial assets, long-term investment decisions, capital structure, dividend policy, and working capital management. The fundamental issue examined is how to best allocate financial resources while respecting budget constraints.
NOTE: Complementary University Credit courses may be taken by any student wishing to do so but are not transferable to any degree or Faculty certificate program.

SEL 164  Human Resources Practices: Recruitment and Selection (3 credits)
Prerequisite: SEL 154. This course focuses on methods of locating qualified candidates, employing appropriate recruitment channels, and improving the overall efficacy of the recruitment process. Competencies are built by examining such aspects as an aging workforce, increased competition for available labour, dynamic environmental conditions, and the demand for qualified candidates exceeding supply. Further understanding is developed because the selection of an inappropriate candidate to fill a position is both a costly and time-consuming proposition.
NOTE: Complementary University Credit courses may be taken by any student wishing to do so but are not transferable to any degree or Faculty certificate program.

SEL 165  Human Resources Practices: The Law (3 credits)
Prerequisite: SEL 154. This course provides an opportunity for the student to acquire knowledge of and skills in the application of relevant and emerging legislation to the Canadian and Quebec work setting. Aspects such as a non-discriminatory work environment, providing a safe and secure workplace, protecting privacy, and ensuring general compliance with legislation that pertains to the workplace are examined.
NOTE: Complementary University Credit courses may be taken by any student wishing to do so but are not transferable to any degree or Faculty certificate program.

SEL 166  Human Resources Practices: Organizational Health and Safety (3 credits)
Prerequisite: SEL 154. This course examines challenges in the management of occupational health and safety. It focuses on relevant organizational issues, such as enforcement of current and emerging legislation, protecting workers from ergonomic hazards, complying with the latest Workplace Hazardous Materials Information System (WHMIS) standards, and managing health and safety issues from the perspective of Total Quality Management (TQM) and global competitiveness.
NOTE: Complementary University Credit courses may be taken by any student wishing to do so but are not transferable to any degree or Faculty certificate program.

SEL 167  Marketing Practices: Research (3 credits)
Prerequisite: SEL 157. This course develops the ability to create a research design, develop an effective questionnaire or sampling instrument, and determine the appropriate sampling technique for different research scenarios. The course demonstrates that research must be performed to ascertain the value, accessibility, and general merits of the market(s) contemplated.
NOTE: Complementary University Credit courses may be taken by any student wishing to do so but are not transferable to any degree or Faculty certificate program.

SEL 168  Marketing Practices: Advertising (3 credits)
Prerequisite: SEL 157. This course focuses on the nature of services provided by advertising agencies, as well as those services that can be performed “in-house.” The course investigates the needs of the user of these services, the needs of the provider, and the needs of society in economic, ethical, and legal terms. A strategic focus permeates this course, emphasizing the communication process and the role of advertising, how advertising integrates with other marketing strategy elements, and how to employ both the classic and emerging tools associated with communicating an organization’s message.
NOTE: Complementary University Credit courses may be taken by any student wishing to do so but are not transferable to any degree or Faculty certificate program.

SEL 169  Marketing Practices: Global Strategies (3 credits)
Prerequisite: SEL 157. This course examines globalization and its impact on decision-making from a strategic marketing perspective. To this end, the course addresses the global marketing environment, the manner in which organizations approach global markets, and the global marketing mix.
NOTE: Complementary University Credit courses may be taken by any student wishing to do so but are not transferable to any degree or Faculty certificate program.

SEL 170  Entrepreneurship: Strategies and Practice (3 credits)
Prerequisite: SEL 160. This course focuses on the development of strategies for entrepreneurial ventures, building on concepts covered in previous courses. Strong emphasis is placed on tactical application. Case studies and live company analyses are employed liberally, examining successful business practices for both new companies and recent start-ups.
NOTE: Complementary University Credit courses may be taken by any student wishing to do so but are not transferable to any degree or Faculty certificate program.

SEL 174  Human Resources Practices: Remuneration and Benefits (3 credits)
Prerequisite: SEL 164. This course focuses on developing competence in both the designing and building of strategic compensation plans that are tailored to meet the specific challenges faced by individual organizations. Issues such as an aging workforce, the
rising costs of labour, competition for talented workers, and legislation related to wage and salary levels are examined within the context of effective compensation plans.

NOTE: Complementary University Credit courses may be taken by any student wishing to do so but are not transferable to any degree or Faculty certificate program.

SEL 177 Marketing Practices: The Consumer (3 credits)
Prerequisite: SEL 167. The focal point of this course is consumer decision-making. Borrowing from psychology, sociology, and anthropology, the course examines how and why consumers buy. Through the study of, among other things, the cultural, social, and attitudinal factors and their influence on consumer decision-making, current and aspiring marketing professionals gain insight on how to more effectively reach their intended market.

NOTE: Complementary University Credit courses may be taken by any student wishing to do so but are not transferable to any degree or Faculty certificate program.

SEL 178 Marketing Practices: Strategies and Practice (3 credits)
Prerequisite: SEL 168. This is the capstone course of the Marketing Practices Certificate, dedicated to the student with the foundational knowledge of marketing. The course focuses on cutting-edge strategy development and marketing planning, building on concepts already addressed in previous courses. Strong emphasis is placed on hands-on, tactical application. Case studies and live company analyses are employed liberally.

NOTE: Complementary University Credit courses may be taken by any student wishing to do so but are not transferable to any degree or Faculty certificate program.

SEL 180 Entrepreneurship: Creating a Business Plan (3 credits)
Prerequisite: SEL 170. In this course, students develop a written business plan for an existing or proposed new business, ultimately proposing the completed plan to an expert panel. It is expected that the student has a new business concept in mind at the start of the course, as this concept forms the basis of the business plan and the work to be completed throughout the term.

NOTE: Complementary University Credit courses may be taken by any student wishing to do so but are not transferable to any degree or Faculty certificate program.

SEL 197 Selected Topics in Extended Learning (4 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule. 

NOTE: This course may be taken by any student, but it cannot be used for credit in any degree or Faculty certificate program.

SEL 198 Selected Topics in Extended Learning (3 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

NOTE: This course may be taken by any student, but it cannot be used for credit in any degree or Faculty certificate program.

SEL 199 Selected Topics in Extended Learning (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

NOTE: This course may be taken by any student, but it cannot be used for credit in any degree or Faculty certificate program.

School of Extended Learning Credit Courses

SELC 294 Orientation to International Community Service (3 credits)
Students prepare for service learning in an international context through reflection on key elements related to international cooperation, approaches to community development and citizen engagement. An experiential learning approach is applied, focusing on self-reflection and applied learning.

NOTE: Students registered in Applied Human Science programs may not take this course for credit.

NOTE: Students who have received credit for SEL 195 or for this topic under a SEL 198 number may not take this course for credit.

SELC 295 Introduction to Experiential Learning (3 credits)
This course introduces students to the theories of the experiential learning process; participatory action research methods and application; community engagement approaches; and to the development of the specialized skill sets required for specific learning activities.

NOTE: Students registered in Applied Human Science programs may not take this course for credit.

NOTE: Students who have received credit for SEL 195 or for this topic under a SEL 198 number may not take this course for credit.

SELC 296 Service Learning Practicum (3 credits)
Prerequisite: SEL 195 or 198A or SELC 295. Based on the knowledge and skills acquired in the introduction course and the learning goals identified, this supervised practicum is designed to assist students in acquiring experiential, on-site learning in community settings. Regular in-class seminar sessions provide opportunities for students to monitor and share their progress and learning.

NOTE: Students registered in Applied Human Science programs may not take this course for credit.

NOTE: Students who have received credit for SEL 196 or for this topic under a SEL 198 number may not take this course for credit.
21.2 STUDENT TRANSITION CENTRE

Director
DAVID GOBBY

Advisors
STEVE CLARK
NELLY TRAKAS

Senior Students Program Coordinator
(See §13.6.4)
SYLVIA DE NIVERVILLE

Location
Sir George Williams Campus
Faubourg Tower
1600 St. Catherine St. W., Room: FB 100
514-848-2424, ext. 3891

The primary aim of the Student Transition Centre is to provide services to Mature Entry students (Undergraduate Calendar §.6. and §4), to Independent students (Undergraduate Calendar §.6.), to non-credit Continuing Education students (Undergraduate Calendar §21.3), and to at-risk and failed students. Advisors provide students with personalized guidance and support needed for full participation in university life.

21.3 CENTRE FOR CONTINUING EDUCATION

Director
T.B.A.

Assistant Director, and Administrator of Business and Administration Programs and Computer Institute
JOHN DICKSON
514-848-2424, ext. 3603

Administrator of Visual Arts/Communications; Hospitality Management and Tourism
SANDRA ROZANSKY
514-848-2424, ext. 3605

Administrator of the Language Institute
MAUREEN R. HABIB
514-848-2424, ext. 3607

Administrator, Curriculum Development
BRENDA GRANT
514-848-2424, ext. 4312

Courses in Personal Development
514-848-2424, ext. 3602

Location
Sir George Williams Campus
Faubourg Tower
1600 St. Catherine St. W., Room: FB 100
514-848-2424, ext. 3600

As part of its commitment to the lifelong pursuit of education, Concordia University, through its Centre for Continuing Education, offers a variety of non-credit educational programs. These are designed to meet the practical needs and interests of people in the workplace, helping them to refine and improve their skills.

Students may choose individual courses or a program series to earn diplomas or certificates in a particular area of specialization. Acceptance to any of the Centre for Continuing Education’s programs does not guarantee admission to, or credit towards, any of the University’s degree programs.

The Centre for Continuing Education calendar (concordia.ca/conted) provides a description of the available courses and programs as well as the Centre’s regulations pertaining to admission, tuition, and academic concerns.
### Programs

**PROFESSIONAL CAREER**

**DIPLOMA AND CERTIFICATE PROGRAMS**

<table>
<thead>
<tr>
<th></th>
<th>Diploma</th>
<th>Certificate</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Aided Design CAD/MCAD</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Digital Photographic Imaging</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Graphic Applications in Desktop Publishing</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Graphic Design</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Page Layout</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Photoshop</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Web Publications</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Java EE Programming and Application Development</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Journalism</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Journalism Fundamentals</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Specialized Journalism Topics</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Photography</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Public Relations</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Public Relations Business Practices</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Public Relations Digital Presentation</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Public Relations Fundamentals</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Visual Studio.NET Enterprise Solutions Development</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Website Creation and Design</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Website Design Basics</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Web Visibility and Interface Design</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Wordpress and Javascript</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Web Programming</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Programming Fundamentals</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>Web Development</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>PHP and MySQL Web Applications</td>
<td>✔️</td>
<td></td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

**PROGRAMS AND COURSES OFFERED BY THE LANGUAGE INSTITUTE**

<table>
<thead>
<tr>
<th>Program</th>
<th>Number of levels</th>
<th>Course hours per level</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Intensive Program</td>
<td>8</td>
<td>260</td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>English Conversation Program</td>
<td>6</td>
<td>40</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>English Writing Workshop Program</td>
<td>5</td>
<td>40</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>English Proficiency Test Preparation (TOEFL, IELTS)</td>
<td>40</td>
<td></td>
<td>✔️</td>
<td></td>
</tr>
<tr>
<td>French Conversation Program</td>
<td>6</td>
<td>40</td>
<td>✔️</td>
<td>✔️</td>
</tr>
<tr>
<td>French Written Communication Program</td>
<td>2</td>
<td>40</td>
<td>✔️</td>
<td>✔️</td>
</tr>
</tbody>
</table>

*The Centre reserves the right to alter the information contained in this list without notice.*
21.4 UNIVERSITY OF THE STREETS CAFÉ

Imagine sitting in your neighbourhood café having a moderated conversation, open to all, on selected themes that reflect what matters to people in Montreal, allowing space for critical reflection and engagement.
Please visit the website for the schedule of activities: univcafe.concordia.ca.
Teacher Training and Teacher Certification

23.1 INTRODUCTION
23.2 ELIGIBILITY/ADMISSIONS REQUIREMENTS
23.3 APPLICATION FOR ADMISSION AND CERTIFICATION
23.4 CITIZENSHIP REQUIREMENTS
23.5 ASSISTANCE
Teacher Training and Teacher Certification:

Mr. Dominic Martini  
Executive Director  
Concordia Teacher Education Council

Mailing Address:  
Office of the Provost and Vice-President, Academic Affairs  
Concordia University  
1455 De Maisonneuve Blvd. W.  
Room S-GM 806  
Montreal, Quebec  H3G 1M8  
514-848-2424, ext. 8725

23.1 INTRODUCTION

The Ministère de l’Éducation, du Loisir et du Sport (MELS) certifies teachers for the primary and secondary schools of the province, following completion of an approved 120-credit program. This certification is also subject to legislative provisions on judicial antecedents and satisfying the requirements of a MELS-approved test of English language proficiency. The MELS recognizes Concordia University as a centre for teacher training. Concordia offers three MELS-approved programs that grant teaching licences (brevets d’enseignement). Because Concordia University has chosen not to organize its teacher training programs into a single Faculty, the programs are listed under different Faculties and departments. Students interested in pursuing teacher training and certification are asked to consult with the appropriate Faculties and academic departments for further information. These are:

Faculty of Arts and Science
Department of Education (See §31.090 and §31.090.1)

• Bachelor of Arts (BA), Specialization in Early Childhood and Elementary Education (120 credits)
• Bachelor of Education (BEd), Specialization in Teaching English as a Second Language (120 credits)

Faculty of Fine Arts
Department of Art Education (See §81.40)

• Bachelor of Fine Arts (BFA), Specialization in Art Education – Visual Arts (120 credits)

Concordia offers other certificate and diploma programs. Please refer to the Undergraduate Calendar for certificate programs, and the School of Graduate Studies Calendar for diploma and graduate certificate programs.

23.2 ELIGIBILITY/ADMISSIONS REQUIREMENTS

It is important to review the admissions regulations (see §13.3) and residency requirements (see §16.1.3) for eligibility in the MELS-approved programs.

23.3 APPLICATION FOR ADMISSION AND CERTIFICATION

Application forms are available from the Office of the Registrar. In addition, a separate department application form is required for the BA Specialization in Early Childhood and Elementary Education and for the BEd Specialization in Teaching English as a Second Language. These application forms should be downloaded from the Department of Education’s website: doe.concordia.ca. Prior to graduation, forms to apply for teacher certification are available from the Office of the Registrar.

23.4 CITIZENSHIP REQUIREMENTS

Permanent teacher certification in Quebec is only available for Canadian citizens and students who have landed immigrant status or who hold an appropriate work permit in accordance with Immigration Law of Quebec (L.R.Q., I-0.2).
23.5 ASSISTANCE

Graduates of Concordia University with certification problems should contact:
Direction de la formation et de la titularisation du personnel scolaire
Ministère de l’Éducation, du Loisir et du Sport
1035, rue de la Chevrotière, 28e étage
Québec (Québec) G1R 5A5
Telephone: 418-643-2948 Fax: 418-643-2149
Institute for Co-operative Education

Section 24
INSTITUTE FOR CO-OPERATIVE EDUCATION

Director
GERRY HUGHES

Associate Director
CHEN F. HUANG

Program Directors
MUSTAFA K. MEHMET ALL, Professor and Co-op Program Director, Electrical and Computer Engineering
ELIZABETH BLOODGOOD, Associate Professor and Co-op Program Director, Political Science
ALEXANDRE CHAMPAGNE, Associate Professor and Co-op Program Director, Physics
PATRICE GAILLARDETZ, Associate Professor and Co-op Program Director, Mathematics and Statistics
HENRY HONG, Associate Professor and Co-op Program Director, Mechanical and Industrial Engineering
ANDREA HUNTER, Assistant Professor and Co-op Program Director, Journalism
SATOSHI IKEDA, Associate Professor and Co-op Program Director, Sociology and Anthropology
ARVIND JAIN, Professor and Co-op Program Director, International Business
MARCUS LAWRENCE, Professor and Co-op Program Director, Chemistry and Biochemistry
JAY MANNADIAR, Senior Lecturer and Co-op Program Director, Finance
DANIELE MARCOUX, Chargée d’enseignement and Co-op Program Director, Translation
OLGA ORMANDJIEVA, Associate Professor and Co-op Program Director, Computer Science and Software Engineering
ELAINE CHEASLEY PAETSON, Assistant Professor and Co-op Program Director, Art History
TARA RAMSARAN, Lecturer and Co-op Program Director, Accountancy
MICHAEL SAMPSON, Associate Professor and Co-op Program Director, Economics
BARBARA SHAPIRO, Senior Lecturer and Co-op Program Director, Human Resource Management
HAROLD J. SIMPKINS, Senior Lecturer and Co-op Program Director, Marketing
LUCIA TIRCA, Assistant Professor and Co-op Program Director, Business Technology Management (formerly Management Information Systems) and Supply Chain Operations Management

The University through the Institute for Co-operative Education offers programs in the co-operative format in the departments of Chemistry and Biochemistry, Economics, Journalism, Mathematics and Statistics, Physics, Political Science, Sociology and Anthropology, and in the Translation program in the Faculty of Arts and Science; in all departments of the Faculty of Engineering and Computer Science; in the areas of Accountancy, Business Technology Management (formerly Management Information Systems), Finance, Human Resource Management, International Business, Marketing, and Supply Chain Operations Management in the John Molson School of Business; and in Art History in the Faculty of Fine Arts.

As it becomes feasible, the University may consider offering other programs in the co-op format.

The Co-op Philosophy
Co-operative education is a structured educational strategy integrating academic studies with learning through program-relevant work experiences. It provides progressive experiences in integrating theory and practice, giving students the opportunity to transfer knowledge and skills between work and classroom settings.

Advantages of a Co-op Education
Integrating theory and practice in a structured and purposeful manner allows students to come to terms with the realities of professional practice in a way that allows for the development of self-confidence, self-reliance, and self-motivation. Co-operative education provides an opportunity to gain practical experience in a chosen field. With the help of the Institute for Co-operative Education, students enhance their technical knowledge and interpersonal skills through practical experience and through participation in professional seminars, workshops, and other activities.

The collaboration between employers and faculty is mutually beneficial, providing an opportunity for employers to contribute to, and influence, the educational process, and for the faculty to become aware of the latest developments in industry. In some cases joint industry-university research projects result.

Admission to Co-op
Admission to co-op is selective based on academic performance, as well as other factors such as extracurricular activities, communication skills, motivation, personality, and drive. Applicants must be legally eligible to work in Canada.

Students applying to co-op should check the appropriate box on the University Admissions form. Selected applicants may be interviewed by the appropriate co-op committee. Applicants may be asked to provide a resumé of past work experience and a statement of the reasons for their interest in the co-op format.

All individuals applying to the co-op option in the Faculty of Engineering and Computer Science are required to submit a letter of intent and a resumé with their application form. The final decision to accept or reject an applicant rests with the Director, Institute for Co-operative Education.
Co-op Fee
Students should note that a co-op fee exists to cover in part the administrative costs particular to the co-op program. This fee is currently $185 per term and is charged for eight consecutive terms. Students requiring fewer than the normal number of terms to complete their programs in the co-op format are subject to the same total fee ($1,480) as those requiring the normal number of terms.

The payment of the co-op fee is spread over a number of terms (fall, winter, summer). The number of terms and the level of the fee depend on the student’s year of entry to the co-op program.

- For students admitted to a co-op program in their first year, the co-op fee is payable in each of the first eight sessions (fall, winter, or summer) in which the student either enrols in any number of courses or is on a work term, after which no further co-op fees will be payable.
- For students admitted to a co-op program after their first year, the co-op fee is levied at a somewhat higher level, but is payable in each of the first six sessions (fall, winter, or summer) in which the student either enrols in any number of courses or is on a work term, after which no further co-op fees will be payable.

Co-op fees are not refundable after the University’s published DNE deadline dates. The payment of the co-op fees follows the same deadlines as the deadline for the payment of tuition fees. For specific deadlines, visit concordia.ca/admissions/tuition-fees/fee-payment-deadlines.html.

Co-op Performance Requirements
Students permitted to undertake their studies in the co-op format enrol full-time as regular undergraduates and are subject to their program’s academic regulations. However, higher performance standards are often required to continue in the co-op format.

Students registered in the co-op programs in the Faculty of Arts and Science are normally required to maintain an annual GPA of 2.70. This GPA requirement may be higher in some departments.

Students registered in the co-op programs in the John Molson School of Business are normally required to maintain an annual GPA of 2.70 or better.

Students registered in the co-op programs in the Faculty of Engineering and Computer Science are normally required to maintain an annual GPA of 2.50.

Students registered in the co-op programs in the Faculty of Fine Arts are normally required to maintain an annual GPA of 2.50. This GPA requirement may be higher in some departments.

Students registered in honours programs must meet the Faculty honours program academic requirements.

Students are advised to consult with the co-op director of the program in which they wish to apply.

The work-term evaluation consists of two components:
1. student work-term performance as evaluated by the Director of the Institute for Co-operative Education or delegate, with input from the employer;
2. the work-term report or communications component and presentation evaluated by faculty, the Director of the Institute for Co-operative Education or delegate.

Each component is evaluated separately. Students must successfully complete all required components to pass the work term which is marked on a pass/fail basis. A grade of pass with distinction may also be assigned to each of the work-term courses. A failing grade for the work term or failure to meet the co-op academic requirements will normally result in the dismissal of the student from the Institute for Co-operative Education.

A student may be exempted from any work-term requirements if he or she submits medical and/or other evidence to support such exemption to the Director of the Institute for Co-operative Education.

Work Term
Co-operative education at Concordia is not to be construed as a placement operation or an inexpensive labour apprenticeship. The work term is an essential part of the student’s learning experience and there is to be equitable remuneration paid for work performed. A co-op coordinator or participating faculty member visits the students at their place of work to evaluate the work performance, gauge the learning opportunities, assess the compatibility of student and employer and, if necessary, takes corrective action. The procedures for matching students with employers are managed by the Institute for Co-operative Education. Students must be willing to work anywhere in Canada, and may go abroad for a work term. Students must begin and end their degree with an academic study term. It should be noted that the University does not guarantee every student a job.

The work terms are designated as CWT 100, 200, 300, and 400 (Co-op Work Term I, II, III, and IV respectively). An appropriate letter is added to the course code to identify the student’s area of study. These work terms carry no credit value and are used to indicate that the student is on a work term.

Reflective Learning Courses
A core feature of co-operative education is integration: there must be integration between work and classroom learning. Numerous ways exist to foster such integration. Reflective discussion is one technique that can be used in integration sessions to encourage students to analyze, compare, and contrast their work-term experiences. Other reflective learning techniques include assignments, seminar presentations, and the keeping of logs, diaries, observation reports, and portfolios.

The CWT 101, 201, 301, and 401 Reflective Learning courses are 3-credit extension courses to the work terms. These courses are marked on a pass/fail basis. They are above and beyond the credit requirements of the student’s program and are not transferable nor are they included in the full- or part-time assessment status.

CWT 101 Reflective Learning I (3 credits)
Students are enrolled in this course concurrently with their first work term. This is a forum for critically examining the workplace, for reflecting on personal work-term experiences, for building and testing hypotheses, for disciplined inquiry, and for setting goals. Activities provide opportunities for students to connect their work-term experiences to their related courses.
CWT 201 Reflective Learning II (3 credits)
Students are enrolled in this course concurrently with their second work term. Using one or more of the techniques listed in CWT 101, this course expands on students’ second work-term experiences in their related field of study to further develop their knowledge and work-related skills.

CWT 301 Reflective Learning III (3 credits)
Students are enrolled in this course concurrently with their third work term. Using one or more of the techniques listed in CWT 101, this course expands on students’ third work-term experiences in their related field of study to further develop their knowledge and work-related skills.

CWT 401 Reflective Learning IV (3 credits)
Students are enrolled in this course concurrently with their fourth work term. Using one or more of the techniques listed in CWT 101, this course expands on students’ fourth work-term experiences in their related field of study to further develop their knowledge and work-related skills.

UNDERGRADUATE PROGRAMS

Co-op programs offered in the Faculty of Arts and Science:

Chemistry and Biochemistry Co-op
Program Director: Dr. Marcus Lawrence, 514-848-2424, ext. 3374

The Chemistry and Biochemistry co-operative program is offered to students who are enrolled in the BSc Honours or Specialization in Chemistry, Biochemistry, Analytical Chemistry. Students in Chemistry and Biochemistry co-op take the regular academic program; however, in the work terms the employment opportunities range among a wide variety of industrial and government agencies located throughout Canada. Students are encouraged to choose their work-term positions in a way which provides them with experience ranging from basic analysis in industrial processes and environmental control to senior research placements in the laboratories of various employers. Please see §31.050 for specific details concerning the curriculum.

Economics Co-op
Program Director: Dr. Michael Sampson, 514-848-2424, ext. 3939

The Economics co-operative program is offered to students enrolled in a BA Honours or Specialization in Economics. The academic content of the Economics co-op program is identical to that of the regular program; however, the required work terms provide the co-op student with the unique opportunity of experiencing economics in an applied format. Because of the course choices available, an Economics co-op student is prepared to undertake employment during his or her work terms in a variety of public sectors including provincial and federal government agencies. Private sector positions might include placements in banks, consulting firms, or planning departments in a variety of industries. Please see §31.080 for specific details concerning the curriculum.

Journalism Co-op
Program Director: Dr. Andrea Hunter, 514-848-2424, ext. 485

The Journalism co-operative program is offered to full-time students who are enrolled in the BA Specialization program in the Department of Journalism. Students who meet the academic requirements for co-op are eligible to apply. The academic content is very similar to that of the regular programs, with some specific recommendations for courses to improve the students’ job skills. Work terms provide co-op students with the opportunity to gain practical journalism experience with a variety of employers. While most of the positions will be in the Montreal area, students must be prepared to work in other parts of Canada. Please see §31.010 for specific details concerning the curriculum.

Mathematics and Statistics Co-op
Program Director: Dr. Patrice Gaillardetz, 514-848-2424, ext. 3249

The Mathematics and Statistics co-operative program is offered to students enrolled in the BA or BSc degrees with Honours or Specialization in Mathematics, Applied Mathematics, Statistics, Actuarial Mathematics, or Actuarial Mathematics/Finance. The academic content of the Mathematics and Statistics co-op programs is identical to that of the regular programs. Work terms provide co-op students with the opportunity to gain practical experience with a variety of employers, such as insurance companies, consulting firms, large Canadian corporations, government departments, and research establishments. Please see §31.200 for specific details concerning the curriculum.

Physics Co-op
Program Director: Dr. Alexandre Champagne, 514-848-2424, ext. 3264

The Physics co-operative program is offered to all full-time students who are enrolled in the department and meet the academic requirements for co-op. Students in Physics co-op take the regular academic program; however, in the work terms the employment opportunities are from a wide variety of industrial and government agencies located throughout Canada. Students are encouraged to choose their work-term positions in a way which provides them with experience in applied mathematics, computer science, and electronics. Please see §31.230 for specific details concerning the curriculum.
Political Science Co-op
Program Director: Dr. Elizabeth Bloodgood, 514-848-2424, ext. 7914

The Political Science co-operative program is available to all full-time students in the honors program. The academic content is identical to that of the regular program; however, the required work terms provide the co-op students with the unique opportunity to apply and refine their skills in public, private and third sectors. Work opportunities are found in environments such as government departments and agencies; crown corporations; industries such as banks, telecommunications, and transportation; international organizations; non-government and not-for-profit organizations; and similar. Please see §31.240 for specific details concerning the curriculum.

Sociology and Anthropology Co-op
Program Director: Dr. Satoshi Ikeda, 514-848-2424, ext. 2899

The Sociology and Anthropology co-operative program is offered to students who are enrolled in the BA Honours, Specialization in Sociology/Anthropology, or Sociology or Anthropology Major. Academic content is identical to that of the regular program, but six study terms are interspersed with three work terms. Students are supervised personally and must meet the requirements specified by the Faculty of Arts and Science and the Institute for Co-operative Education in order to continue their studies in the co-op format. Liaison between the student, the employers and the Institute for Co-operative Education is provided by the Sociology and Anthropology co-op committee, which includes the student’s advisors. Please see §31.310 for specific details concerning the curriculum.

Translation Co-op
Program Director: Dr. Danièle Marcoux, 514-848-2424, ext. 7894

The Translation co-operative program is offered to students enrolled in a specialized BA in Translation. The academic content of the Translation co-op program is identical to that of the regular program; however, the required work terms provide the co-op students with the unique opportunity to apply their translation skills in the government and corporate sectors. Work opportunities are found in environments such as government ministries, communication departments, and various organizations such as technical publishers, consultants, advertising agencies, and similar. Please see §31.110 for specific details concerning the curriculum.

Co-op programs offered in the John Molson School of Business:

Accountancy Co-op
Program Director: Tara Ramsaran, 514-848-2424, ext. 2756

The Accountancy co-operative program is available to students who are enrolled in the BComm program and are majoring in Accountancy. The academic content is very similar to that of the regular programs, with some specific recommendations for courses designed to improve and enhance the student’s quality of work performance. While most of the positions will be in the Montreal area, students must be prepared to work in other parts of Canada. Please see §61.40 for specific details concerning the curriculum.

Business Technology Management (formerly Management Information Systems) Co-op
Program Director: Dr. Raul Valverde, 514-848-2424, ext. 2968

The Business Technology Management co-operative program is available to students who are enrolled in the BComm program and are majoring in Business Technology Management. The academic content is very similar to that of the regular programs, with some specific recommendations for courses designed to improve and enhance the student’s quality of work performance. While most of the positions will be in the Montreal area, students must be prepared to work in other parts of Canada. Please see §61.50 for specific details concerning the curriculum.

Finance Co-op
Program Director: Jay Mannadiar, 514-848-2424, ext. 2919

The Finance co-operative program is available to students who are enrolled in the BComm program and are majoring in Finance. The academic content is very similar to that of the regular programs, with some specific recommendations for courses designed to improve and enhance the student’s quality of work performance. Most of the positions will be in the Montreal area; however, students must be prepared to work in other parts of Canada. Please see §61.70 for specific details concerning the curriculum.

Human Resource Management Co-op
Program Director: Barbara Shapiro, 514-848-2424, ext. 2780

The Human Resource Management co-operative program is available to students who are enrolled in the BComm program and are majoring in Human Resource Management. The academic content is very similar to that of the regular programs, with some specific recommendations for courses designed to improve and enhance the student’s quality of work performance. While most of the positions will be in the Montreal area, students must be prepared to work in other parts of Canada. Please see §61.90 for specific details concerning the curriculum.
International Business Co-op
Program Director: Dr. Arvind Jain, 514-848-2424, ext. 2939

The International Business co-operative program is available to students who are enrolled in the BComm program and are majoring in International Business. The academic content is very similar to that of the regular program, with specific recommendations for courses designed to improve and enhance the student’s quality of work performance. Positions for work terms are not limited to the Montreal area, and may include one work term outside of Canada. Please see §61.80 for specific details concerning the curriculum.

Marketing Co-op
Program Director: Harold J. Simpkins, 514-848-2424, ext. 2955

The Marketing co-operative program is available to students who are enrolled in the BComm program and are majoring in Marketing. The academic content is very similar to that of the regular programs, with some specific recommendations for courses designed to improve and enhance the student’s quality of work performance. While most of the positions will be in the Montreal area, students must be prepared to work in other parts of Canada. Please see §61.100 for specific details concerning the curriculum.

Supply Chain Operations Management Co-op
Program Director: Dr. Raul Valverde, 514-848-2424, ext. 2868

The Supply Chain Operations Management co-operative program is available to students who are enrolled in the BComm program and are majoring in Supply Chain Operations Management. The academic content is very similar to that of the regular programs, with some specific recommendations for courses designed to improve and enhance the student’s quality of work performance. While most of the positions will be in the Montreal area, students must be prepared to work in other parts of Canada. Please see §61.50 for specific details concerning the curriculum.

Co-op programs offered in the Faculty of Engineering and Computer Science:

Building and Civil Engineering Co-op
Program Director: Dr. Lucia Tirca, 514-848-2424, ext. 7924

The Building and Civil Engineering programs are offered in the co-op format to selected students pursuing undergraduate studies leading to the degree of BEng. The academic content of the co-op program is identical to that of the regular program but requires one additional course per term. Work-term opportunities range from a variety of industrial, government, and consulting organizations in and out of town. Students are encouraged to choose work terms in both public and private sectors, and to mix office experience with site work. Please refer to §71.10.8 and 71.50 for specific information on program and performance requirements.

Electrical and Computer Engineering Co-op
Program Director: Dr. Mustafa K. Mehmet Ali, 514-848-2424, ext. 8896

The Electrical and Computer Engineering programs are offered in the co-op format to selected students pursuing undergraduate studies leading to the degree of BEng. The academic content of the co-op program is identical to that of the regular program but requires one additional course per term. Work-term opportunities range from a variety of industrial, government, and consulting organizations in and out of town. Students are encouraged to choose work terms in both public and private sectors, and to mix office experience with site work. Please refer to §71.10.8 and 71.30 for specific information on program and performance requirements.

Mechanical and Industrial Engineering Co-op
Program Director: Dr. Henry Hong, 514-848-2424, ext. 3154

The Mechanical and Industrial Engineering programs are offered in the co-op format to selected students pursuing undergraduate studies leading to the degree of BEng. The academic content of the co-op program is identical to that of the regular program but requires one additional course per term. Work-term opportunities range from a variety of industrial, government, and consulting organizations in and out of town. Students are encouraged to choose work terms in both public and private sectors, and to mix office experience with site work. Please refer to §71.10.8 and 71.40 for specific information on program and performance requirements.

Software Engineering Co-op
Program Director: Dr. Olga Ormandjieva, 514-848-2424, ext. 7810

The Computer Science and Software Engineering Department offers a co-operative program in Software Engineering. This is a four-year program which will lead to professional engineering qualifications in Software Engineering. The academic content is a mix of Computer Science and Engineering courses and is similar to that of the regular programs. Please see §71.70 for further details.

Computer Science Co-op
Program Director: Dr. Olga Ormandjieva, 514-848-2424, ext. 7810

All options in the Computer Science program are offered in the co-op format to selected students enrolled in the BCompSc program. Co-op students in Computer Science take the regular academic program; however, they have the opportunity through the work terms to experience computer science in the government and corporate sectors. As students near the end of their studies, they are able to choose work terms directly related to their option, e.g. information systems, software systems, or computer applications. Please refer to §71.10.8 and 71.70 for specific information on program and performance requirements.
Co-op programs offered in the Faculty of Fine Arts:

Art History Co-op
Program Director: Dr. Elaine Cheasley Paterson, 514-848-2424, ext. 4605

The Art History co-operative program is available to students who are enrolled in the BFA program and are majoring in Art History. The academic content is the same as that of the regular program, with specific recommendations for courses designed to improve and enhance the student’s quality of work performance. While most of the positions will be in the Montreal area, students must be prepared to work in other parts of Canada. Please see §81.50 for specific details concerning the curriculum.

CO-OP SCHEDULES

Activity flow chart for students undertaking their programs in the co-op format:

FACULTY OF ARTS AND SCIENCE

Bachelor of Arts or Science (Co-operative)
Chemistry and Biochemistry, Mathematics and Statistics

FALL
| Year 1 | Term 1 | Term 2 | Work Term 1 |
| Year 2 | Term 3 | Work Term 2 | Term 4 |
| Year 3 | Work Term 3 | Term 5 | Work Term 4 |
| Year 4 | Term 6 | Graduate |

Economics

FALL
| Year 1 | Term 1 | Term 2 | Work Term 1 |
| Year 2 | Term 3 | Work Term 2 | Term 4 |
| Year 3 | Work Term 3 | Term 5 | Term 6 |
| Year 4 | Graduate |

Journalism, Physics

FALL
| Year 1 | Term 1 | Term 2 | Work Term 1 |
| Year 2 | Term 3 | Work Term 2 | Term 4 |
| Year 3 | Work Term 3 | Term 5 | Off/Term 6 |
| Year 4 | Term 6 | Graduate |

Political Science, Translation

FALL
| Year 1 | Term 1 | Term 2 | Work Term 1 |
| Year 2 | Work Term 1 | Term 3 | Term 4 |
| Year 3 | Term 5 | Work Term 3 | Term 6 |
| Year 4 | Graduate |

Sociology and Anthropology

FALL
| Year 1 | Term 1 | Term 2 | Work Term 1 |
| Year 2 | Term 3 | Term 4 | Work Term 2 |
| Year 3 | Work Term 3 | Term 5 | Off/Term 6 |
| Year 4 | Term 6/7 | Graduate |

JOHN MOLSON SCHOOL OF BUSINESS

Bachelor of Commerce (Co-operative)

FALL
| Year 1 | Term 1 | Term 2 | Term 3 |
| Year 2 | Work Term 1 | Term 4 | Work Term 2 |
| Year 3 | Term 5 | Work Term 3 | Term 6 |
| Year 4 | Graduate |

INSTITUTE FOR CO-OPERATIVE EDUCATION
2014-15 Concordia University Undergraduate Calendar
FACULTY OF ENGINEERING AND COMPUTER SCIENCE

Bachelor of Engineering (Co-operative)
All Engineering programs except Software

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
</tr>
<tr>
<td>2</td>
<td>Work Term 1</td>
<td>Term 4</td>
<td>Term 5</td>
</tr>
<tr>
<td>3</td>
<td>Term 6</td>
<td>Work Term 2</td>
<td>Work Term 3</td>
</tr>
<tr>
<td>4</td>
<td>Term 7</td>
<td>Term 8</td>
<td>Graduate</td>
</tr>
</tbody>
</table>

Software Engineering

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
</tr>
<tr>
<td>2</td>
<td>Work Term 1</td>
<td>Term 4</td>
<td>Work Term 2</td>
</tr>
<tr>
<td>3</td>
<td>Term 5</td>
<td>Term 6</td>
<td>Work Term 3</td>
</tr>
<tr>
<td>4</td>
<td>Term 7</td>
<td>Term 8</td>
<td>Graduate</td>
</tr>
</tbody>
</table>

Bachelor of Computer Science (Co-operative)
All Computer Science programs

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1</td>
<td>Work Term</td>
<td>Work Term 1</td>
</tr>
<tr>
<td>2</td>
<td>Term 3</td>
<td>Work Term 2</td>
<td>Term 4</td>
</tr>
<tr>
<td>3</td>
<td>Term 5</td>
<td>Work Term 3</td>
<td>Term 6</td>
</tr>
<tr>
<td>4</td>
<td>Graduate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FACULTY OF FINE ARTS

Bachelor of Fine Arts (Co-operative)
Art History

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Term 1</td>
<td>Term 2</td>
<td>Work Term 1</td>
</tr>
<tr>
<td>2</td>
<td>Term 3</td>
<td>Term 4</td>
<td>Work Term 2</td>
</tr>
<tr>
<td>3</td>
<td>Work Term 3</td>
<td>Term 5</td>
<td>Term 6</td>
</tr>
<tr>
<td>4</td>
<td>Graduate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE 1: The above activity flow chart is for students admitted into the co-op format in the fall term of the first year of their academic program. However, students may be admitted at the start of the winter term, following their September entry, with special permission. All are required to register as full-time students, and they must plan their studies to give a reasonable division of the total credits required for their degree between the specified number of campus terms. Students eligible to apply for NSERC grants should note that they must take at least 5 credits per term to be considered.

NOTE 2: The work term negotiated with the employer is for a minimum of 12 weeks. Extension beyond this period, to a maximum of 17 weeks, is at the sole discretion of the employer. To complete the requirements of each work term, a student’s work performance and work-term report must be assessed as “pass” in accordance with the procedure specified under “Co-op Performance Requirements.”

INDUSTRIAL EXPERIENCE AND PROFESSIONAL EXPERIENCE OPTIONS

Following the philosophy of co-operative education, the University, through the Institute for Co-operative Education, offers the Industrial Experience option to all undergraduate students in Engineering and Computer Science; the Professional Experience option to undergraduate students in Physics in the Faculty of Arts and Science; and the Professional Experience option to undergraduate students in Design and Computation Arts in the Faculty of Fine Arts.

The work term for the Industrial Experience and Professional Experience options normally begins in May or June and runs for a minimum of 12 consecutive weeks. Work during this period is full-time, and students are paid by the employer at competitive rates. Following completion of the work term, students return to the University to complete the remaining courses for their undergraduate degree. It is not possible to guarantee that all students wishing to participate in an Industrial Experience or Professional Experience work term will be able to do so.

Admission Requirements
Students in all programs in Engineering and Computer Science who have a minimum GPA of 2.30 (cumulative and last annual) are eligible to apply for the Industrial Experience option. They must also have completed a minimum of 24 credits in their academic program and have a minimum of 20 credits left to complete before the end of their academic program.

Students in the Physics program in the Faculty of Arts and Science who have a minimum GPA of 2.70 (cumulative and last annual) and students in the Computation Arts and Design programs in the Faculty of Fine Arts who have a minimum GPA of 2.50 (cumulative and last annual) are eligible to apply for the Professional Experience option. They must also have completed a minimum of 24 credits in their academic program and have a minimum of 12 credits left to complete before the end of their academic program.
Work Terms
For Industrial Experience, students in Engineering may complete one, two, or three work terms, while students in Computer Science may complete one to two work terms. During the work term, students register in work experience courses (ENGR 107, 207, 307 for Engineering [see §71.20.8] or COMP 107, 207 for Computer Science [see §71.70.7]) and are considered to be full-time students at the University.

For Professional Experience, students may complete one or two work terms. During the work term, students register in work experience courses (PRFX 100, 200) and are considered to be enrolled full-time at the University.

For each work term, all students must complete a work-term report reviewed and graded by the co-op academic director. Students must also submit an Employer’s Evaluation completed by their job-site supervisor. Work experience courses are assigned no academic credits, and students receive a grade of pass, fail, or pass with distinction.

The work-term evaluation consists of two components:
1. the student’s work-term performance as evaluated by the Director of the Institute for Co-operative Education or delegate, with input from the employer;
2. the work-term report or communications component and presentation, as evaluated by the co-op academic director and the Director of the Institute for Co-operative Education or delegate.

Each component is evaluated separately. Students must successfully complete all required components to pass the work term which is marked on a pass/fail basis. A grade of pass with distinction may also be assigned to each of the work-term courses.

A failing grade for the work term or failure to meet the co-op academic requirements will normally result in the dismissal of the student from the Institute for Co-operative Education.

Reflective Learning Courses
Like co-op students, all Industrial Experience and Professional Experience students are enrolled in Reflective Learning courses concurrently with their work term (ENGR 108, 208, 308 for Engineering; COMP 108, 208 for Computer Science; PRFX 101, 201 for Arts and Science and Fine Arts). They are each 3-credit extension courses connected to the work term and are above and beyond the credit requirements of the students’ academic program. The credits earned from the Reflective Learning courses are not transferable, nor are they included in the assessment of full- or part-time status. They are graded on a pass/fail basis.

Fees
Students should note that a fee exists to cover in part the administrative costs particular to the Industrial Experience and Professional Experience options. The fees are not refundable after the University’s published DNE deadline dates. The payment of the co-op fees follows the same deadlines as the deadline for the payment of tuition fees. For specific deadlines, visit concordia.ca/admissions/tuition-fees/fee-payment-deadlines.html.

Industrial Experience students pay $185 for each of the two terms prior to and during the work term. In addition, they pay tuition and fees associated with each 3-credit Reflective Learning course.

Professional Experience students pay $185 for each of the two terms prior to and during the work term. In addition, they pay another $185 for each 3-credit Reflective Learning course.

Detailed information about the Industrial Experience and Professional Experience options is available from the Institute for Co-operative Education.

CONTACTS AT THE INSTITUTE

Director
Gerry Hughes
514-848-2424, ext. 3951

Associate Director
Chen F. Huang
514-848-2424, ext. 3973

Assistant Director, Employer Relations
Alain Villemaire
514-848-2424, ext. 3948

Coordinator, Administrative Services
Lynn Bergeron
514-848-2424, ext. 3975

Assistant to the Director
Leslie Hughes
514-848-2424, ext. 2810

Co-op Administrative Assistants
Melissa Clidaras
514-848-2424, ext. 3950

Samantha Hamer
514-848-2424, ext. 3936
Officer, Communications and Marketing
Louise Lalonde
514-848-2424, ext. 3954

Senior Program Coordinator
Nadine Benjamin
514-848-2424, ext. 3941

Program Coordinators
Alex Bottausci
514-848-2424, ext. 3953

Sally Craig
514-848-2424, ext. 3955

Jane Fairhurst
514-848-2424, ext. 3965

Frederick Francis
514-848-2424, ext. 3958

Richard Melkonian
514-848-2424, ext. 3944

Jean-Michel Paquette
514-848-2424, ext. 3952

Business Development Coordinators
Gail Knafo
514-848-2424, ext. 3931

Darren Shore
514-848-2424, ext. 3957

Advisor, Student Learning and Professional Development
Natalie Roper
514-848-2424, ext. 4891

Advisor, Marketing and Business Development
Sarah Cundiff
514-848-2424, ext. 3045
Convocation Medals and Prizes

25.1 GOVERNOR GENERAL’S AWARD

25.2 UNIVERSITY AWARDS

25.3 FACULTY AWARDS
   25.3.1 Faculty of Arts and Science
   25.3.2 John Molson School of Business
   25.3.3 Faculty of Engineering and Computer Science
   25.3.4 Faculty of Fine Arts

25.4 SPECIAL AWARDS
25.1 GOVERNOR GENERAL'S AWARD

The Governor General’s Silver Medal: Conferred by his Excellency, the Governor General of Canada, and awarded to the highest ranking undergraduate student graduating from Concordia University.

25.2 UNIVERSITY AWARDS

The final graduation GPA is used as the basis to determine the highest ranking student.

The Rytsa Tobias Memorial Medal: Presented by the Tobias Family, and awarded to the highest ranking student graduating with a BA degree.

The Anne Stokes Medal: Awarded to the highest ranking student graduating with a BEd degree in Teaching English as a Second Language.

The Mappin Medal: Donated by the Mappin Family, and awarded to the highest ranking student graduating with a BSc degree.

The Administration Medal: Awarded to the highest ranking student graduating with a BAdmin degree.

The Commerce Medal: Awarded to the highest ranking student graduating with a BComm degree.

The Computer Science Medal: Awarded to the highest ranking student graduating with a BCompSc degree.

The Chait Medal: Awarded to the highest ranking student graduating with a BEng degree.

25.3 FACULTY AWARDS

The prizes listed in this section are awarded to the most outstanding graduating student in a department (or unit). Candidates are nominated by the departments or units for consideration and approved by the appropriate Faculty Council and Senate. The departments or units in making their selection may include, in addition to a high grade point average, other criteria such as number and/or level of the courses taken, outstanding results on a project or essay, or a significant contribution to the extra-curricular life of the department. In the Faculty of Engineering and Computer Science, the GPA calculated using only courses which are part of the degree will be used to determine the prizewinner.

25.3.1 Faculty of Arts and Science

The Biology Prize
The Chemistry Medal
The Classics Book Prize
The John E. O'Brien, s.j., Medal for Communication Studies
The Economics Prize
The Education Book Prize
The Medal for English
Le prix Paul d'Hollander pour les Études françaises
The Exercise Science Plaque
The Bogdan Zaborski Medal in Geography
The Martin Lewis Memorial Book Prize in History
The Robert C. Rae Book Prize in Human Relations
The Interdisciplinary Studies Medal
The Gordon Fisher Prize for Journalism
The Randy B. Swedburg Medal for Leisure Sciences and Therapeutic Recreation
The Liberal Arts College Prize
The Eric O'Connor Mathematics Medal
The Modern Languages and Linguistics Plaque
The W.R. Fraser Medal for Philosophy
The Walter Raudorf Medal for Physics
The Renée Vautelet Prize for Political Science
The J.W. Bridges Medal for Psychology
The Boyd Sinyard Prize for Religion
The Vince Sirois Prize (School of Community and Public Affairs)
The Science College Prize
The Everett C. Hughes Medal for Sociology and Anthropology
The Theological Studies Medal
The Thérèse F. Casgrain Medal for Women's Studies

25.3.2 John Molson School of Business

The Ross Medal for Accountancy
The Decision Sciences and Management Information Systems Medal
The Finance Medal
The International Business Medal
The Management Medal
The Marketing Medal

25.3.3 Faculty of Engineering and Computer Science

The Building Engineering Medal
The Matthew Douglass Medal for Civil Engineering
The Computer Engineering Medal
The Phoivos Ziogas Medal for Electrical Engineering
The Jaan Saber Medal for Industrial Engineering
The Mechanical Engineering Medal
The Software Engineering Medal

25.3.4 Faculty of Fine Arts

The Art Education Prize
The R. Bella Rabinovitch Art History Prize
The Cinema Prize
The Computation Arts Prize
The Contemporary Dance Prize
The Design Prize
The Music Prize
The Yves Gaucher Prize in Studio Arts
The Betty Goodwin Prize in Studio Arts
The Guido Molinari Prize in Studio Arts
The Gabor Szilasi Prize in Studio Arts
The Irene F. Whittome Prize in Studio Arts
The Theatre Prize

25.4 SPECIAL AWARDS (AWARDS ARE GIVEN ONLY WHEN MERITED)

The Concordia Medal: Presented by the Concordia University Alumni Association to an undergraduate graduating student who has displayed distinctive leadership ability through both academic and non-academic achievements and has won the outstanding commendation of his/her fellows and of the faculty.

The Dean of Students Medal: Presented by the Dean of Students to a graduating student in an undergraduate or graduate program who has demonstrated a high level of engagement in student or community life under exceptional circumstances and maintained academic excellence. The focus of the award is on the accomplishments and not the challenge and is meant to reward a student for having made a difference either within Concordia or in the outside community through involvement in volunteerism or the development of an initiative that addresses a problem within society.

The First Graduating Class Award: Presented on behalf of the first graduating class of the Faculty of Arts, Science and Commerce of Sir George Williams College, known as the Guinea Pig Club, for the most innovative and new contribution either academic or extra-curricular to University life.

The Malone Medal: Presented in honour of Rev. Patrick G. Malone, s.j., and awarded to the undergraduate graduating student whose efforts and dedication best exemplify the values of the University within the internal Concordia community.

The O'Brien Medal: Presented in honour of Dr. J.W. O'Brien and awarded to the undergraduate graduating student whose efforts and dedication best exemplify the values of the University within the larger external community.

The Provost's Medal for Outstanding Achievement: Presented by Provost David Graham and awarded to the undergraduate graduating student whose commitment and spirit towards academic excellence, leadership, athleticism, and civic responsibility reflect the values exemplified by Concordia University and the Office of the Provost.
Faculty of Arts and Science

31.001 FACULTY OF ARTS AND SCIENCE
31.002 PROGRAMS AND ADMISSION REQUIREMENTS
31.003 DEGREE REQUIREMENTS
31.004 GENERAL EDUCATION
ADULT EDUCATION (See 31.090.2)
31.010 APPLIED HUMAN SCIENCES
31.030 BIOLOGY
31.050 CHEMISTRY AND BIOCHEMISTRY
31.060 CLASSICS, MODERN LANGUAGES AND LINGUISTICS
31.070 COMMUNICATION STUDIES
31.080 ECONOMICS
31.090 EDUCATION
ENGLISH AS A SECOND LANGUAGE (See 31.090.1)
31.110 ÉTUDES FRANÇAISES
31.120 EXERCISE SCIENCE
31.130 GEOGRAPHY, PLANNING AND ENVIRONMENT
31.160 HISTORY
INTERDISCIPLINARY ELECTIVE GROUPS (See 31.170)
31.170 INTERDISCIPLINARY STUDIES
INTERDISCIPLINARY STUDIES IN SEXUALITY (See 31.170)
31.180 JOURNALISM
LEISURE SCIENCES (See 31.010)
31.200 MATHEMATICS AND STATISTICS
31.220 PHILOSOPHY
31.230 PHYSICS
31.240 POLITICAL SCIENCE
31.250 PSYCHOLOGY
31.270 RELIGION
31.310 SOCIOLOGY AND ANTHROPOLOGY
SOUTHERN ASIA STUDIES (See 31.270)
TEACHING OF ENGLISH AS A SECOND LANGUAGE (See 31.090.1)
31.330 THEOLOGICAL STUDIES
URBAN STUDIES (See 31.130.1)
WOMEN’S STUDIES (See 31.560)
31.400 COMPUTER SCIENCE (Minor)
31.500 COLLEGES, INSTITUTES AND SCHOOLS
31.515 CO-OPERATIVE EDUCATION
31.520 LIBERAL ARTS COLLEGE
31.525 LOYOLA COLLEGE FOR DIVERSITY AND SUSTAINABILITY
31.530 SCHOOL OF CANADIAN IRISH STUDIES
31.540 SCHOOL OF COMMUNITY AND PUBLIC AFFAIRS
31.550 SCIENCE COLLEGE
31.560 SIMONE DE BEAUVOIR INSTITUTE and WOMEN’S STUDIES

Section 31
FACULTY OF ARTS AND SCIENCE

Interim Dean
JOANNE LOCKE, MLS McGill University

Associate Dean, Academic Programs
PAUL JOYCE, PhD Dalhousie University

Associate Dean, Research and Graduate Studies
GRANT BROWN, PhD Memorial University of Newfoundland

Associate Dean, Student Academic Services
MIRANDA D'AMICO, PhD McGill University

Associate Dean, Facilities
PETER MORGEN, PhD University of Waterloo

Associate Dean, Faculty Affairs
JASON CAMLOTT, PhD Stanford University

Location

Loyola Campus
Administration Building, Room: AD 229
514-848-2424, ext. 2080

Sir George Williams Campus
Hall Building, Room: H 541-4
514-848-2424, ext. 2080

Structure

The Faculty of Arts and Science, comprised of the former Loyola Faculty of Arts and Science, the former Sir George Williams Faculty of Arts, and the former Sir George Williams Faculty of Science, was brought into being on July 1, 1977.

For administrative purposes, the Faculty consists of departments, programs, colleges, institutes, and schools.

The departments and other units of which the Faculty is comprised are as follows:

Departments
Applied Human Sciences
Biology
Chemistry and Biochemistry
Classics, Modern Languages and Linguistics
Communication Studies
Economics
Education
English
Études françaises
Exercise Science
Geography, Planning and Environment
History
Journalism
Mathematics and Statistics
Philosophy
Physics
Political Science
Psychology
Religion
Sociology and Anthropology
Theological Studies

Section 31.001
Programs
Certificate in Arts Science
Individually Structured Program

Objectives

The Faculty of Arts and Science is committed to responsible and innovative leadership in developing and disseminating knowledge and values, and encouraging constructive social criticism. The Faculty achieves these objectives through inclusive and accessible academic programs which stress a broad-based, interdisciplinary approach to learning. We are dedicated to superior teaching and research supported by excellence in scholarship and creative activity, and a tradition of service to the community. The Faculty of Arts and Science serves many interdependent academic communities in an urban environment where students and faculty can pursue their shared commitment to lifelong learning.

Studies in Arts and Science

The Faculty of Arts and Science encourages all students to explore beyond the boundaries of their programs of concentration. This is facilitated by the program structure and graduation requirements of the undergraduate degrees (see §31.002 and 31.003). Undergraduate degrees normally require 90 credits of coursework, consisting of at least one program of concentration (major at 36 to 48 credits; specialization or honours at 60 or more credits). The balance of the degree requirements may be made up of one or more minors (24 to 30 credits), one or more elective groups (15 or 18 credits), or by courses selected from a broad spectrum of disciplines. Students are required to complete at least 24 credits outside the main area of concentration. Credits earned to meet the General Education requirement (see §31.004) may also be counted toward this 24-credit requirement.

Most major programs are relatively short, allowing maximal development of interests outside the area of concentration. Two areas of concentration can be combined in a double major. Even longer programs (specialization and honours) allow students to diversify their studies for up to one third of their degree requirements.

Program structures thus permit students to obtain a judicious balance between concentrated study and exploration of broader interests. Department and Faculty advisors are available to help students develop a plan of study which accommodates their personal interests and satisfies degree requirements.

Programs of concentration and related minors are published in the Calendar entries for each of the disciplines in the Faculty (§31.010 onward). To facilitate innovative exploration outside these standard disciplines, the Faculty offers many alternatives. First, the University has established six Colleges (§31.500 onward) which foster various philosophies and methods of education on an intimate scale. Second, it has created majors which cross disciplinary boundaries (Southern Asia Studies and Women’s Studies). In addition, selected students may create their own Individually Structured Program (§31.170) under the direction of the Faculty advisor. Finally, the Faculty offers cross-disciplinary minors (for example, Canadian Irish Studies, Southern Asia Studies, and Women’s Studies) and a number of Interdisciplinary courses (§31.170) which may be chosen as electives in any program.

A good education — balancing the development of expert knowledge in a narrow domain with broader academic experience — can be obtained in the Faculty of Arts and Science. The programs outlined are best considered as models of what can be planned by imaginative students and their academic advisors.

31.002 PROGRAMS AND ADMISSION REQUIREMENTS

General admission requirements are listed in §13. Specific requirements for admission to the various programs leading to the BA, BEd, and BSc degrees, and to certificates, are set out in the first column of the following listings. They refer to the table of Cegep pre-Arts and pre-Science profiles defined below. Students lacking one or more of these prerequisites may be admitted, but must include the designated prerequisites among the first 30 credits of their undergraduate program. In certain cases, the prerequisites must be taken in addition to the undergraduate program.

<table>
<thead>
<tr>
<th>Profile</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>Diploma of Collegial Studies (DEC — Diplôme d’études collégiales).</td>
</tr>
<tr>
<td>0.72</td>
<td>DEC or equivalent and appropriate teaching licence.</td>
</tr>
<tr>
<td>0.80</td>
<td>Full-time teaching position with an educational institution recognized by the Ministère de l’Enseignement supérieur, de la Recherche, de la Science et de la Technologie (MESRST) and a Provisional Teaching Authorization from the MESRST.</td>
</tr>
<tr>
<td>3.14</td>
<td>Biology 301, 401, 911, 921 or 101-NYA.</td>
</tr>
</tbody>
</table>
4.03 Social Science DEC plus Mathematics 300 and Biology 921 (Social Science DEC includes Introductory Psychology).

4.10 DEC in Humanities or equivalent. Any other DEC including courses in Psychology and Quantitative Methods or its equivalent.

5.00 Natural Science DEC.

6.00 DEC intégré en sciences, lettres et arts.

10.1 Mathematics 337 or 103 and 307 or 201-NYA; Biology 301, 401, 911, 921 or 101-NYA; Psychology 101 or 102.

10.5 Two Cegep courses or equivalent in the language to be studied. If these courses have not been available in the Cegep attended, the student may be required to complete them at the university level.

10.9 Mathematics 103 or 201-NYA and 203 or 201-NYB; Physics 101 or 203-NYA and 201 or 203-NYB and 301 or 203-NYC; Chemistry 101 or 202-NYA and 201 or 202-NYB; Biology 301 or 101-NYA.

10.10 Mathematics 103 or 201-NYA and 203 or 201-NYB and 105 or 201-NYC; Physics 101 or 203-NYA and 201 or 203-NYB and 301 or 203-NYC; Chemistry 101 or 202-NYA and 201 or 202-NYB; Biology 301 or 101-NYA.

10.12 Mathematics 103 or 201-NYA and 203 or 201-NYB and 105 or 201-NYC.

10.13 There are no particular requirements for graduates of an anglophone Cegep other than the DEC. Graduates of a francophone Cegep must hold a DEC with an advanced course in English or have an equivalent background in English.

A: Interview

E: Essay

G: Letter of intent

K: Submission of a portfolio of representative work

N: English proficiency test/Placement test

P: Competency in written and oral French, to be determined by a proficiency test, the results of which may lead to the rejection of the candidate or the requirement of additional university courses.

Q: Competency in written and oral English, to be determined by a proficiency test, the results of which may lead to the rejection of the candidate or the requirement of additional university courses.

+: Two letters of reference; Early Childhood and Elementary Education and Teaching of English as a Second Language require three letters of reference.

Program titles refer to honours, specialization and major components where these exist. Full information about the programs offered under each title (including combinations with programs in other disciplines) is to be found in the section of the Calendar specified in the third column below.

BA, BSc, BEd

<table>
<thead>
<tr>
<th>Profile</th>
<th>Program</th>
<th>Calendar Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>Adult Education</td>
<td>31.080.2</td>
</tr>
<tr>
<td>0.00</td>
<td>Anthropology</td>
<td>31.310</td>
</tr>
<tr>
<td>0.00</td>
<td>Anthropology and Sociology</td>
<td>31.310</td>
</tr>
<tr>
<td>10.9/5.00/6.00</td>
<td>Biochemistry</td>
<td>31.050</td>
</tr>
<tr>
<td>10.9/5.00/6.00</td>
<td>Biology</td>
<td>31.030</td>
</tr>
<tr>
<td>10.9/5.00/6.00</td>
<td>Cell and Molecular Biology</td>
<td>31.030</td>
</tr>
<tr>
<td>0.00</td>
<td>Canadian Irish Studies</td>
<td>31.530</td>
</tr>
<tr>
<td>0.00</td>
<td>Certificate in Arts and Science</td>
<td>31.170</td>
</tr>
<tr>
<td>10.9/5.00/6.00</td>
<td>Chemistry</td>
<td>31.050</td>
</tr>
<tr>
<td>0.00</td>
<td>Child Studies</td>
<td>31.090</td>
</tr>
<tr>
<td>0.00</td>
<td>Classics</td>
<td>31.060</td>
</tr>
<tr>
<td>0.00A,E,G,K,+</td>
<td>Communication Studies</td>
<td>31.070</td>
</tr>
<tr>
<td>0.00A,E,G,+</td>
<td>Communication and Cultural Studies</td>
<td>31.070</td>
</tr>
<tr>
<td>0.00A,P,Q</td>
<td>Community, Public Affairs and Policy Studies</td>
<td>31.540</td>
</tr>
<tr>
<td>0.00G</td>
<td>Community Service</td>
<td>31.010</td>
</tr>
<tr>
<td>Profile</td>
<td>Program</td>
<td>Calendar Section</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>0.00G,K</td>
<td>Creative Writing (see also English and Creative Writing)</td>
<td>31.100</td>
</tr>
<tr>
<td>0.00A+</td>
<td>Early Childhood and Elementary Education</td>
<td>31.090</td>
</tr>
<tr>
<td>10.9/5.00/6.00</td>
<td>Ecology</td>
<td>31.030</td>
</tr>
<tr>
<td>0.00</td>
<td>Economics</td>
<td>31.080</td>
</tr>
<tr>
<td>0.00</td>
<td>Education: Adult Education (see Child Studies; Early Childhood and</td>
<td>31.090.2</td>
</tr>
<tr>
<td></td>
<td>Elementary Education; Teaching of English as a Second Language)</td>
<td></td>
</tr>
<tr>
<td>0.00</td>
<td>English (see also Creative Writing; Professional Writing)</td>
<td>31.100</td>
</tr>
<tr>
<td>0.00G.K</td>
<td>English and Creative Writing</td>
<td>31.100</td>
</tr>
<tr>
<td>0.00</td>
<td>English and History</td>
<td>31.100, 31.160</td>
</tr>
<tr>
<td>0.00</td>
<td>English Literature</td>
<td>31.100</td>
</tr>
<tr>
<td>10.5</td>
<td>Études françaises (Spécialisation)</td>
<td>31.110</td>
</tr>
<tr>
<td>10.5</td>
<td>Études françaises</td>
<td>31.110</td>
</tr>
<tr>
<td>10.5</td>
<td>Option: Langue ou littératures de langue française</td>
<td></td>
</tr>
<tr>
<td>10.5</td>
<td>Option: Rédaction professionnelle</td>
<td></td>
</tr>
<tr>
<td>10.5</td>
<td>Option: Traduction</td>
<td></td>
</tr>
<tr>
<td>10.5G</td>
<td>Spécialisation en traduction</td>
<td></td>
</tr>
<tr>
<td>0.00</td>
<td>Langue française (Mineure et certificat)</td>
<td></td>
</tr>
<tr>
<td>10.5</td>
<td>Littératures de langue française (Mineure)</td>
<td></td>
</tr>
<tr>
<td>10.9/5.00/6.00</td>
<td>Exercise Science (Clinical Exercise Physiology, Athletic Therapy)</td>
<td>31.120</td>
</tr>
<tr>
<td>0.00G</td>
<td>Family Life Education</td>
<td>31.010</td>
</tr>
<tr>
<td>0.00</td>
<td>First Peoples Studies</td>
<td>31.540</td>
</tr>
<tr>
<td>0.00</td>
<td>Geography, Planning and Environment (BA), Human Environment</td>
<td>31.130</td>
</tr>
<tr>
<td>10.9/5.00/6.00</td>
<td>Geography, Planning and Environment (BSc), Environmental Geography</td>
<td>31.130</td>
</tr>
<tr>
<td>10.9/5.00/6.00</td>
<td>Geography, Planning and Environment (BSc), Environmental Science</td>
<td>31.130</td>
</tr>
<tr>
<td>0.00</td>
<td>German</td>
<td>31.060</td>
</tr>
<tr>
<td>0.00</td>
<td>History</td>
<td>31.160</td>
</tr>
<tr>
<td>0.00</td>
<td>History and English</td>
<td>31.160, 31.100</td>
</tr>
<tr>
<td>0.00G</td>
<td>Human Relations</td>
<td>31.010</td>
</tr>
<tr>
<td>0.00</td>
<td>Interdisciplinary Studies — Individually Structured Program</td>
<td>31.170</td>
</tr>
<tr>
<td>0.00</td>
<td>Interdisciplinary Studies in Sexuality</td>
<td>31.170</td>
</tr>
<tr>
<td>0.00</td>
<td>Italian</td>
<td>31.060</td>
</tr>
<tr>
<td>0.00G.Q</td>
<td>Journalism</td>
<td>31.180</td>
</tr>
<tr>
<td>0.00G</td>
<td>Judaic Studies</td>
<td>31.270</td>
</tr>
<tr>
<td>0.00G</td>
<td>Leisure Sciences</td>
<td>31.010</td>
</tr>
<tr>
<td>0.00</td>
<td>Linguistics</td>
<td>31.060</td>
</tr>
<tr>
<td>10.12/6.00</td>
<td>Mathematics and Statistics (BA)</td>
<td>31.200</td>
</tr>
<tr>
<td>10.10/5.00/6.00</td>
<td>Mathematics and Statistics (BSc)</td>
<td>31.200</td>
</tr>
<tr>
<td>10.12/6.00</td>
<td>Mathematics (Actuarial — BA)</td>
<td>31.200</td>
</tr>
<tr>
<td>10.10/5.00/6.00</td>
<td>Mathematics (Actuarial — BSc)</td>
<td>31.200</td>
</tr>
<tr>
<td>10.12/6.00G</td>
<td>Mathematics (Actuarial Mathematics/Finance — BA)</td>
<td>31.200</td>
</tr>
<tr>
<td>10.10/5.00/6.00G</td>
<td>Mathematics (Actuarial Mathematics/Finance — BSc)</td>
<td>31.200</td>
</tr>
<tr>
<td>10.12/6.00</td>
<td>Mathematics (Computational Finance — BA)</td>
<td>31.200</td>
</tr>
<tr>
<td>10.10/5.00/6.00</td>
<td>Mathematics (Computational Finance — BSc)</td>
<td>31.200</td>
</tr>
<tr>
<td>10.12/6.00</td>
<td>Mathematics (Pure and Applied — BA)</td>
<td>31.200</td>
</tr>
<tr>
<td>10.10/5.00/6.00</td>
<td>Mathematics (Pure and Applied — BSc)</td>
<td>31.200</td>
</tr>
<tr>
<td>0.00</td>
<td>Pastoral Ministry (Cert. only)</td>
<td>31.330</td>
</tr>
<tr>
<td>0.00</td>
<td>Philosophy</td>
<td>31.220</td>
</tr>
<tr>
<td>10.9/5.00/6.00</td>
<td>Physics</td>
<td>31.230</td>
</tr>
<tr>
<td>0.00</td>
<td>Political Science</td>
<td>31.240</td>
</tr>
<tr>
<td>0.00N</td>
<td>Professional Writing</td>
<td>31.100</td>
</tr>
<tr>
<td>10.14/03/6.00/3.14 + 4.10</td>
<td>Psychology (BA)</td>
<td>31.250</td>
</tr>
<tr>
<td>5.00/6.00/10.9</td>
<td>Psychology (BSc)</td>
<td>31.250</td>
</tr>
<tr>
<td>5.00/6.00/10.9</td>
<td>Psychology (Behavioural Neuroscience Option)</td>
<td>31.250</td>
</tr>
<tr>
<td>0.00, 0.00G</td>
<td>Religion (see also Judaic Studies)</td>
<td>31.270</td>
</tr>
<tr>
<td>0.00</td>
<td>Sociology</td>
<td>31.310</td>
</tr>
<tr>
<td>0.00</td>
<td>Southern Asia Studies</td>
<td>31.270</td>
</tr>
</tbody>
</table>
### Mature Student Entry

Concordia University has a tradition of concern for the education of Mature students; it has always sought to assist students of 21 and over to undertake undergraduate studies. Mature students are supported in their return to formal studies by committed staff members in the Student Transition Centre of the School of Extended Learning. The staff of the Student Transition Centre provide guidance and encouragement to all Mature Entry students as they begin the challenging journey of plunging into courses and programs in a very large urban university after what could have been years away from classes and studying. Mature students who are seeking first-year academic counselling and advice on returning to university studies are encouraged to visit the Student Transition Centre’s website (stc.concordia.ca) for further information.

### Extended Credit Program

Students admitted to BA and BEd Extended Credit Programs are required to complete an additional 30 credits for the degree and must include the following 30 credits:

- 30 elective credits, of which a maximum of 12 may be outside the Faculty of Arts and Science. Certain departments in the Faculty have specific requirements. Students intending to follow programs of concentration within these departments must include the specified components as part of their program.

**BA Mathematics:** 9 credits in Mathematics — 203, 204, 205

*Students not having MATH 202, or the equivalent, must take it in place of one of their elective courses.*

**BA Psychology:** 6 credits in Mathematics

3 credits in Biology

6 credits in Psychology

**BA Therapeutic Recreation:** BIOL 200 or 201 or 202, or equivalent

Students admitted to the BSc Extended Credit Program are required to complete an additional 30 credits for the BSc degree and must include the following 30 credits:

- 6 credits in Chemistry 205, 206
- 6 credits in Mathematics 203, 205
- 12 credits in Physics 204, 205, 206, 224, 225, 226
- 3 credits in Biology 201
- 3 credits in Mathematics 204 for students intending to enter programs of concentration in Mathematics or Physics;*

*or electives for all other students

**Students not having MATH 201, or the equivalent, must take it in place of one of their elective courses.

**Students not having MATH 202, or the equivalent, must take it in place of one of their elective courses.

*NOTE: Students in the BA, BEd or BSc Extended Credit Program may not count towards their programs of concentration courses taken as part of the first 30 credits.*

### 31.003 DEGREE REQUIREMENTS

In accordance with the recommendations of the Council of Universities of Quebec, the credit base takes into account the total activity of the student. A student preparing for the BA, BEd, or BSc degree takes a minimum of 90 credits. Each credit represents, for the average student, a minimum of 45 hours spread across lectures, conferences, tutorials, laboratories, studio or practice periods, tests, examinations, and personal work.

Since the Cegep programs are designed to give all students the opportunity to explore different fields and thus acquire a broad general basis for further study, the undergraduate programs in the Faculty of Arts and Science require some degree of concentration in specific areas. Detailed statements about these programs are made under the appropriate disciplinary headings in the sections.
of the Calendar that follow this general account of degree requirements. They represent four main forms of concentration: the
minor, the major, the specialization, and honours; and a fifth form, the certificate. The University's formal definitions of these kinds
of programs are set out in §16.2.3; for the convenience of students in Arts and Science, those definitions as they are construed in
the Faculty are briefly repeated below.

The minor is a program consisting of a minimum of 24 specified credits in a single discipline and professing to give a basic
introduction to the methodology and key concepts of that discipline. A minor cannot in and by itself provide the concentration
required of a candidate for a degree and is therefore always taken in combination with another program. In addition to the
interdisciplinary and disciplinary minors available in Arts and Science, students may register with approval for selected minors in
other Faculties. Available Arts and Science interdisciplinary minors are listed in §31.170. Disciplinary minors are indicated in the
Calendar entry of each department or college.

The Faculty of Arts and Science and the John Molson School of Business:
With the approval of the John Molson School of Business, Arts and Science students may take a Minor in Business Studies
(see §61.140).

The Faculty of Arts and Science and the Faculty of Engineering and Computer Science:
With the approval of the Faculty of Engineering and Computer Science, Arts and Science students may take a Minor in Computer
Science (see §71.70.5).

All minors in the Faculty of Fine Arts are open to suitably qualified students.

The major consists of a minimum of 36 specified credits taken in an approved sequence of courses. Normally within a major program
not more than 36 credits are required from a single discipline or department. In certain programs, however, additional credits are
required in cognate disciplines and departments. The major provides a solid grounding in the academic knowledge comprehended
within the field of concentration. To enter and remain in it, a student normally does not have to meet a special performance require-
ment; see, however, Western Society and Culture §31.520. Students with appropriate admission requirements, normally after
completion of 24 credits, may request permission to be admitted to a second program of concentration in the Faculty, normally a
major. Exceptionally, students may complete a second major in the Faculty of Fine Arts with permission of both Faculties. Students
may apply to add a major program normally offered as part of a BA degree to a BSc degree or BEd degree or vice-versa. Attainment
of acceptable GPA and satisfactory academic standing are required. The Faculty of Arts and Science will consider favourably such
requests subject to admission quals and the student having the appropriate prerequisite and admission profile (see §31.002).

The student record and official transcript indicate all programs of concentration. Specific courses can only be used to fulfill the
requirements of one program.

Students completing the requirements of a BA, BEd, BSc, and/or BFA will elect one degree for graduation.

The specialization consists of a minimum of 60 specified credits, normally not more than 54 credits of which are mandated from a
single discipline or department. A specialization provides a comprehensive education in the field of concentration, but to enter and
remain in it, a student normally does not have to meet a special performance requirement unless otherwise indicated in the program.

Students interested in subsequent "classification" by the Government of Quebec may be advised to follow a specialization or an
honours program. Second programs of concentration (minor or major) may be combined with a specialization program according
to regulations described above for those programs.

The honours program consists of a minimum of 60 specified credits taken in an approved sequence of courses. Normally within
honours program not more than 60 credits are mandated from a single discipline or department in the Arts and 72 credits in the
Sciences. Additional credits may be required in cognate disciplines and departments. Superior academic performance is required
for admission to and continuation in the honours program, the precise level of such performance being determined by Senate.

See §16.2.3 and Faculty Honours Regulations set out below for matters governing honours programs at Concordia. An honours
degree or equivalent, because it testifies to a student's comprehensive education in a particular field, intellectual commitment to
that field, and achievement of a high level of academic performance, has traditionally been required of entrants to postgraduate
programs.

Graduation Requirements
1. A candidate for graduation must have successfully completed a program of concentration in the form of an honours,
specialization, or major program.
2. A candidate for graduation must have successfully completed at least 24 credits outside the single discipline or department
from which the degree concentration has been chosen. Within every block of 30 credits taken towards the degree, a student
will normally choose no more than 24 credits from any one discipline or department.
3. A candidate for graduation must have successfully completed at least 18 credits from courses in Arts and Science in every
block of 30 credits taken towards the degree.
4. A candidate for the BA degree must have qualified for admission to, and successfully completed, a program leading to that
degree. Specific admission requirements, expressed as Cegep pre-Arts profiles, are given in §31.002. Students wishing to
transfer out of one degree program into another must satisfy the admission requirements of the program they seek to enter.
5. Students enrolled in a regular degree program or an Extended Credit degree program in the Faculty of Arts and Science
may take ESL courses for degree credit, up to a maximum of six credits.
6. A candidate for the BSc degree must have qualified for admission to, and successfully completed, a program leading to that
degree. Specific admission requirements, expressed as Cegep pre-Science profiles, are given in §31.002. Students wishing to
transfer out of one degree program into another must satisfy the admission requirements of the program they seek to enter.
Students in acceptable standing may continue their programs of study, following the advice of their academic departments.

NOTE:
Acceptable standing requires that a student obtain an annual WGPA of at least 2.00.

Acceptable standing requires that a student obtain an annual WGPA of at least 2.00.

NOTE: Although a "C-" grade (1.70 grade points) is designated as satisfactory in §16.3.3, a WGPA of 2.00 is required for acceptable standing.

Students in acceptable standing may continue their programs of study, following the advice of their academic departments.
Conditional standing results when a student obtains an annual WGPA of less than 2.00, but at least 1.50. A student is not permitted to obtain two consecutive conditional standing assessments.

Students in conditional standing may not write supplemental examinations.

Students in conditional standing will not be permitted to register for further study until their program has been approved by the appropriate advisor in their department.

They must obtain acceptable standing at the time of their next assessment.

Failed standing results when a student obtains an annual WGPA of less than 1.50, or conditional standing in two consecutive periods of assessment.

 Failed students are required to withdraw from their program. Students who are in failed standing for a second time will be dismissed from the University. In subsequent years, should they wish to return to University studies, they must contact the Office of the Registrar for information concerning conditions and procedures for seeking readmission. Decisions of the relevant authority in the Faculty to which application is made are final.

 Failed students who are not dismissed may apply for readmission through the Dean's Office of the Faculty to which they wish to be readmitted. If readmitted, they will be placed on academic probation. They must return to acceptable standing at the time of their next assessment. Other conditions will be determined at the time of readmission.

Graduation Requirements

Students must satisfy all course requirements, be in acceptable standing, and have a minimum final graduation GPA of 2.00.

The standings of potential graduates who have attempted fewer than 12 credits since their last assessment are determined on the basis that these credits constitute an extension of the last assessment period.

Potential graduates who fail to meet the requirements of acceptable standing, but meet the requirements of conditional standing, will have the following options:

a) register for an additional 12 credits and, at the next assessment, meet the requirements for acceptable standing;

or

b) register for fewer than 12 additional credits.

In this case, standing will be determined on the basis that these extra credits constitute an extension of the last assessment period.

For both option a) and option b), the additional courses taken must be approved by the appropriate member of the Dean's Office, in consultation with the student's department where necessary.

Dean's Office

Dean’s Office is to be understood as being the appropriate member of the Dean’s Office, normally the Associate Dean, Student Academic Services, or delegate.

31.003.2 Registration Regulations

Lapsed Program

Students enrolled in an honours, specialization, or major program in the Faculty of Arts and Science who have not registered for a course for nine consecutive terms or more will have a lapsed notation entered on their student record. Lapsed students must meet with the appropriate advisor in order to continue in their program and to be made aware of possible program modifications.

31.003.3 In Progress “IP” Notations

Students should refer to §16.3.7 for Procedures and Regulations.

The In Progress “IP” notation is reserved for the following courses offered by the Faculty of Arts and Science:

- ACTU 492 Reading Course in Actuarial Mathematics
- ACTU 493 Honours Project in Actuarial Mathematics
- AHSC 435 Fieldwork Practice
- AHSC 437 Internship in Leisure Sciences
- AHSC 438 Internship in Therapeutic Recreation
- AHSC 439 Internship in Human Relations
- ANTH 315 Field Research
- ANTH 495 Honours Essay
- BIOL 490 Independent Study
- CATA 390 Athletic Therapy Field Internship
- CATA 480 Athletic Therapy Clinical Internship
- CHEM 419 Independent Study and Practicum
- CHEM 450 Research Project and Thesis
- COMS 394 Communication Studies Apprenticeship I
- COMS 395 Communication Studies Apprenticeship II
31.004 GENERAL EDUCATION

Coordinator
PAUL JOYCE, PhD Dalhousie University; Associate Dean, Academic Programs

Location

Loyola Campus
Faculty of Arts and Science
7141 Sherbrooke St. W.
514-848-2424, ext. 2088
Email: gened@alcor.concordia.ca

Objectives

An education for life requires the ability to read, write, speak, reason, compute, and listen effectively. This is true for all students, whether they are in the social sciences, humanities, natural sciences, or any other Faculty in the University. The General Education requirement is meant to provide breadth to the student’s program of study.
Regulations

A candidate for graduation must satisfy the Arts and Science General Education requirement by successfully completing a minimum of six credits from course offerings outside the candidate’s disciplinary sector.

The disciplinary sectors comprising the Faculty of Arts and Science are Humanities, Social Science, and Science. The academic units within each sector are as follows:

HUMANITIES: Canadian Irish Studies, Classics, Modern Languages and Linguistics; Communication Studies; English; Études françaises; History; Journalism; Liberal Arts College; Loyola College for Diversity and Sustainability; Philosophy; Theological Studies

SOCIAL SCIENCE: Applied Human Sciences; Economics; Education; Geography, Planning and Environment; Political Science; Religion; School of Community and Public Affairs; Simone de Beauvoir Institute; Sociology and Anthropology

SCIENCE: Biology; Chemistry/Biochemistry; Exercise Science; Mathematics and Statistics; Physics; Psychology; Science College

Courses falling under the administrative umbrella of Interdisciplinary Studies are considered for General Education requirement purposes to fall within the Social Sciences.

Students may also count courses offered by the John Molson School of Business, the Faculty of Engineering and Computer Science, and the Faculty of Fine Arts toward their General Education requirement.

Students in a 90-credit degree who successfully complete an honours program or a specialization program from the Science disciplinary sector and who complete the Minor in Multidisciplinary Studies in Science offered by the Science College are considered to have met the General Education requirement.

Students enrolled in two areas of concentration which are both within the same disciplinary sector are required to take six credits outside of the sector. For example, students enrolled in a BA Major in History and a BA Major in Theological Studies, both of which fall within the Humanities, must fulfill the requirement by successfully completing either six credits from the Social Science or Science sector, or three credits from the Social Science sector and three credits from the Science sector, or six credits from outside the Faculty of Arts and Science.

Students enrolled in two areas of concentration drawn from different disciplinary sectors will be considered as having satisfied the General Education requirement. For example, students enrolled in a BA Major in Sociology (Social Science) and a BA Major in English (Humanities) will be considered as having satisfied the General Education requirement.

Students enrolled in an undergraduate certificate program are exempt from the General Education requirement as are students pursuing a second or subsequent undergraduate degree.

ESL courses or introductory English language courses are not considered as substitutions for this requirement.
Faculty

Chair
DONALD W. DE GUERRE, PhD Fielding Graduate University; Associate Professor

Professors
JAMES F. GAVIN, PhD New York University
RAYE KASS, PhD University of Toronto
VARDA MANN-FEDER, DEd McGill University

Associate Professors
GILBERT ÉMOND, PhD Université du Québec à Montréal
SHANNON HEBBLETHWAITE, PhD University of Guelph
WARREN LINDS, PhD University of British Columbia
PETER MORDEN, PhD University of Waterloo
LISA OSTIGUY, PhD University of Iowa
ROSEMARY REILLY, PhD McGill University
HILARY ROSE, PhD University of Georgia
FELICE YUEN, PhD University of Waterloo

Assistant Professors
NATASHA BLANCHET-COHEN, PhD University of Victoria
JAMES CONKLIN, PhD Concordia University
PATTI RANAHAN, PhD University of Victoria

Senior Lecturers
STEVEN HENLE, PhD New York University
ROBERT HOPP, MA University of Iowa

Lecturer
NARUMI TANIGUCHI, PhD Texas Tech University

For the complete list of faculty members, please consult the Department website.

Location

Loyola Campus
7141 Sherbrooke St. W., Room: VE 223
514-848-2424, ext. 3330 or 5974

Department Objectives

The strategic objective of the Department of Applied Human Sciences is to improve quality of life and well-being. This is accomplished through the integration of theory and practice to promote effective practitioner skill. The Department of Applied Human Sciences is an interdisciplinary and applied academic unit which generates knowledge and provides practice-based education in human relations, leisure sciences, therapeutic recreation, human systems intervention, family life education and community service. Involvement in practical contexts beyond the University provides an important link with members of the community, thereby offering a genuine environment for the exchange of knowledge and expertise.

Programs

Students in Human Relations, Leisure Sciences, and Therapeutic Recreation are required to complete the appropriate entrance profiles. The entrance profile is 0.00G for Human Relations; 0.00G for Leisure Sciences; and 3.14G for Therapeutic Recreation. Students are responsible for satisfying their particular degree requirements. The superscript indicates credit value.
### BA Specialization in Human Relations

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>AHSC 439</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chosen from AHSC 423 and 425 or 443 and 445</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Elective credits, with at least three credits at the 400 level, chosen from AHSC 225, 312, 313, 314, 315, 316, 319, 322, 335, 351, 375, 460, 465, 470</td>
<td></td>
</tr>
</tbody>
</table>

### BA Specialization in Leisure Sciences

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>AHSC 220, 230, 241, 260, 281</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>AHSC 350, 361, 371, 380, 381, 382, 383, 384</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>AHSC 427, 432, 450</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>AHSC 438</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>AHSC 215, PHIL 255</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Elective credits chosen from either Recreation Programming or Recreation Administration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recreation Programming</td>
<td>With at least three credits at the 400 level, chosen from AHSC 281, 310, 311, 323, 333, 340, 360, 421, 422, 444, 450, 460, 490, 491</td>
</tr>
<tr>
<td></td>
<td>Recreation Administration</td>
<td>With at least three credits at the 400 level, chosen from MANA 201, 202, 298, 299, 300, 343, 362</td>
</tr>
</tbody>
</table>

### BA Specialization in Therapeutic Recreation

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>AHSC 220, 230, 241, 260, 281</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>AHSC 350, 361, 380, 381, 382, 383, 384</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>AHSC 427, 432, 450</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>AHSC 438</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>AHSC 215, PHIL 255</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Elective credits, with at least three credits at the 400 level, chosen from AHSC 225, 312, 313, 314, 315, 316, 319, 322, 335, 351, 375, 425, 445, 460, 465, 470</td>
<td></td>
</tr>
</tbody>
</table>

### BA Major in Human Relations

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>AHSC 220, 230, 241, 260, 270</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>AHSC 311, 330</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>AHSC 435</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chosen from AHSC 423, 443</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Elective credits, with at least three credits at the 400 level, chosen from AHSC 225, 312, 313, 314, 315, 316, 319, 322, 335, 351, 375, 425, 445, 460, 465, 470</td>
<td></td>
</tr>
</tbody>
</table>

### BA Major in Leisure Sciences

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>AHSC 215, 285, PHIL 255</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Elective credits, with at least three credits at the 400 level, chosen from AHSC 281, 310, 311, 323, 333, 340, 360, 421, 422, 444, 450, 460</td>
<td></td>
</tr>
</tbody>
</table>

### Minor in Human Relations

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>AHSC 220, 230, 241, 260</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>AHSC 330</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Elective credits chosen from AHSC 225, 270, 311, 312, 313, 314, 315, 316, 319, 322, 335, 351, 375, 460, 470</td>
<td></td>
</tr>
</tbody>
</table>

### Certificate in Community Service

The Department of Applied Human Sciences offers a 30-credit program leading to the Concordia University Certificate in Community Service. Students may transfer into the certificate program up to 12 credits, as approved by a departmental undergraduate advisor, earned in an incomplete degree or certificate program or as an Independent student provided they are students in good standing. The credits that may be so transferred are determined by the University at the point of entry into the program.

#### Admission Requirements

Students are required to complete the 0.00G entrance profile to enter the certificate. Mature Entry students require the prerequisite: ENGL 212.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Certificate in Community Service</td>
<td></td>
</tr>
<tr>
<td>NOTE: AHSC 230, 232, and 270 are prerequisites for courses included in this certificate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phase I</td>
<td>AHSC 260, 370</td>
<td></td>
</tr>
<tr>
<td>Phase II</td>
<td>AHSC 315, 330</td>
<td></td>
</tr>
<tr>
<td>Phase III</td>
<td>Chosen from AHSC 423 and 425 or 443 and 445 or 460</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Elective credits chosen from AHSC 220, 225, 311, 314, 316, 319, 335, 375</td>
<td></td>
</tr>
<tr>
<td>NOTE: In the event that a student is awarded an exemption from a required course, it will be necessary for the student to replace that course with another relevant to the program, chosen in consultation with the coordinator of undergraduate programs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Certificate in Family Life Education
The Department of Applied Human Sciences offers a 30-credit program leading to the Concordia University Certificate in Family Life Education. Students may transfer into the certificate program up to 12 credits, as approved by a departmental undergraduate advisor, earned in an incomplete degree or certificate program or as an independent student provided they are students in good standing. The credits that may be so transferred are determined by the University at the point of entry into the program.

Admission Requirements
Students are required to complete the 0.00G entrance profile to enter the certificate.
Mature Entry students require the prerequisite: ENGL 212.

<table>
<thead>
<tr>
<th>30</th>
<th>Certificate in Family Life Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>AHSC 260, 312, 313, 355</td>
</tr>
<tr>
<td>6</td>
<td>AHSC 330</td>
</tr>
<tr>
<td>3</td>
<td>AHSC 435</td>
</tr>
<tr>
<td>9</td>
<td>Elective credits chosen from AHSC 225, 270, 311, 314, 315, 316, 319, 335, 460, 465</td>
</tr>
</tbody>
</table>

NOTE: In the event that a student is awarded an exemption from a required course, it will be necessary for the student to replace that course with another relevant to the program, chosen in consultation with the coordinator of undergraduate programs.

Courses

Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.

AHSC 215 Historical Foundations of Leisure and Recreation (3 credits)
This course offers a broad overview of leisure and recreation throughout history, highlighting selected major patterns and important similarities or differences among different historical eras. Students learn about threaded themes related to leisure and recreation that have existed throughout history, as well as the origin and development of leisure/recreation-related systems, such as leisure services and leisure studies, emphasizing Canadian and North American perspectives. The historical roots of leisure, the conditions in society that have affected leisure, the responses to those conditions, and the role of leisure in contemporary life as shaped by historical events are investigated.

NOTE: Students who have received credit for HIST 215 or for this topic under an AHSC 298 number may not take this course for credit.

AHSC 220 Lifespan Growth and Development for Practitioners (3 credits)
This survey course provides an interdisciplinary overview of biopsychosocial patterns of development over the lifespan, from conception to death. Students learn about theories of human development, with an emphasis on typical normative development, and on application of theory to practice. The course material covers key issues in development, major milestones of development, and major life events.

NOTE: Students who have received credit for PSYC 230 may not take this course for credit.
NOTE: Students registered in a Psychology program may not take this course for credit.

AHSC 222 Relationships Across the Lifespan (3 credits)
This course is designed to provide a theoretical overview of how relationships are formed, sustained, and developed/changed in each stage of human life. A variety of theories and perspectives are explored.

NOTE: AHSC students may not take this course for credit.
NOTE: Students who have received credit for AHSC 220, or for this topic under an AHSC or AHSZ 298 number, may not take this course for credit.

AHSC 225 Self-Managed Learning (3 credits)
Prerequisite: Fewer than 30 university credits. This course fosters effectiveness in orienting and directing learning which is precipitated by new personal interests and goals and/or by changing personal circumstances. It enables students to create clear personal visions, set relevant learning goals, create and organize related activities, and assess their progress. The course provides learning process models and ways to identify personal stylistic differences which affect personal learning progress and strategies.

AHSC 230 Interpersonal Communication and Relationships (3 credits)
This course is designed to provide knowledge and skill in building and maintaining interpersonal relationships characterized by mutual understanding and respect. Students can expect to enhance their understanding of themselves and their personal styles. The course focuses on effective communication behaviour. Students can expect to improve their abilities to attend to verbal and non-verbal communication; exchange constructive feedback with others; address and deal constructively with conflict; and communicate across differences, such as gender and race. Conceptual perspectives include the contextual influences in relationship dynamics and the role of affect in interpersonal communication. The course also examines value considerations.
AHSC 232  Working in Task Groups (3 credits)
Prerequisite: AHSC 230. This course is an introduction to understanding interaction and developmental processes of small groups and skill-building for effective participation. It enables students to learn frameworks for observing a group's process, member roles that facilitate positive group processes and task accomplishment, and models of intervention in small groups. The course provides opportunities for students to integrate the theory they learn with their experiences in a task group.

AHSC 241  Recreation and Leisure in Contemporary Society (3 credits)
This course introduces students to the theories and relationships of play, perceptions of free and discretionary time, concepts of leisure, and the historical foundations for the discipline. The concepts are presented as integral components of today's lifestyle. In addition, the organized recreation system is examined, with an introduction to the leisure services delivery system. The students also examine the role that leisure plays in current societal issues.

AHSC 260  Program Planning, Design and Evaluation (3 credits)
The course prepares students to construct effective interactive programs designed for specific client populations. Using program design principles and practices, students match learning activities to desired program outcomes, while considering participant qualities and contextual features. Emphasis is placed on assessment, design, and evaluation knowledge and skills.

AHSC 270  Introduction to Intervention in Human Systems (3 credits)
This course is an introduction to theory of human systems change from an interventionist perspective. It overviews general strategies of human systems intervention and salient models of practice highlighting conditions under which different intervention strategies are most effective. It especially focuses on the principles of fostering participation, collaborative inquiry, process facilitation and consultation, experiential learning, and action research. The course also features attention to values and ethical issues associated with specific strategies.

AHSC 281  Introduction to Therapeutic Recreation (3 credits)
An examination of the fundamental concepts of therapeutic recreation. Included is the study of the historical foundations and the basic terminology, purposes, and theories of therapeutic recreation.

AHSC 285  Social Psychology of Leisure (3 credits)
Prerequisite: AHSC 241 previously or concurrently. This course examines how personal and social factors shape individuals' perceptions, experiences, and responses to the availability of discretionary time. Students review current theory and research focusing on the relationship between leisure and individual functioning, and applications to human problems associated with leisure.
NOTE: Students who have received credit for PSYC 266 or for this topic under an AHSC 298 number may not take this course for credit.

AHSC 298  Selected Topics in Applied Human Sciences (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

AHSC 310  Tourism in Canada (3 credits)
This course presents an examination of the tourism industry in Canada, including concepts, research, practices, and promotion. Topics covered include destination motivation, commercial recreation, business travel, trends in tourism development, government agencies, the economics of promotion, social objectives, market segmentation, and ethical and legal considerations.

AHSC 311  Respecting Diversity in Human Relations (3 credits)
Prerequisite: 30 university credits including AHSC 230. This course examines theories of diversity and difference, as well as the effects of biases, stereotypes and stigmatization in personal interactions, institutional practices, and socio-cultural norms. It considers the role of identity-related issues such as age, culture, disability, ethnicity, gender, geographical location, health status, history, language, power, race, religion, sexual orientation, and social class in human relationships and systems.
NOTE: Students who have received credit for AHSC 245 may not take this course for credit.

AHSC 312  Sexuality in Human Relations (3 credits)
Prerequisite: 30 university credits including AHSC 220, 230. This course provides students with knowledge of physical and psychosocial aspects of sexuality in relationships through life and examines values, attitudes, and issues related to the development and expression of sexuality. Topics include gender, family, cultural and media influences; historically and culturally based attitudes; prevention and sexually transmitted diseases; self-perception and identity in sexuality; and emotion and sexuality. The course aims to foster respect for persons and diversity.
NOTE: Students who have received credit for AHSC 253 may not take this course for credit.

AHSC 313  Family Communication (3 credits)
Prerequisite: AHSC 220, AHSC 230. This course is a requirement for students enrolled in the Certificate in Family Life Education. This course is an examination of patterns, effective approaches, and issues in communication among persons in primary partnerships and families. It also explores topics such as diversity in forms of “family,” decision-making, problem-solving, power relations, gender issues, managing differences in expectations, and the influences of cultural, social, and economic contexts.
NOTE: Students who have received credit for AHSC 254 may not take this course for credit.
AHSC 314  Adolescence: Issues and Intervention (3 credits)
Prerequisite: AHSC 220. This course links knowledge of adolescent development to a more detailed examination of related adolescent patterns and issues, including peer relations and friendship, parental and family relations, identity, sexuality and gender, and socio-economic and cultural influences. Directed towards students interested in working with adolescents, the course combines theoretical and practical knowledge relating to adolescents, their parents and their concerns for the purpose of enhancing the adolescent experience.

AHSC 315  Interviewing (3 credits)
Prerequisite: AHSC 230. This course reviews different forms and concepts relevant to interviewing for use in work and community settings. It examines communication influences on the interviewer and interviewee and the limitations of different interview approaches. It enables students to structure and design interviews, to build rapport, and to manage information flow.
NOTE: Students who have received credit for AHSC 256 may not take this course for credit.

AHSC 316  Adulthood: Patterns and Transitions (3 credits)
Prerequisite: AHSC 220. This course examines relationships, transitions, and developmental change through early adulthood and middle age. Relevant adult development theories are reviewed. Students explore the nature and significance of close relationships, life transitions, choices and contextual influences. This course includes a consideration of the societal values inherent in notions of maturity, optimal environments, and interventions to enhance quality of life.

AHSC 319  Older Adulthood: Issues and Intervention (3 credits)
Prerequisite: AHSC 220. This course explores developmental change patterns and differences among people in older adulthood. Topics include retirement and pensions, concepts of health, fitness, well-being and models of health care, housing and transportation, leisure, family and social relations, ethnicity and aging, loss and grief, death and dying. Designed for persons interested in working with older adults, the course fosters awareness of myths, stereotypes and ageism, and emphasizes an attention to community social support and interventions which are enabling.

AHSC 320  Family and Youth Legislation (3 credits)
Prerequisite: AHSC 220. This course reviews all aspects of federal and provincial legislation that impact on practice with families. Legislation governing marriage, divorce and custody, family violence, child and youth protection and placement, youth crime, child advocacy and the challenges of working with families in relation to the legislation, are presented with a particular focus on the rights of children and the legal responsibilities of practitioners.

AHSC 322  Fundamentals of Child- and Youth-Care Work (3 credits)
Prerequisite: AHSC 220. The objectives of this course are to provide students with an understanding of the scope and status of child- and youth-care work, to sensitize them to the necessary competencies and daily challenges of this work in a range of settings, and to review relevant theory. An overview of the history of the field is provided, as well as a review of seminal writings and recent literature on best practices.
NOTE: Students who have received credit for AHSC 402 or for this topic under an AHSC 398 number may not take this course for credit.

AHSC 323  Gender and Leisure (3 credits)
Prerequisite: 30 university credits including AHSC 241 or 242. This course focuses on theory and empirical research concerning the relationships between gender and leisure. This includes topics such as the effect of gender on leisure meanings, constraints to leisure, and participation in leisure. In addition, this course explores the cultural influences of leisure related to gender identity and gender relations. As part of this, the course explores the role that leisure plays as a significant site for the social construction and contestation of gender. Emphasis is placed on understanding ways in which gender relations and gender role expectations affect and are affected by leisure.

AHSC 330  Leadership in Small Groups (6 credits)
Prerequisite: AHSC 232, 260. This course develops facilitative skills and approaches to leadership in small groups. Students learn effective ways to observe and to interpret the significance of group behaviour for the purpose of intervening effectively. The course highlights factors optimizing participation, patterns of communication and influence, decision-making, problem-solving, collaborative planning, conflict management, and effects of gender and other identity-related differences. Students identify their leadership styles and group facilitation skills to develop flexibility in adapting to diverse group situations.

AHSC 333  Leisure and the Environment (3 credits)
Prerequisite: 30 university credits including AHSC 241 or 242. This course examines the state of the natural environment, and explains how leisure service providers play a crucial leadership role in fulfilling the needs of both the public and the environment.

AHSC 335  Power and Conflict Resolution in Human Systems (3 credits)
Prerequisite: 30 university credits. This course gives students a theoretical and practical overview of the role of power and conflict in human relationships and human systems — groups, organizations, and communities. The concept of power is explored in depth since the use of power is central in both the creation and the resolution of conflict. The course focuses on the development of analytical tools that serve to identify the different elements leading to, maintaining or escalating conflicts. Particular attention is given to ethics associated with the use of power and management of conflict.
AHSC 340 Employee Recreation Services (3 credits)
Prerequisite: 30 university credits including AHSC 241 or 242. This course examines the origins and development of recreation related to the place of employment. It includes critical analysis of the research literature in the areas of work-leisure relationships, cost/benefits, government intervention, and program design and family involvement.

AHSC 350 Leisure Education (3 credits)
Prerequisite: AHSC 241, 260. This course offers an introduction to the field of leisure education. The history and underlying philosophy of the concept is presented. The roles of the school, community, and community-serving agencies are examined. Existing models are analyzed and discussed.

AHSC 351 Basic Counselling Skills and Concepts (6 credits)
Prerequisite: 30 university credits including AHSC 230. This course introduces students to counselling theories and develops an understanding for theoretical and value frameworks of the helping relationship. It fosters the development of basic helping relationship skills applicable in everyday relationships in work and social settings. Skill areas include attending skills, such as attending to nonverbal behaviour, reflection of content, reflection of feeling, paraphrasing and summarizing, and influencing skills, such as interpretation and analysis. Also highlighted are ethical issues and attention to cultural differences.

AHSC 355 Foundations of Family Life Education (3 credits)
Prerequisite: AHSC 232, 260, 313. This course examines Family Life Education from its inception as a field of practice to its current status in North America. It highlights complex related issues and the role of the educator, including attention to personal values and ethical principles of the practitioner. Topics include distinctions between prevention education and therapeutic intervention, and an overview of the range of different family life education programs and current practices.

AHSC 360 Play, Adult Learning and Development (3 credits)
Prerequisite: 30 university credits including AHSC 220. This course examines the concept of play in adult learning and development. Gender, age, ethnic and social class diversity are explored as they relate to adult play behaviour.

AHSC 361 Leisure Services Leadership (3 credits)
Prerequisite: AHSC 230, 241. This course offers an analysis of leadership theory and its application to leisure services. Major topics are the principles and practices of leadership, group dynamics, leadership skill development and program planning, and the unique role of the leisure leader.

AHSC 370 Principles and Practices of Human Systems Intervention (3 credits)
Prerequisite: AHSC 270. This course is about the theory and practice of human system intervention. It emphasizes collaborative strategies for effecting change in human systems within a broad range of intervention alternatives. It focuses on the interventionist’s role in effective change strategy development, initiation, management, and evaluation. The course is taught with a special focus on personal and professional values and ethical issues related to human systems intervention.

AHSC 371 Community Recreation Planning (3 credits)
Prerequisite: AHSC 241, 260. The course focuses on the application of recreation planning, theory, and skills. It examines methods and procedures used to assess client needs, design and deliver programs and services, and evaluate their impact. Practical experience is gained through a combination of field experience, project planning, and group work.

AHSC 375 Organizational Leadership: A Human Systems Approach (3 credits)
Prerequisite: AHSC 270. This course is an introduction to the practice of leadership in organizations with a human systems approach and perspective. The course examines a range of theoretical concepts current in organizational leadership practice including systems thinking, team-based leadership, and strategy formulation from a leadership perspective. It provides an opportunity for students to examine ethics, values, and abilities required in organizational leadership today.

AHSC 380 Quantitative Research Methods for Practitioners (3 credits)
Prerequisite: 30 university credits including AHSC 260. This course gives an overview of a range of data collection and analysis strategies which are relevant to collaborative and participative intervention practice. It examines practical considerations for selecting specific quantitative approaches and prepares students to formulate and administer intervention-related questionnaires, to conduct basic quantitative analyses, and to present data results to interested individuals and groups. The course also examines basic ethical requirements in conducting applied social research.

AHSC 381 Concepts in Therapeutic Recreation Programming (3 credits)
Prerequisite: AHSC 241, 260, 281. This course explores current therapeutic recreation practices with emphasis on rehabilitation in community and clinical settings such as hospitals, group homes, psychiatric centres, rehabilitation clinics, and correctional centres. Leisure planning and assessment models are studied to identify the modes of recreational activity which may be used as an intervention.

AHSC 382 Qualitative Research Methods for Practitioners (3 credits)
Prerequisite: 30 university credits including AHSC 260. This course gives an overview of a range of qualitative approaches to practical projects and interventions. It prepares students to design and conduct interviews (including making decisions about respondent selection) with individuals and in focus groups, as well as participant observation. It also enables students to analyze qualitative data from these sources as well as documentary sources in light of practical project purposes. The course highlights special ethical considerations in conducting qualitative forms of applied social research.
AHSC 383  **Therapeutic Recreation and Physical Disabilities** (3 credits)  
Prerequisite: AHSC 220, 281. This course gives an overview of the role and impact of therapeutic recreation services for individuals with physical disabilities and limitations. It analyzes the barriers to recreation participation along with the planning and designing of a safe and accessible recreational environment.

AHSC 384  **Therapeutic Recreation: Cognitive Disabilities and Illness** (3 credits)  
Prerequisite: AHSC 220, 281. This course gives an overview of the role of therapeutic recreation services for individuals with cognitive disabilities and limitations or illness. It focuses on the etiology, impact, and barriers related to specific conditions. It also studies legislation trends and resources for community recreation integration and the role of transitional programs.

AHSC 398  **Selected Topics in Applied Human Sciences** (3 credits)

AHSC 399  **Selected Topics in Applied Human Sciences** (6 credits)

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

AHSC 405  **Youth Work Intervention** (3 credits)  
Prerequisite: 30 university credits including AHSC 322. This course focuses on problems of children and youth, including difficulties with attachment, behaviour disorders, consequences of abuse and neglect, and substance abuse. It covers models of intervention and assessment that are current in youth work such as Therapeutic Crisis Intervention (TCI), strength-based approaches, and therapeutic procedures.

AHSC 410  **Advanced Youth Work Intervention** (3 credits)  
Prerequisite: AHSC 405. This course covers specialized professional skills of youth work. There is a required fieldwork component to include one hour per week of observation in a child and youth care setting. The goal of the course is to assist the student in individualizing intervention plans, and in evaluating outcomes of intervention within the context of ethical youth work practice.

AHSC 421  **Political and Legal Aspects of Leisure Services** (3 credits)  
Prerequisite: 30 university credits including AHSC 241. This course provides students with a theoretical understanding of the complexity of providing leisure services in the province of Quebec. The course examines the administration of leisure services in municipal, regional, provincial, and federal governments. The course examines law as it applies to aspects of recreational activities in the areas of organization, supervision, and participation. The course covers the Quebec Civil Code, the Canadian Constitution, and the Quebec and Canadian Charter of Rights and Freedoms as they apply to the study of leisure.

AHSC 422  **Youth and Leisure** (3 credits)  
Prerequisite: 30 university credits including AHSC 220, 241, 260. This course develops an understanding of the leisure needs of youth from emotional, physical, psychological, and sociological perspectives. Major areas of discussion include leisure preferences and needs assessment, strategies for programming, dealing with youth-at-risk, and recreational opportunities for youth. Lectures and laboratory.

AHSC 423  **Organization Development I** (3 credits)  
Prerequisite: AHSC 270, 330. This course introduces students to the characteristics of organizations as open systems. The evolution of organization development and the principle theories and perspectives that have helped to define the field are studied. Organization development methods as well as criteria for examining organizational effectiveness, underlying beliefs, values, and assumptions are examined. Key concepts covered are organization vision, mission and goals, and organization norms and culture.  
**NOTE:** Students who have received credit for AHSC 420 may not take this course for credit.

AHSC 425  **Organization Development II** (3 credits)  
Prerequisite: AHSC 423. This course provides students with the opportunity to apply organization development concepts and strategies to effect change in organizations. Using theoretical, case, and experiential approaches, the focus of instruction progressively guides the student through the stages of organization development. Concepts covered include entry and contracting, identifying organizational issues and goals for change, collecting and analyzing pertinent organizational data, and diagnosis and feedback to the client. Opportunities for the development of change-agent skills are provided through the emphasis on in-class applications.  
**NOTE:** Students who have received credit for AHSC 420 may not take this course for credit.

AHSC 427  **Administration of Leisure Services** (3 credits)  
Prerequisite: 60 university credits including AHSC 361; AHSC 371 or 381. This course offers an analysis of the processes involved in planning and managing leisure service delivery systems. Topics to be studied include principles of planning, organization, budgeting, and supervision.

AHSC 431  **Leisure Sciences Seminar** (3 credits)  
Prerequisite: 60 university credits including AHSC 215, 361, 371; and PHIL 255 previously or concurrently. This is a third-year interdisciplinary seminar in which students can tie together all they have learned in the Leisure Sciences program. Additionally, students are set on a course of study that should continue after they graduate so that they can keep up with future developments in this area.
AHSC 432  Seminar in Therapeutic Recreation (3 credits)
Prerequisite: 60 university credits including AHSC 215, 361, 381, 383, 384; and PHIL 255 previously or concurrently. This is a third-year interdisciplinary seminar in which students can tie together all that they have learned in the Therapeutic Recreation program. Additionally, students are set on a course of study that should continue after they graduate so that they can keep up with future developments in this area.

AHSC 435  Fieldwork Practice (3 credits)
Prerequisite: AHSC 330. This course must be taken in final year. This course provides an opportunity for students to integrate theory into practice in the design, facilitation and evaluation of small group process. Students lead one small task or learning group in a community, an organizational or an institutional setting. The fieldwork is combined with class sessions for orientation, supervision, reflection and evaluation.

AHSC 437  Internship in Leisure Sciences (6 credits)
Prerequisite: 60 university credits including AHSC 361, 371; permission of the Department. This course provides students with an opportunity to design, implement, and evaluate programs; to facilitate groups in a variety of settings; and to establish working relationships with field personnel. In consultation with their supervisors, students select a site related to their learning interests. Students learn to develop and manage their own project and to self-assess their work. The course includes fieldwork, seminars, and team meetings.

AHSC 438  Internship in Therapeutic Recreation (9 credits)
Prerequisite: 60 university credits including AHSC 361, 381, 383, 384; permission of the Department. This course provides students with an opportunity to design, implement, and evaluate programs, to facilitate groups in a variety of settings, and to establish working relationships with field personnel. In consultation with their supervisors, students select a site related to their learning interests. Students learn to develop and manage their own project and to self-assess their work. The course includes fieldwork, seminars, and team meetings.

AHSC 439  Internship in Human Relations (6 credits)
Prerequisite: 60 university credits including AHSC 330, 370; AHSC 423 and 425 or 443 and 445 previously or concurrently; permission of the Department. This course provides students with an opportunity to design, implement, and evaluate small group leadership in several settings, and to negotiate working relationships with site personnel. Students will be solely responsible for facilitating several task or learning groups in community, work, or educational settings. The sites will be selected according to students’ learning interests and in consultation with the course instructor. The course includes supervisory team meetings and internship seminar sessions.

AHSC 443  Community Development I (3 credits)
Prerequisite: AHSC 270, 330. This course examines the field of community development through the presentation of basic models. The examination of these models in historical and environmental contexts focuses on understanding how they reflect different views of social relationships. Students explore different approaches to working with communities and the implications for practice. They also examine ways of analyzing and defining community resources, problems, and issues.
NOTE: Students who have received credit for AHSC 440 may not take this course for credit.

AHSC 444  The Older Adult and Leisure (3 credits)
Prerequisite: 30 university credits including AHSC 220, 241, 260. This course examines the aging process in the physical, cognitive, and affective domains. It familiarizes the student with the characteristics of the aging population as related to leisure, recreation, and lifestyle. It focuses on developing and understanding the impact of lifelong leisure in the aging process. The course reviews issues related to the phenomenon of leisure in retirement and discusses the process of delivering leisure services to older individuals.

AHSC 445  Community Development II (3 credits)
Prerequisite: AHSC 443. This course focuses on how to intervene in community contexts; identify community structures and inter-group dynamics relevant to intervention planning; gather and organize data for use by communities; develop intervention plans that involve the community each step of the way and that foster leadership within its ranks; and evaluate an intervention. Attention is given to cultural diversity and value differences.
NOTE: Students who have received credit for AHSC 440 may not take this course for credit.

AHSC 450  Leisure Assessment and Counselling (3 credits)
Prerequisite: 30 university credits including AHSC 281, 350. This course focuses on the use of assessment applied to individual leisure abilities, interests and needs, and the application of counselling theory to the field of leisure services. A variety of assessment tools are analyzed/interpreted. Theories, models, and methods of leisure counselling are discussed.

AHSC 456  Advanced Family Life Education (3 credits)
Prerequisite: AHSC 355. This course covers advanced professional skills of family life education with a focus on ethics, professionalism, and certification. Topics include group dynamics, communication skills, and effective leadership. There is a required fieldwork component to include one hour per week of observation in a family life education setting.
AHSC 460  **Health Promotion** (6 credits)
Prerequisite: 30 university credits including AHSC 230. This course helps students to develop intervention skills and theoretical understanding in the area of health promotion. It is of particular interest to students whose career interests involve lifestyle planning, health promotion, and stress management. Topics include health and wellness, stress and illness, psychological and physical self-appraisal processes, psychosomatic processes and disorders, understanding addictions and their management, health-promotion interventions, behavioural self-management, and issues in medical/psychological health compliance.

AHSC 465  **Parent-Child Relations** (3 credits)
Prerequisite: 30 university credits including AHSC 232, 313. This course provides an advanced understanding of parenting theories, research, and applications in the context of parent-child relations over the life span. Topics include parenting rights and responsibilities, parenting practices and programs, high-risk parenting, and parental assessment.
*NOTE: Students who have received credit for this topic under an AHSC 498 number may not take this course for credit.*

AHSC 470  **Basic Human Relations Laboratory** (3 credits)
Prerequisite: 60 university credits including AHSC 330. This is an intensive format six-day learning session through which students may expect to increase their awareness of how their behaviour affects others, increase their skill and understanding of effectively and responsibly communicating to and exchanging feedback with others, increase their understanding of leadership and authority relations, and deepen their understanding of group dynamics.

AHSC 480  **Internship in Family Relations** (6 credits)
Prerequisite: 60 university credits including AHSC 456 and 465; permission of the Department. This 360-hour internship must be completed over two terms and involves a supervised placement implementing family life education programs in a wide range of settings such as community organizations, education, and health care. Students are responsible for developing, implementing, and evaluating a number of lesson plans and programs, and are supervised and evaluated by an on-site field supervisor.

AHSC 485  **Internship in Youth Work** (6 credits)
Prerequisite: 60 university credits including AHSC 410; permission of the Department. This 360-hour internship must be completed over two terms and involves a supervised placement in a child and youth care or youth protection setting. Students are responsible for developing, implementing, and evaluating a minimum number of intervention plans, and are supervised and evaluated by an on-site field supervisor.
*NOTE: Students who have received credit for this topic under an AHSC 499 number may not take this course for credit.*

AHSC 490  **Independent Study I** (3 credits)
Prerequisite: 30 university credits; permission of the Department. Students work on topics in consultation with a study supervisor. The study may include readings, field studies, and/or research.

AHSC 491  **Independent Study II** (3 credits)
Prerequisite: 30 university credits; permission of the Department. A student who has received credit for AHSC 490 may register for AHSC 491.

AHSC 498  **Advanced Topics in Applied Human Sciences** (3 credits)

AHSC 499  **Advanced Topics in Applied Human Sciences** (6 credits)

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
Biology

Faculty

Chair
PATRICK J. GULICK, PhD University of California, Davis; Professor

Distinguished Professors Emeriti
RAGAI K. IBRAHIM, PhD McGill University
ELAINE B. NEWMAN, PhD Harvard University

Professors
GRANT BROWN, PhD Memorial University of Newfoundland
JAMES GRANT, PhD University of Guelph
VINCENT MARTIN, PhD University of British Columbia
ROBERT M. ROY, PhD University of Toronto
REGINALD K. STORMS, PhD University of Alberta
VLADIMIR TITORENKO, PhD Institute for Genetics and Selection of Industrial Microorganisms, Moscow
ADRIAN TSANG, PhD York University
MALCOLM WHITEWAY, PhD University of Alberta

Associate Professors
CATHERINE BACHEWICH, PhD York University
SELVADURAI DAYANANDAN, PhD Boston University
EMMA DESEPLAND, PhD University of Oxford
ALISA PIEKNY, PhD University of Calgary
MICHAEL SACHER, PhD McGill University
LUC VARIN, PhD Concordia University
ROBERT WELADJI, PhD Norwegian University of Life Sciences
WILLIAM ZERGES, PhD Princeton University

Assistant Professors
CHRISTOPHER BRETT, PhD Johns Hopkins University
IAN FERGUSON, PhD Concordia University
DYLAN FRASER, PhD Université Laval
MADOKA GRAY-MITSUMUNE, PhD University of British Columbia
JEAN-PHILIPPE LESSARD, PhD University of Tennessee
DAVID WALSH, PhD Dalhousie University

For the complete list of faculty members, please consult the Department website.

Location

Loyola Campus
Richard J. Renaud Science Complex
514-848-2424, ext. 3400

Department Objectives

The Biology Department is dedicated to teaching and research that advance understanding of life from molecules and cells to organisms, populations, and entire ecosystems. The Department’s programs inspire students with an appreciation of the rich diversity of the living world. Students acquire a comprehensive grounding in modern biology through classroom study as well as extensive hands-on training in research methodology. A variety of specialized laboratories and equipment supports both research and teaching activities.

Programs

The Biology Department offers Honours and Specialization programs in Biology, Cell and Molecular Biology, and Ecology, as well as Major and Minor programs in Biology. Students planning a career or graduate studies in the biological sciences normally follow the appropriate honours or specialization program. The major program is designed for students who wish to study biology.
and either obtain a more general education or pursue an additional program in another discipline. The major program can be combined with a major in another department.

Students registered in the Honours, Specialization, or Major in Biology may select Biology electives in various subject areas in order to obtain a broad overview of the discipline. However, it is possible for students to pursue in-depth studies in specific areas such as animal biology, plant biology, or microbiology and biotechnology.

The minor program can only be taken by students registered in another degree program and provides an opportunity to gain a basic exposure to the main sub-disciplines of Biology or to pursue one such area in some depth.

Students are strongly encouraged to take advantage of academic counselling services available in the Biology Department in order to select the program and courses that best meet their needs. Students may transfer among programs after the first year of study since the core courses in all programs are quite similar.

Students are responsible for satisfying their particular degree requirements. The superscript indicates credit value.

NOTE: Students seeking admission to the honours program may apply either for direct entry on the University application form or, once in another program, to the departmental honours advisor normally following the completion of 30 credits. Admission, retention, and graduation in an honours program requires that the student has a cumulative and last annual GPA of at least 3.30 with no grade below C.

72 BSc Honours in Biology
30 BIOL 225*, 226*, 227*, 261*, 266*, 367*; 490*; CHEM 221**, 271*1
3 Chosen from BIOL 322***; CHEM 212*1
30 Chosen from CHEM 222*; Biology credits** at the 300 and 400 levels with at least nine credits at the 400 level
NOTE: Students seeking admission to the honours program may apply either for direct entry on the University application form or, once in another program, to the departmental honours advisor normally following the completion of 30 credits. Admission, retention, and graduation in an honours program requires that the student has a cumulative and last annual GPA of at least 3.30 with no grade below C.

72 BSc Honours in Cell and Molecular Biology
21 Chosen from BIOL 227*; Biology or Chemistry/Biochemistry credits** at the 300 and 400 levels, with at least 12 credits at the 400 level
NOTE: Students seeking admission to the honours program may apply either for direct entry on the University application form or, once in another program, to the departmental honours advisor normally following the completion of 30 credits. Admission, retention, and graduation in an honours program requires that the student has a cumulative and last annual GPA of at least 3.30 with no grade below C.

72 BSc Honours in Ecology
33 BIOL 225*, 226*, 227*, 261*, 266*, 367*, 450*, 490*; CHEM 221**, 271*1
3 Chosen from BIOL 322*** or equivalent
9 Chosen from BIOL 330*, 337*, 340*, 364*, 371*, 382*, 385*1
12 Chosen from BIOL 321*, 350*, 351*, 353*, 354*
6 Chosen from BIOL 451*, 452*, 453*, 457*, 459*, 473*
9 Chosen from CHEM 222*; Biology credits** at the 300 and/or 400 levels
NOTE: Students seeking admission to the honours program may apply either for direct entry on the University application form or, once in another program, to the departmental honours advisor normally following the completion of 30 credits. Admission, retention, and graduation in an honours program requires that the student has a cumulative and last annual GPA of at least 3.30 with no grade below C.

60 BSc Specialization in Biology
24 CHEM 221**, 271*; BIOL 225*, 226*, 227*, 261*, 266*, 367*
3 Chosen from BIOL 322***; CHEM 212*
9 Chosen from BIOL 330*, 337*, 340*, 364*, 371*, 382*, 385*1
24 Chosen from CHEM 222*; Biology credits** at the 300 and 400 levels with at least six credits at the 400 level

66 BSc Specialization in Cell and Molecular Biology
21 Chosen from BIOL 227*; Biology or Chemistry/Biochemistry credits** at the 300 and 400 levels, with at least 12 credits at the 400 level

60 BSc Specialization in Ecology
24 BIOL 225*, 226*, 227*, 261*, 266*, 367*; CHEM 221**, 271*1
3 Chosen from BIOL 322*** or equivalent
9 Chosen from BIOL 330*, 337*, 340*, 364*, 371*, 382*, 385*1
9 Chosen from BIOL 321*, 350*, 351*, 353*, 354*
6 Chosen from BIOL 450*, 451*, 452*, 453*, 457*, 459*, 473*
9 Chosen from CHEM 222*; Biology credits** at the 300 and/or 400 levels
BSc Major in Biology

45

24 CHEM 221*, 271,* BIOL 225*, 226*, 227*, 261*, 266*, 367*
3 Chosen from BIOL 322***, CHEM 212*
6 Chosen from BIOL 330*, 337*, 340*, 364*, 371*, 382*, 385*
12 Chosen from CHEM 222; Biology credits** at the 300 and 400 levels with at least three credits at the 400 level

Minor in Biology

24

9 BIOL 225*, 226*, 227*
3 Chosen from BIOL 206*, 210*, 261*
12 Biology elective credits

*Students entering the program with Cégep Organic Chemistry must replace these credits with an equivalent number of credits in Biology or Chemistry/Biochemistry.

**In addition to BIOL courses at the 300 and 400 levels, these courses can include BIOL 227 (only in the Cell and Molecular Biology programs and counting as a 300-level elective) and the following CHEM courses: 222 (counting as a 300-level elective), 326, 335, 375, 425, 470, 471, 472, 475, 476, 478, 481, and 498 if the topic is approved by formal student request through the Biology departmental advisor.

***See §200.7.

Courses

Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.

BIOL 200 Fundamental of Human Biology (3 credits)
A series of lectures, demonstrations, and seminars to provide non-biologists with a general survey of the fundamental principles of life, with special emphasis on the structures and functions of human beings. Lectures only.
NOTE: Students registered in a Biology or Biochemistry program may not take this course for credit. Students who have completed Cégep Biology 921/931 may not take this course for credit.

BIOL 201 Introductory Biology (3 credits)
Fundamentals of plant and animal biology: basic physics and chemistry of life; cell and tissue structures and functions; anatomy and physiology of human systems; survey of plant and animal taxonomy, ecology, heredity, and evolution. Lectures and laboratory.
NOTE: Students with Cégep Biology 301 or equivalent may not take this course for credit. Students entering BIOL programs without Cégep Biology 301 or equivalent must take this course, but not for program credit.

BIOL 202 General Biology (3 credits)
This course presents the fundamentals of biology including the basic physics and chemistry of life, the structure and functions of cell and tissues, and aspects of anatomy, physiology, taxonomy, heredity and evolution, with examples ranging from micro-organisms to humans. Lectures only.
NOTE: Students with Cégep Biology 301, 101-NYA or BIOL 201 may not take this course for credit. Students enrolled in BSc programs may not take this course for credit.

BIOL 203 Fundamental Nutrition (3 credits)
This course deals with food composition (carbohydrates, lipids, proteins, vitamins, and minerals), its absorption and utilization, energy balance, special diets, and food technology. Lectures only.
NOTE: Students registered in a Biology or Biochemistry program may not take this course for credit.

BIOL 205 Introduction to Sustainability (3 credits)
This course begins with an introduction to the science of ecology and to the concept of sustainability as an ecological principle. The concept of sustainability is then broadened to include humans, as students are introduced to ethics, economics, and resource management from an eco-centric point of view. Students are encouraged to think critically about current environmental problems and to take action on an individual project.
NOTE: Students who have received credit for BIOL 208, BIOZ 208 or for this topic under a BIOL 298 number may not take this course for credit.

BIOL 206 Elementary Genetics (3 credits)
A survey of classical and contemporary developments in the study of heredity, with particular attention to human examples. This course is open to the general student body. Lectures only.
NOTE: Students who have received credit for BIOL 261 may not take this course for credit.
NOTE: Students transferring into a Biology program may retain degree credit for this course.

BIOL 208 Environmental Biology (3 credits)
This course examines the principles and concepts of ecosystems, the interaction of organisms and their environment. Energy flow and nutrient cycling in ecosystems, population dynamics, and community organization. Lectures only.
NOTE: Students registered in a Biology or Biochemistry program may not take this course for credit.
NOTE: Students who have received credit for BIOZ 208, BIOL 205 or for this topic under a BIOL 298 number may not take this course for credit.
BIOI 210  Genetics and Human Welfare (3 credits)
This course is an introduction to the principles of inheritance, the structure and manipulation of DNA, the organization of genomes and the function of genes. Applications based on DNA structure include exploring human origins and forensic DNA. Gene function and manipulation are illustrated by human traits and genetic diseases, cancer, genetic testing, production of proteins for medical and industrial use, and the production of genetically modified organisms. Scientific progress is illustrated and societal and ethical questions raised by progress in genetics are discussed. This course assumes students have no science background.
NOTE: Students registered in a Biology or Biochemistry program other than the Minor in Biology may not take this course for credit.
NOTE: Students who have received credit for BLOZ 210 may not take this course for credit.

BIOI 225  Form and Function of Organisms (3 credits)
Prerequisite: Cegep Biology 301 or 0-NYA or BIOL 201. An introduction to plant and animal form and function is presented. This course provides an overview of basic physiological and morphological aspects of plants and animals that allow survival and reproduction. Topics in animal biology include animal architecture, internal fluids, homeostasis, digestion and nutrition, nervous and chemical coordination; topics in plant biology include plant organization, photosynthesis, respiration, water relations, and growth regulation. Reproduction and development of both plants and animals are introduced. Lectures only.

BIOI 226  Biodiversity and Ecology (3 credits)
Prerequisite: Cegep Biology 301 or 0-NYA or BIOL 201. This course introduces the evolution, biodiversity, and ecology of organisms. The origin and diversity of life, from prokaryotes, through simple eukaryotes to multi-cellular organisms are introduced. Natural selection, speciation, and phylogeny, stressing evolutionary relationships in conjunction with changing conditions on earth, are presented. The course introduces major concepts in ecology: the physical and chemical environment, population structure, life histories, species interactions, communities, and ecosystems. Lectures only.

BIOI 227  Laboratory Studies in Biodiversity (3 credits)
Prerequisite: BIOI 225; BIOI 226 previously or concurrently. This course reviews the diversity of organisms and introduces methods used in their study. The tutorials focus on key evolutionary mechanisms associated with organism diversity, model organisms that illustrate it and phylogenies that integrate diversity. The laboratory exercises are in basic protocols and may include bacterial classification; the structural diversity of protists; reproductive diversity among fungi; invertebrate internal morphology and behaviour; arthropod and mollusk classification; exercises in vertebrate homology; and studies on plant structure, development and physiology. Laboratory and tutorial.

BIOI 261  Molecular and General Genetics (3 credits)
Prerequisite: Cegep Biology 301 or 0-NYA or BIOL 201; CHEM 221 previously or concurrently. Basic genetic principles, including mechanisms of meiosis and mitosis, Mendelian genetics, recombination, gene mapping, and chromosome rearrangements; an introduction to molecular genetics, including nucleic acid structure and biosynthesis transcription and translation; the course also includes an introduction to recombinant DNA technology and to concepts of population genetics. Lectures and tutorials.

BIOI 266  Cell Biology (3 credits)
Prerequisite: Cegep Biology 301 or 0-NYA or BIOL 201. Structure and functions of the cell and its organelles: cytoskeleton, chromosomes, cell cycle and cell division, organelle biogenesis, molecular motors, trafficking of proteins and membranes, signal transduction, trans-membrane transport, cancer, apoptosis. Lectures only.

BIOI 289  Selected Topics in Biology (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

BIOI 320  Evolution (3 credits)
Prerequisite: BIOL 225, 226. Through readings, discussions, and lectures, students explore the evidence for evolution, as well as current theories for the mechanisms that cause evolutionary change. Topics covered include principles of inheritance and variation, adaptation through natural selection, random processes in evolution, and the role of molecular and macroevolutionary processes in shaping current patterns of biodiversity. Lectures and tutorials.

BIOI 321  Biostatistics (3 credits)
Prerequisite: Nine BIOI credits in a Biology major, honours, or specialization program or completion of Stage I of the Geography honours or specialization programs in Environmental Science or permission of the Department. This course examines statistical methods for the biological sciences; experimental design; data description; binomial, Poisson and Normal distributions; statistical inference; hypothesis testing; chi-square; one and two sample tests of the mean; analysis of variance including 2-way and nested ANOVAs; correlation; regression; and analogous non-parametric techniques. Lectures and laboratory. NOTE: See §200.7

BIOI 330  Vertebrate Biology (3 credits)
Prerequisite: BIOI 225, 226. This course explores how the anatomy, physiology, life history, ecology and behaviour of vertebrates interact to generate animals that function effectively in their environments, and how different vertebrate groups have evolved over the past few hundred million years. Major vertebrate groups discussed are cartilaginous fishes, bony fishes, amphibians, reptiles, birds and mammals. Other special topics on vertebrate biology considered include the role of ecology in vertebrate speciation, vertebrate adaptations to extreme environments, seasonal migrations, human evolution, as well as conservation issues facing different vertebrate groups worldwide.
NOTE: Students who have received credit for BIOI 387 may not take this course for credit.
BIOL 337 **Invertebrate Biology** (3 credits)
Prerequisite: BIOL 225, 226, 227. This course surveys the diversity of invertebrates and their functional systems, emphasizing the basic themes that define each phylum and those that are common to all animals. The course focuses on evolution, life histories, physiology, and anatomy of the major phyla and the diversity of the minor phyla. Lectures and laboratory.

**NOTE:** Students who have received credit for this topic under a BIOL 398 number may not take this course for credit.

BIOL 340 **Plant Biology** (3 credits)
Prerequisite: BIOL 225, 226. This course surveys the biology of the plant kingdom. Topics include the evolution of the major groups and a comparative analysis of the form (anatomy), function (physiology), and life history of plants. Examples from the local flora are emphasized. Lectures and laboratory.

BIOL 350 **The Ecology of Individuals** (3 credits)
Prerequisite: BIOL 225, 226. This course is designed to introduce students to the diversity of adaptations possessed by individuals which enable them to interact successfully with the abiotic and biotic environment. Major topics include responses to temperature, water, gas exchange, light, and other species. In addition, sensory ecology and escape in time and space are covered. Physiological adaptations are emphasized. Lectures only.

BIOL 351 **Basic Population Ecology** (3 credits)
Prerequisite: BIOL 226. This course introduces the processes which determine the distribution and abundance of individuals in populations. Population growth, density-dependent and density-independent population regulation, survivorship, life history parameters, the population dynamics of competition, predation and parasitism, and the roles of predation and competition in affecting community structure are discussed. Lectures and tutorials.

BIOL 353 **Communities and Ecosystems** (3 credits)
Prerequisite: BIOL 225, 226. This course presents an introduction to biological communities, the processes that maintain them and their emergent properties. Topics include the interactions between abiotic and biotic factors in determining community composition, the concepts of niche and habitat, succession theory, community diversity and stability, energy flow and nutrient cycling. Examples emphasize both aquatic and terrestrial ecosystems, and the major global biomes. Lectures only.

BIOL 354 **Behavioural Ecology** (3 credits)
Prerequisite: BIOL 226. Behavioural ecology is the study of behavioural adaptation. The topics include foraging, anti-predator fighting, mating, reproductive and social behaviour. Students will be introduced to optimality and game theories. Lectures and tutorials.

BIOL 364 **Cell Physiology** (3 credits)
Prerequisite: BIOL 266; CHEM 271. This course covers general and specialized processes at the molecular and cellular level in eukaryotes and prokaryotes; protein folding and degradation, signalling by nerves, bioenergetics (respiration and photosynthesis), cell motility, muscle contraction, eukaryotic cilia and flagella, sensory perception, and fundamental immunology. Lectures only.

BIOL 366 **Mechanisms of Development** (3 credits)
Prerequisite: BIOL 261, 266. This course explores the mechanisms of cellular interactions and genetic control that govern cell differentiation and development in a range of organisms, from simple model systems to mammals. Specific questions address how cell movement and cell recognition take place, how the genome is restricted in differentiation, how cytoplasmic signals influence differentiation, how gradients affect development, how genes control segmentation, and how growth factors and hormones influence development. The role of genetic engineering in the understanding of developmental processes is discussed. The course is based on gaining an understanding of the basic concepts, mechanisms, and experimental tools used in developmental research. Lectures only.

BIOL 367 **Molecular Biology** (3 credits)
Prerequisite: BIOL 261; CHEM 271. This course examines DNA structure, recombinant DNA methodologies, gene structure, transcriptional and post-transcriptional regulation, RNA processing events, translation, chromatin modification, chromatin remodelling and DNA replication. The experimental evidence supporting these concepts is also discussed. Lectures and tutorials.

BIOL 368 **Genetics and Cell Biology Laboratory** (3 credits)
Prerequisite: BIOL 261, 266; CHEM 212 or 217 or BIOL 227. This course introduces students to the basic laboratory techniques of cell biology, microbiology, bacterial genetics, and molecular biology. Experiments include cell membrane functions in red blood cells, bacterial identification, mutagenesis, genetic transformation, gene mapping, DNA isolation and recombinant DNA techniques. Through tutorials, students learn the theory behind techniques and their use in research. Special focus is placed on lab manipulation skill, data organization, and data interpretation. Laboratory and tutorials.

BIOL 371 **Microbiology** (3 credits)
Prerequisite: Six credits chosen from BIOL 226, 261, CHEM 271; or permission of the Department. This course provides an in-depth study of the structure and function of microbes. It emphasizes the genetic and biochemical characteristics of microbes which distinguish them from plants and animals. Consideration is also given to the impact of microbes on the global environment and on the quality of human life. Lectures only.
Prerequisite: BIOL 67. This course covers a survey of specialized topics in plant molecular genetics including plant disease resistance, flower induction, signal transduction, bioinformatics and genetically modified organisms (GMOs) which have strongly influenced plant improvement in modern agriculture through genetic engineering. Lectures only.

Biol 381 Environmental Toxicology (3 credits)
Prerequisite: BIOL 225, 226. The purpose of this course is to study the impact of pollution on ecosystems. The major classes of pollutants are considered in relation to their nature, origin, and distribution, and particularly their mode of action on individual organisms and ecosystems. Air, water, and soil are examined with their respective pollutants and a major emphasis is given to quantitative assessments of various agents and their effects. The course also includes theoretical and practical aspects of bio-assays, and an overview of case studies and of control measures. Lectures only.

Biol 382 Comparative Animal Physiology (3 credits)
Prerequisite: BIOL 225, 226, 266. This course offers a comparative analysis of physiological processes across diverse animal groups at the cellular and systems levels. Topics include endocrinology, muscle contraction, sensory integration, nervous systems, respiration, digestion, and circulation. Lectures and laboratory.

Biol 385 Entomology (3 credits)
Prerequisite: BIOL 225; BIOL 226 previously or concurrently, BIOL 227 recommended. This course introduces the student to the variety and complexity of insect life. Basic classification is followed by a more detailed study of morphology and anatomy, together with some physiological considerations. Other topics such as adaptations for aquatic life and social behaviour are discussed. Laboratories include the identification of insects collected by students, as well as structured laboratory sessions which complement the lectures. Lectures and laboratory.

Biol 389 Intermediate Topics in Biology (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

Biol 443 Plant Molecular Genetics (3 credits)
Prerequisite: BIOL 367. This course covers a survey of specialized topics in plant molecular genetics including plant disease resistance, flower induction, signal transduction, bioinformatics and genetically modified organisms (GMOs) which have strongly influenced plant improvement in modern agriculture through genetic engineering. Lectures only.

Biol 450 Techniques in Ecology (3 credits)
Prerequisite: BIOL 227, 322 or equivalent, and a minimum of six credits from BIOL 321, 350, 351, 353, 354. This course introduces students to a variety of techniques of experimental design, data collection, and quantitative analysis. Students participate in a series of modules, each of which presents experimental and analytical techniques appropriate for one area of modern research in ecology, behaviour, or evolution. Some modules require students to collect and subsequently analyze original data from field or laboratory settings. Modules and their contents may vary from year to year. Tutorials and laboratory.

Biol 451 Plant Field Ecology (3 credits)
Prerequisite: BIOL 322 or equivalent, BIOL 353. This course is designed to give students practical experience working with plant communities. It is offered at a field station during the last two weeks of August, and residence is mandatory. Students learn to identify plant species occurring in field, forest, and mountain communities, with the aim of describing and understanding plant community patterns. Methods of sampling and statistical analysis of population and community data are discussed and applied. The course is a combination of formal lectures, organized field studies, and informal discussions. Students are required to hand in a series of written reports and a plant collection after the course has ended.

Biol 452 Population and Conservation Genetics (3 credits)
Prerequisite: BIOL 261; three credits chosen from BIOL 321, 351, 353, 356. Conservation genetics employ the principles of population genetics and systematics to address problems related to conservation of biodiversity. This course examines the main factors that affect genetic variation within and among populations, including natural selection, random genetic drift, mutation and gene flow. The impact of human activities on levels and patterns of genetic variation in both plant and animal communities is discussed. The utility of molecular markers in determining conservation units is examined. Several case studies from the current literature are used to illustrate the many applications of modern molecular techniques in conservation genetics. The course comprises lectures, student presentations, and use of software in genetic data analysis.

Biol 453 Microbial Ecology (3 credits)
Prerequisite: BIOL 353. This course examines the role of the microbial community in the fundamental processes of decomposition and nutrient cycling. We discuss the role of microbes in the breakdown of organic molecules and the release and transformation of mineral elements. Emphasis is placed on the interactions between bacteria, fungi, and the microfauna in decomposition and on the role of interactions between plants and microbes in the maintenance of nutrient cycles. Lectures only.

Biol 457 Applied Ecology and Conservation Biology (3 credits)
Prerequisite: A minimum of nine credits chosen from BIOL 321, 350, 351, 353, 354. This course introduces students to the scientific principles of conservation biology, an interdisciplinary science which aims at identifying and managing environmental problems. Topics may include pollution, climate change, farming, renewable resources, designing nature reserves and conserving biodiversity. Course assignments emphasize effective scientific communication, collaboration and problem-solving skills. Lectures and tutorials.
BIOL 459  **Aquatic Ecology** (3 credits)
Prerequisite: BIOL 322 or equivalent, BIOL 353. The course begins with the molecular structure of water and its relationship to life in aquatic ecosystems. Lectures deal with primary and secondary production in streams, lakes, oceans and estuaries. The role of fish in aquatic communities is introduced in the second half of the course and is the subject of a field trip. Lectures, field trips, and laboratory.

BIOL 461  **Advanced Genetics** (3 credits)
Prerequisite: BIOL 367. Through lectures and directed readings in classical and contemporary genetics, students are exposed to research literature and problems in this area. Students probe in greater depth areas of particular interest in order to develop a critical sense and deepen an understanding of past and current work in this field. Lectures only.

BIOL 462  **Immunology** (3 credits)
Prerequisite: BIOL 266, 364, 367. The role of the immune system in maintenance of body homeostasis will be presented with particular reference to cells and tissues of the immune system, their organization as well as their structural and functional relationships. Topics include: maturation and differentiation of B and T lymphocytes; structure and properties of antibodies; immune responses to antigens; genetic aspects of anti-body synthesis; immunological considerations in AIDS, cancer, and autoimmune diseases. Lectures and seminars.

BIOL 463  **Comparative Genomics and Genome Evolution** (3 credits)
Prerequisite: BIOL 367. This course covers modern comparative genomics including the nature and scope of the various genome projects, gene discovery and data mining, molecular phylogenies, origin of the eukaryotic cell, evolution of gene regulatory networks, concerted evolution, and haplotype mapping. Lectures and seminars.

BIOL 466  **Advanced Techniques in Molecular Biology** (3 credits)
Prerequisite: BIOL 367, 368. This course covers the theory and practice of modern experimental procedures in molecular biology, including use of restriction enzymes, gene cloning and hybridizations, DNA sequencing, site-directed mutagenesis, RT-PCR, and yeast two-hybrid analysis. Laboratory and tutorials.

BIOL 467  **Advanced Cell Biology** (3 credits)
Prerequisite: BIOL 266, 364. This course examines selected topics in cell and molecular biology including the growth and division of differentiated and non-differentiated eukaryotic cells. The focus is on the control of cell cycling under normal and abnormal states, such as cancer and viral infection. Lectures only.

BIOL 468  **Gene Structure** (3 credits)
Prerequisite: BIOL 367. This course covers fundamental principles and essential concepts underlying the present understanding of gene expression in eukaryotes. Topics may include the role of RNA transcription, RNA localization, RNA transport and microRNAs in eukaryotic gene regulation; the role of DNA methylation, alternative splicing, the histone code and chromatin remodelling in genomic imprinting and epigenetics; and large scale approaches to understanding gene expression such as high throughput sequencing methods, genome wide profiling of mRNA expression, proteomics, and CHIP and CHIP-CHIP analysis. Lectures only.

BIOL 470  **Microbial Physiology** (3 credits)
Prerequisite: BIOL 225, 226; CHEM 271. Comparative biochemistry of prokaryoles — a study of the biochemical activities underlying the life of micro-organisms. A description of the diverse biochemical adaptations used by micro-organisms to obtain energy and building materials from their various environments. Lectures and tutorials.

BIOL 472  **Virology** (3 credits)
Prerequisite: BIOL 266, 367. The life cycles of viruses are discussed with emphasis on the molecular basis of their entry into, reproduction in, and exit from host cells. These life cycles are related to the pathogenicity of different groups of viruses to provide an understanding of the variety of viral diseases.

BIOL 473  **Environmental Microbiology** (3 credits)
Prerequisite: BIOL 371 or 353. This course surveys microbial diversity and ecophysiology with emphasis on how the activities and interactions of individual organisms influence Earth systems at the ecosystem scale. Topics may include the origin and evolution of the biosphere, microbial interactions and ecosystems, nutrient cycling, molecular and genomic methods in environmental microbiology, microbial associations with plants and animals, and the application of microorganisms to environmental sustainability and bioremediation, human welfare, health, and biotechnology. Lectures only.

BIOL 474  **Cellular Neuroscience** (3 credits)
Prerequisite: BIOL 364. This course familiarizes students with current theory and research in cellular neuroscience through student presentations and discussions of original scientific literature. Topics include neural circuitry, brain genomics, neuronal structure, synaptic plasticity, neurotransmission, and molecular basis of neurological disease. Lectures only.

**NOTE:** Students who have received credit for this topic under a BIOL 498 number may not take this course for credit.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 480</td>
<td>Bioinformatics</td>
<td>3</td>
<td>BIOL 367; within 30 credits of graduating with a BSc in a Department of Biologyhonours or specialization program and permission of the Department. In this course, students become familiar with the theory and methodologies of bioinformatics. The course is comprised of three general themes: (1) biological sequence data and evolutionary analysis, (2) structural and functional analysis of genes and genomes and (3) comparative genomics. Lecture material is supplemented by in-class activities, assignments and a bioinformatics project where students have the opportunity to apply their skills and knowledge to a self-generated research question. NOTE: This is primarily a graduate course with a limited number of places for undergraduate students depending upon availability.</td>
</tr>
<tr>
<td>BIOL 481</td>
<td>Structural Genomics</td>
<td>3</td>
<td>BIOL 367; within 30 credits of graduating with a BSc in a Department of Biology honours or specialization program and permission of the Department. This course provides an overview of genome analysis including cloning systems; sequencing strategies; methods of detecting genes and approaches to mapping genomes. It covers the theory and design of the different approaches, and the analysis of genomic data generated from them. Lectures only. NOTE: This is primarily a graduate course with a limited number of places for undergraduate students depending upon availability.</td>
</tr>
<tr>
<td>BIOL 482</td>
<td>Functional Genomics</td>
<td>3</td>
<td>BIOL 367; within 30 credits of graduating with a BSc in a Department of Biology honours or specialization program and permission of the Department. This course focuses on the functional analysis of expressed genes and their products. Course content includes cDNA library construction, expressed sequence tags (ESTs), functional analysis by gene knock-outs, localization of gene products by gene knock-ins, transcription profiling using microarrays and RNA-Seq, systematic identification of proteins using mass spectrometry, in vivo and in vitro recombinant protein synthesis and functional analysis of proteins by detection of protein-protein interactions using affinity co-purification and protein complementation assays. Lectures only. NOTE: This is primarily a graduate course with a limited number of places for undergraduate students depending upon availability.</td>
</tr>
<tr>
<td>BIOL 484</td>
<td>Industrial and Environmental Biotechnology</td>
<td>3</td>
<td>BIOL 367; within 30 credits of graduating with a BSc in a Department of Biology honours or specialization program and permission of the Department. This course provides an in-depth evaluation of current biotechnology tools used in pharmaceutical and forestry industries, and in environmental remediation. New technologies and genomic approaches that can be applied to these processes are also discussed. Lectures only. NOTE: This is primarily a graduate course with a limited number of places for undergraduate students depending upon availability.</td>
</tr>
<tr>
<td>BIOL 485</td>
<td>Agriculture and Agri-Food Biotechnology</td>
<td>3</td>
<td>BIOL 367; within 30 credits of graduating with a BSc in a Department of Biology honours or specialization program and permission of the Department. This course provides an overview on the use of biotechnology in agriculture and in the agri-food industry. Plant genomics and genetic manipulation of plants are emphasized. Also discussed are biotechnology methods used in reducing agricultural pollutants and converting agricultural surplus to energy. Lectures only. NOTE: This is primarily a graduate course with a limited number of places for undergraduate students depending upon availability.</td>
</tr>
<tr>
<td>BIOL 486</td>
<td>High-throughput Instrumentation</td>
<td>3</td>
<td>BIOL 367; within 30 credits of graduating with a BSc in a Department of Biology honours or specialization program and permission of the Department. This course provides an in-depth look at high-throughput instruments used in biotechnology and genomics. Students are exposed to technologies such as massively parallel sequencing, high-throughput genotyping, construction of DNA microarrays, proteomics, robotics platform, mass spectrometry, fluorescence-activated cell sorting, chemical screening, microfluidics, surface plasmon resonance, protein microarrays. NOTE: This is primarily a graduate course with a limited number of places for undergraduate students depending upon availability.</td>
</tr>
<tr>
<td>BIOL 490</td>
<td>Independent Study</td>
<td>6</td>
<td>Within 30 credits of graduating with a BSc in a Department of Biology honours or specialization program and permission of the Department. In this course, the student undertakes a special research project selected in consultation with, and conducted under, the supervision of a faculty member of the Department. The project is intended to develop the student’s knowledge of standard scientific procedures, including methods of researching scientific literature, the planning and execution of experimental and analytical procedures, the writing of a formal report, and the presentation of a seminar on the project. NOTE: Work in this course must be carried out over two consecutive terms: either summer and fall or fall and winter.</td>
</tr>
<tr>
<td>BIOL 498</td>
<td>Advanced Topics in Biology</td>
<td>3</td>
<td>Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.</td>
</tr>
</tbody>
</table>
CHEMISTRY AND BIOCHEMISTRY

Faculty

Chair
JOHN A. CAPOBIANCO, PhD University of Geneva; Professor

Distinguished Professors Emeriti
MARK DOUGHTY, PhD University of London
OSWALD S. TEE, PhD University of East Anglia

Professors
PETER H. BIRD, PhD University of Sheffield
ANN M. ENGLISH, PhD McGill University
YVES GÉLINAS, PhD Université du Québec à Montréal
PAUL JOYCE, PhD Dalhousie University
MARCUS F. LAWRENCE, PhD Centre Énergie Matériaux Télécommunications
GILLES H. PESLHERBE, PhD Wayne State University
JOANNE TURNBULL, PhD Australian National University

Associate Professors
LOUIS CUCCIA, PhD McGill University
GEORGE DÉNÈS, PhD Université de Rennes I
CHRISTINE DEWOLF, PhD Imperial College of Science, Technology and Medicine
PAT FORGIONE, PhD University of Ottawa
GUILLAUME LAMOUREUX, PhD Université de Montréal
HEIDI M. MUCHALL, PhD University of Essen
XAVIER OTTENWAELDER, PhD Université Paris-XI (Orsay)
PETER PAWELEK, PhD McGill University
JUSTIN B. POWLOWSKI, PhD University of Minnesota
CAMERON SKINNER, PhD McGill University
CHRISTOPHER WILDS, PhD McGill University

Assistant Professors
JUNG KWON (JOHN) OH, PhD University of Toronto
DAJANA VUCKOVIC, PhD University of Waterloo

Senior Lecturers
SÉBASTIEN ROBIDOUX, PhD McGill University
CERRIE ROGERS, PhD University of British Columbia

For the complete list of faculty members, please consult the Department website.

Location

Loyola Campus
Richard J. Renaud Science Complex, Room: SP 201.01
514-848-2424, ext. 3366

Department Objectives

Chemistry is the science that examines the structure of substances and the reactions to produce novel and useful products. Biochemistry is that part of chemistry which deals with chemical changes occurring in biologically relevant systems; i.e. changes taking place in living cells that are responsible for life processes.

The mission of the Department is fourfold: (i) excellence in teaching and research in the fields of chemistry and biochemistry; (ii) develop and maintain strong undergraduate and graduate teaching programs; (iii) develop and maintain state-of-the-art quality research; and (iv) meet the high standards of the scientific and industrial communities. Our programs have strength in both the applied and the theoretical fields.
Programs

Students are responsible for satisfying their particular degree requirements. The Department helps students to ensure that they adhere to the academic code of conduct while taking the Department’s courses. Attendance at a 45-minute seminar on academic integrity is required of all students registered in any department course. The seminar is offered several times near the beginning of each term.

The Ordre des chimistes du Québec (OCQ) has fully accredited the curricula of i) Honours in Chemistry; ii) Honours in Biochemistry; iii) Specialization in Biochemistry; iv) Specialization in Chemistry. Upon satisfactory completion of any of the above-mentioned programs, a graduate is eligible for membership in the OCQ. A working knowledge of French is required.

Students should note that CHEM 450 has a performance prerequisite and is essential for honours programs. CHEM 419 has a performance prerequisite for the specialization programs. Students who cannot meet these prerequisites will not be able to complete the programs but may complete a major. For more details, students should consult with the Department.

Courses that consist of both laboratories and lectures require that a satisfactory performance be obtained in each of the components for successful completion of the course.

The superscript indicates credit value.

45 Core Component for Chemistry
   CHEM 217, 218, 221, 222, 234, 235, 241, 242, 271, 312, 324, 325, 333, 341, 393
   *For Cegep equivalents these courses must be replaced with an equivalent number of other Organic Chemistry credits.

45 Core Component for Biochemistry
   BIOL 261, 266, 364, 368; CHEM 217, 218, 221, 222, 234, 235, 241, 217, 324, 375, 393
   *For students entering with the Cegep equivalents, these credits must be replaced with an equivalent number of other Organic Chemistry credits (for students in the specialization or honours) or with an equivalent number of credits in Chemistry or related disciplines, as approved by the departmental advisor (for students in the major).

60 BSc Honours in Chemistry
   45 Core component for Chemistry
   3 CHEM 495
   6 CHEM 450
   6 Additional credits at the 400 level in Chemistry
   NOTE: Students seeking admission to the honours program may apply either for direct entry on the University application form or, once in the program, to the departmental honours advisor normally following the completion of 30 credits. Students must meet the University regulations concerning the honours degree. Honours students in second year and beyond are encouraged to attend departmental seminars.

72 BSc Honours in Biochemistry
   45 Core component for Biochemistry
   3 CHEM 477 or BIOL 466
   18 CHEM 312, 325, 335, 450; BIOL 367
   6 Credits of 400-level courses in the Biochemistry area (CHEM 470, 471, 472, 475, 478, 481, and when appropriate, CHEM 498); three credits may be replaced by a 400-level course in Chemistry or a 400-level course in Cell and Molecular Biology (BIOL 443, 461, 462, 463, 467, 468, 470, 472, and when appropriate, BIOL 498).
   NOTE: Students seeking admission to the honours program may apply either for direct entry on the University application form or, once in the program, to the departmental honours advisor normally following the completion of 30 credits. Students must meet the University regulations concerning the honours degree. Honours students in second year and beyond are encouraged to attend departmental seminars.

60 BSc Specialization in Chemistry
   45 Core component for Chemistry
   3 CHEM 495
   6 CHEM 419 or, with departmental permission, CHEM 450
   6 Additional credits at the 400 level in Chemistry
   NOTE: Students in the specialization program must maintain a GPA of 2.00 or better in the core program, to be evaluated annually.

69 BSc Specialization in Biochemistry
   45 Core component for Biochemistry
   18 CHEM 312, 325, 335, 477; BIOL 367, 466
   6 Credits of 400-level courses in the Biochemistry area (CHEM 470, 471, 472, 475, 478, 481, and when appropriate, CHEM 498); three credits may be replaced by a 400-level course in Chemistry or by a 400-level course in Cell and Molecular Biology (443, 461, 462, 463, 467, 468, 470, 472, and when appropriate, BIOL 498).
   NOTE: CHEM 477 or BIOL 466 plus a non-biochemistry program elective can be replaced by CHEM 419 or 450.
   NOTE: Students in the specialization program must maintain a GPA of 2.00 or better in the core program, to be evaluated annually.
CHEMISTRY
AND BIOCHEMISTRY
2014‑15 Concordia University Undergraduate Calendar

45 BSc Major in Chemistry
Core component for Chemistry. Substitution of courses from within the Core program by other courses in Chemistry or related disciplines (Mathematics, Physics, Biology, Geology) up to a maximum of nine credits, will be accepted, if previously approved by a departmental program advisor. It is expected that such substitutions will be in accord with the overall program of study being followed by the student.

45 BSc Major in Biochemistry
Core component for Biochemistry

24 Minor in Chemistry
Chosen from the Department’s offerings, with due regard to prerequisites, such that the courses chosen form a coherent pattern which complements the student’s other areas of study. The course pattern chosen must have been previously approved by a departmental program advisor.

Chemistry and Biochemistry Co-operative Program

Director
MARCUS LAWRENCE, Professor

The Chemistry and Biochemistry co-operative program is offered to students who are enrolled in the BSc Honours or Specialization in Chemistry and Biochemistry. Students interested in applying for the Chemistry and Biochemistry co-op should refer to §4 where a full description of the admission requirements is provided. Academic content is identical to that of the regular program, but six study terms are interspersed with four work terms. Students are supervised personally and must meet the requirements specified by the Faculty of Arts and Science and the Institute for Co-operative Education, in order to continue their studies in the co-op format. Liaison between the student, the employers and the Institute for Co-operative Education is provided by the Chemistry and Biochemistry co-op committee, which includes the student’s advisors. Please refer to §24 for the schedule of study and work terms and the full description of admission requirements.

Courses

A student may be exempted from one or more of the introductory courses, on the basis of work done at the Cegep level. Where exemptions are given, replacement courses must be chosen with the approval of a department advisor. In the case of certain programs approved by the Ordre des chimistes du Québec, the courses must be replaced with an equivalent number of credits in the same subdiscipline as the exemptions.

Students who have successfully completed the Cegep equivalent for CHEM 205, 206, 221 and/or 222 should verify on their Concordia student record that they have received an exemption. Similarly, students who have successfully completed the equivalent course(s) at another university should verify on their Concordia student record that they have received credit or exemption as appropriate for this course. If not, they should see the departmental advisor.

Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.

CHEM 205 General Chemistry I (3 credits)
Stoichiometry, states of matter, atomic structure, electron structure of atoms, the periodic table, periodic properties, bonding, solids. Lectures and laboratory.
NOTE: This course presumes a good grounding in secondary‑school mathematics. Students lacking such grounding or non-science students seeking only an awareness of chemistry are advised to enrol in CHEM 208.
NOTE: Students in programs leading to the BSc degree may not take this course for credit to be applied to their program of concentration.

CHEM 206 General Chemistry II (3 credits)
Prerequisite: CHEM 205. Thermochemistry, solutions and their properties, equilibrium, ionic equilibrium, pH, buffers, kinetics, reaction mechanisms, other selected topics related to biochemistry, biology, and engineering. Lectures and laboratory.
NOTE: Students in programs leading to the BSc degree may not take this course for credit to be applied to their program of concentration.

CHEM 208 Chemistry in Our Lives (3 credits)
This course is designed as an introduction to chemistry for non-science students. It concentrates on establishing the chemical concepts and vocabulary necessary to understand the many roles chemistry plays in people’s daily lives. Issues to be presented will range from design and testing of drugs to protection of the ozone layer. The chemical phenomena, methodology, and theory will be presented as needed to understand the various issues covered in the course. Lectures only.
NOTE: This course is not a prerequisite for any Chemistry course. This course may not be taken for credit by science students.
NOTE: Students who have received credit for CHEZ 208 may not take this course for credit.
CHEM 209 Discovering Biotechnology (3 credits)
The course begins with an exploration of the roles of genes and proteins in life processes. It then proceeds to an examination of the basic scientific principles behind manipulation of biological molecules to produce desired changes. Students are introduced to the specific applications of the technology to medicine, agriculture, and the environment. Economic and ethical issues raised by biotechnology are also examined.
NOTE: This course is intended for non-scientists, and may not be taken for credit by Biochemistry or Biology students.
NOTE: Students who have received credit for CHEZ 209 may not take this course for credit.

CHEM 212 Analytical Chemistry for Biologists (3 credits)
Prerequisite: CHEM 205, 206; PHYS 204, 206, 224, 226; MATH 205; or equivalents for all prerequisite courses. This course introduces the basic concepts of analytical chemistry to students in the biological sciences. Topics include treatment of analytical data; chemical equilibria and titrations; introduction to spectroscopy; separation science; electrochemistry. Lectures and laboratory.
NOTE: This course may not be taken for credit by students registered in a Chemistry or Biochemistry program.

CHEM 217 Introductory Analytical Chemistry I (3 credits)
Prerequisite: CHEM 205, 206; PHYS 204, 206, 224, 226; MATH 203, 205; or equivalents for all prerequisite courses. Precipitation methods and solubility products; activity; chemical equilibria and titration curves of neutralization and complexation systems; treatment of analytical data. Lectures and laboratory.

CHEM 218 Introductory Analytical Chemistry II (3 credits)
Prerequisite: CHEM 217. Chemical equilibria and titration curves of oxidation-reduction, precipitation, and non-aqueous systems; potentiometry and potentiometric titrations; introduction to spectroscopy with emphasis on molecular and atomic absorption spectroscopy, fluorescence spectroscopy. Lectures and laboratory.

CHEM 221 Introductory Organic Chemistry I (3 credits)
Prerequisite: CHEM 205, 206. Basic aspects of orbitals and their role in covalent bonding; delocalization of electrons. Alkanes: structure, nomenclature, isomerism, reactions. Introductory stereochemistry: enantiomers, diastereomers, conformers, Fischer and Newman projections, specification of chirality, E/Z isomerism. Conformations of cyclic compounds. Alkylhalides: Sn1; Sn2; E1; E2 reaction mechanisms. Free-radical reactions, organometallic compounds. Chemistry of alkenes, alkynes, and dienes. Lectures and laboratory.

CHEM 222 Introductory Organic Chemistry II (3 credits)

CHEM 234 Physical Chemistry: Kinetics of Chemical Reactions (3 credits)
Prerequisite: CHEM 205, 206; PHYS 204, 206, 224, 226; MATH 203, 205; or equivalents for all prerequisite courses. The properties of real gases; fugacities; first, second and third laws of thermodynamics; the Phase Rule; one- and two-component systems; real solutions, and partial molal properties. Lectures, problem assignments, and assigned readings.

CHEM 235 Physical Chemistry: Thermodynamics (3 credits)
Prerequisite: CHEM 234. Mathematical treatment of experimental results; theories of reaction rates; unimolecular reactions; the steady-state approximation; factors influencing rates of reactions in solution; acid-base catalysis; catalysis by enzymes and the Michaelis-Menten mechanism; free-radical reactions; photochemical reactions; experimental methods and techniques. Lectures and laboratory.

CHEM 241 Inorganic Chemistry I: Introduction to Periodicity and Valence Theory (3 credits)
Prerequisite: CHEM 205, 206; PHYS 204, 206, 224, 226; MATH 203, 205; or equivalents for all prerequisite courses. The structure of the atom; the periodic table; properties of atoms, covalent binding treatments including Lewis theory, valence shell electron pair repulsion theory of structure, valence bond and molecular orbital theory. Crystal field theory applied to the structure and properties of transition metal complexes. Bonding theories of metallic materials and semi-conductors. Lectures and laboratory.

CHEM 242 Inorganic Chemistry II: The Chemistry of the Main Group Elements (3 credits)
Prerequisite: CHEM 241. A survey of the properties and reactions of: hydrogen; Group 1, lithium to cesium; and Group 2, beryllium to radium; including the theory of ionic bonding and structure. The descriptive chemistry of Group 13, boron to thallium; Group 14, carbon to lead; Group 15, nitrogen to bismuth; Group 16, sulphur to polonium; Group 17, the halogens; and Group 18, the chemistry of the noble gases. Lectures and laboratory.

CHEM 271 Biochemistry I (3 credits)
Prerequisite: CHEM 221. An introduction to the essentials of biochemistry: protein structure, enzymology, carbohydrate metabolism, electron transport, integration and regulation of metabolism. Lectures, tutorials and laboratory.
CHEM 298  Selected Topics in Chemistry (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

CHEM 312  Intermediate Analytical Chemistry (3 credits)
Prerequisite: CHEM 217, CHEM 218. A continuation of CHEM 217 and 218, with emphasis on instrumental methods of analysis. Emission spectroscopy; X-ray spectroscopy; voltammetry and polarography; amperometric titrations; coulometry and coulometric titrations, conductometry; chromatography with particular emphasis on gas chromatography, and high performance liquid chromatography. Laboratory is taken concurrently and provides experience in analytical techniques described in lectures. Lectures and laboratory.

CHEM 324  Organic Chemistry III: Organic Reactions (3 credits)
Prerequisite: CHEM 221, 222, 234; CHEM 235 previously or concurrently. A mechanistic survey of reactions of major synthetic utility. Determination of reaction mechanisms. Importance of reactive intermediates: carbocations, carbanions, radicals, and carbenes. Lectures and laboratory.

CHEM 325  Organic Chemistry IV: Organic Structure and Stereochemistry (3 credits)
Prerequisite: CHEM 221, 222. Organic structure and stereochemistry including the relationship of stereochemistry to physical properties and chemical reactivity. Determination of organic structure and stereochemistry by chemical and spectroscopic means. Introduction to molecular symmetry. Lectures and laboratory.

CHEM 326  Natural Products (3 credits)
Prerequisite: CHEM 222, 235; CHEM 324 previously or concurrently. The structures, mechanisms of action, and biosynthetic origins of biologically important compounds such as fatty acids, polyketides, terpenes, steroids, alkaloids, and beta-lactam antibiotics are discussed. The role of traditional organic chemistry in the development of modern biochemistry and biotechnology is illustrated with examples from medicine and agriculture. Lectures only.

CHEM 327  Organic Chemistry of Polymers (3 credits)
Prerequisite: CHEM 221, 222, 235. Introduction to the fundamental aspects of polymers and polymerization. Methods of preparation, reaction mechanisms and kinetics of polymer synthesis including condensation polymerization; addition polymerization; free radical, anionic, cationic; heterogeneous (Ziegler-Natta) and homogeneous (metallocenes) coordination polymerization. Polymer characteristic uses. Lectures and problem sessions.

CHEM 333  Introduction to Quantum Theory (3 credits)
Prerequisite: CHEM 234, 241. The course introduces students to the concept of quantum mechanics and the electronic structure of atoms and molecules. Topics include the origins and postulates of quantum theory, the Schrödinger equation and applications to simple systems such as the harmonic oscillator, rigid rotor and the hydrogen atom. The course looks at the quantum mechanical treatment of the chemical bond and provides an introduction to spectroscopy. Lectures only.

CHEM 334  Physical Chemistry: Laboratory (3 credits)
Prerequisite: CHEM 234, 235. A series of experiments illustrating modern techniques for the examination of solids, liquids, and gases. Some experiments may include the automated collection and computerized analysis of data. Laboratory only.

CHEM 335  Biophysical Chemistry (3 credits)
Prerequisite: CHEM 222, 234, 235, 271. This course examines the physical basis for the structures of biomolecules (energetics of protein folding), the organization and structures of bio-membranes and biologically relevant systems, and intermolecular interactions (e.g. ligand binding). Both fundamental theory and techniques used to characterize these physical properties are covered. Lectures and laboratory.

CHEM 341  Inorganic Chemistry II: The Transition Metals (3 credits)
Prerequisite: CHEM 217, 218, 241, 242. Theories of bonding in transition metal complexes, including ligand field theory, applied to structure, physical properties, and reactivity of transition metal complexes: organometallic chemistry and catalysis. Metals in biological systems. Lectures and laboratory.

CHEM 375  Biochemistry II (3 credits)
Prerequisite: CHEM 221, 222, 271. A survey of selected pathways in intermediary metabolism, including their regulation and physiological significance, lipid, amino acid and nucleoside metabolism, cholesterol biosynthesis, urea cycle and the biochemistry of protein synthesis. Lectures and laboratory.

CHEM 393  Spectroscopy and Structure of Organic Compounds (3 credits)
Prerequisite: CHEM 221, 222. This course examines the identification of organic compounds using methods based on electronic, vibrational, nuclear magnetic resonance and mass spectroscopies. In each case, there is an introduction to the principles of the spectroscopy and a discussion of how its spectra vary with structure. Particular emphasis is placed upon the UV-visible spectra of conjugated molecules; the identification of functional groups by IR spectroscopy; the use of NMR spectroscopy, including 2D methods, for the determination of stereochemistry; and the use of mass spectrometry for ascertaining molecular constitution. The use of computer simulation and information retrieval for structure determination is introduced. Lectures and laboratory.
CHEM 398  Selected Topics in Chemistry (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

CHEM 415  Analytical Separations (3 credits)
Prerequisite: CHEM 218, 312. High performance liquid separations on an analytical (non-preparative) scale are surveyed. Fundamental separation mechanisms and application of the techniques are discussed. Emphasis is placed on separations of biologically relevant analytes which include peptides, proteins and nucleic acids. Lectures only.
NOTE: Students who have received credit for this topic under a CHEM 498 number may not take this course for credit.

CHEM 419  Independent Study and Practicum (6 credits)
Prerequisite: Must have completed the 45-credit Core program, or equivalent, with a GPA of 2.00 (C) or better in Core program courses. In collaboration with and under the direction of a member of Faculty, the student carries out independent study and practical work on a problem chosen from the student’s area of concentration. The student presents his or her work to the Department in the form of a scientific poster and submits a written report to the supervisor.
NOTE: During the academic session before the one in which this project is to be undertaken, the student must have obtained the consent of the Department, by consultation with the CHEM 419 coordinator, and must have also been accepted by a faculty supervisor. Independent study and practical work.

CHEM 421  Physical Organic Chemistry (3 credits)
Prerequisite: CHEM 222, 235; CHEM 324 or 325. Determination of organic reaction mechanisms using kinetics, activation parameters, acid-base catalysis, Bronsted catalysis law, solvent effects, medium effects, isotope effects, substituent effects, and linear free energy relationships. Lectures only.

CHEM 424  Organic Synthesis (3 credits)
Prerequisite: CHEM 222, 235, 324. This course is concerned with synthetic strategy and design. It provides an introduction to advanced synthetic methods and reagents, involving heteroatoms such as sulphur, phosphorus, tin and selenium, as well as an overview of the uses of protecting groups in organic chemistry. The concept of retrosynthesis and a few asymmetric reactions are discussed using syntheses of natural products from the literature as examples.

CHEM 425  Nucleic Acid Chemistry (3 credits)
Prerequisite: CHEM 221, 222, 271. This course introduces students to various topics in nucleic acid chemistry. The topics include nomenclature, structure and function of RNA and DNA; techniques and methods to investigate nucleic acid structure; DNA damage and repair; interaction of small molecules and proteins with nucleic acid; oligonucleotide-based therapeutics (antisense, antigen, RNA); synthesis of purines, pyrimidines and nucleosides; and solid-phase oligonucleotide synthesis. Lectures only.
NOTE: Students who have received credit for this topic under a CHEM 498 number may not take this course for credit.

CHEM 426  Reactive Intermediates (3 credits)
Prerequisite: CHEM 324, 325. This course offers an introduction to reactive intermediates with an emphasis on structure and stability as found in modern (physical) organic chemistry. While the focus is on radicals and carbenes, carbocations are discussed near the end of the term. The material covered is relevant to chemistry and biochemistry. Lectures only.
NOTE: Students who have received credit for this topic under a CHEM 498 number may not take this course for credit.

CHEM 427  Supramolecular Chemistry (3 credits)
Prerequisite: CHEM 324 or 325; CHEM 335; or permission of the Department. Supramolecular chemistry is the chemistry of the intermolecular bond, i.e. “chemistry beyond the molecule.” This course reviews some fundamental aspects of synthetic and biological supramolecular chemistry and nanotechnology. Topics covered may include supramolecular forces, ion binding and ion channels, molecular recognition, self-assembly (meso-scale and molecular-scale), organometallic supramolecular chemistry, dynamic combinatorial chemistry (DCC), and foldamers. Lectures only.
NOTE: Students who have received credit for this topic under a CHEM 498 number may not take this course for credit.

CHEM 431  Computational Chemistry for Chemists and Biochemists (3 credits)
Prerequisite: CHEM 234, 241, 333 or permission of the Department. This course presents the concepts, tools, and techniques of modern computational chemistry, and provides a very broad overview of the various fields of application across chemistry and biochemistry. The course is divided into two parts: 1) Molecular structure, which covers molecular mechanics and elementary electronic structure theory of atoms and molecules; and 2) Chemical reactivity, which covers applications of quantum chemistry and molecular dynamics techniques to studies of chemical reactions. The applications discussed include organic molecules and their reactions, peptides and proteins, drug design, DNA, polymers, inorganics, and materials. The course includes a practical component where students acquire hands-on experience with commonly used computational chemistry computer software. Lectures and laboratory.
NOTE: Students who have received credit for this topic under a CHEM 498 number may not take this course for credit.

CHEM 435  Interfacial Phenomena (3 credits)
Prerequisite: CHEM 234, 235. This course examines the physical chemistry of interfaces including surface and interfacial tensions, the absorption of surface active substances/surface excess properties, and surfactant self-assembly. Topics covered may include Gibbs and Langmuir monolayers, micelle formation, emulsions, foams, surfactant liquid crystals, layer-by-layer
polymer self-assembly, and biological membranes. Techniques for characterization and applications (biological and industrial) of these systems are addressed. Lectures only.

**NOTE:** Students who have received credit for this topic under a CHEM 498 number may not take this course for credit.

CHEM 436  **Molecular Modelling of Proteins** (3 credits)
Prerequisite: CHEM 234, 271. This course offers a hands-on introduction to the computer tools used to predict the structure of a protein from its amino acid sequence, and to gain insight into its function. Students learn modelling techniques such as sequence alignment, homology modelling, computer visualization, molecular dynamics, and molecular docking. Computer laboratory with pre-lab lectures.

**NOTE:** Students who have received credit for this topic under a CHEM 498 number may not take this course for credit.

CHEM 443  **Organometallic Chemistry** (3 credits)
Prerequisite: CHEM 324, 341, or equivalent. This course covers the structure and properties of organometallic compounds, their main reactions and their application in catalysis and organic chemistry. Lectures only.

**NOTE:** Students who have received credit for this topic under a CHEM 498 number may not take this course for credit.

CHEM 445  **Industrial Catalysis** (3 credits)
Prerequisite: CHEM 234, 235. Basic and recent concepts in catalysis are described with particular emphasis on heterogeneous catalysis. The technical, economic and environmental aspects of industrial catalysis are covered. The processes to be studied are chosen from the petroleum industry, the natural gas and coal processing industry, and the production of thermoplastics and synthetic fibres. The course ends with a rapid survey of problems associated with the treatment of industrial pollutants and with catalytic converters. Lectures only.

**NOTE:** Students who have received credit for this topic under a CHEM 498 number may not take this course for credit.

CHEM 450  **Research Project and Thesis** (6 credits)
Prerequisite: 60 credits including the 45-credit Core program, or equivalent and enrolment in Honours in Chemistry; or Biochemistry, with a program GPA of 3.3 or better; or written permission of the Department. The student works on a research project in the student’s area of concentration, selected in consultation with and conducted under the supervision of a faculty member of the Department. The student writes a thesis on the results and defends it before a departmental committee.

**NOTE:** During the academic session before the one in which this project is to be undertaken, the student must have obtained the consent of the Department, by consultation with the CHEM 450 coordinator, and must have also been accepted by a faculty supervisor.

CHEM 451  **Nanochemistry** (3 credits)
Prerequisite: CHEM 217, 218, 221, 222, 234, 235, 241. This modular course covers the areas of production, characterization and applications of nanoscale structures and materials. Each module is taught by a different professor as well as guest lecturers. Topics may include (but are not limited to) size dependent properties, synthesis of organic and inorganic nanostructures, self-assembled structures, chemical patterning and functional nanopatterns, biomaterials. Nanometer scale fabrication techniques such as lithographic methods, nano-stamping and patterned self-assembly are discussed. Modern analysis techniques such as atomic force microscopy and electron microscopy, which are used to map and measure at the single molecule level, are introduced. Applications such as photonics, optical properties, biodetection and biosensors, micro- and nano-fluidics, nanoelectronics and nanomachines are presented. The course includes a term project carried out using the nanoscience facilities held in the Department research labs.

**NOTE:** Students who have received credit for this topic under a CHEM 498 number may not take this course for credit.

CHEM 458  **Aquatic Biogeochemistry** (3 credits)
Prerequisite: CHEM 217, 218, 312. The major aim of this course is to present a quantitative treatment of the variables that determine the composition of natural waters. Chemical equilibrium is the central theme of the course, but consideration is also given to kinetics, steady-state and dynamic models. Related themes include global chemical cycles, air and water pollution, as well as current research topics in water chemistry and chemical oceanography. Lectures only.

**NOTE:** Students who have received credit for CHEM 418 or for this topic under a CHEM 498 number may not take this course for credit.

CHEM 470  **Environmental Biochemistry** (3 credits)
Prerequisite: CHEM 271, 375; BIOL 367; or permission of the Department. This course examines the biochemical effects of environmental stresses on organisms, and adaptations that allow organisms to face these stresses. Emphasis is placed on biochemical responses to toxic compounds such as aromatics, halogenated aliphatics, drugs, and heavy metals. Other topics may include adaptations to stresses such as temperature extremes, pathogens, and ionizing radiation. Applications to related biotechnological processes are also considered.

**NOTE:** Students who have received credit for this topic under a CHEM 498 number may not take this course for credit.

CHEM 471  **Enzyme Kinetics and Mechanism** (3 credits)
Prerequisite: CHEM 271, 375. Steady-state kinetics, including the use of initial velocity studies and product inhibition to establish a kinetic mechanism; nonsteady-state kinetics, isoence effects, energy of activation, detailed mechanisms of selected enzymes. Lectures only.
CHEM 472 **Chemical Toxicology** (3 credits)
Prerequisite: CHEM 222, 271. Introduction to the general principles of toxicology with emphasis on the toxic effects of chemicals in humans. Dose-response relationship, types and routes of exposure, absorption and disposition of toxic substances, toxicokinetics, types of toxic response, and factors affecting toxic response. Toxicity testing, risk assessment, and interpretation of toxicological data. Lectures only.

CHEM 473 **Neurochemistry** (3 credits)
Prerequisite: BIOL 364; CHEM 271. Students examine the bioelectrical properties of neurons and how they may undergo marked changes — changes that are necessary for the cells to carry out their functions; neuromodulation, which is the ability of neurons to alter their electrical properties in response to intracellular biochemical changes caused by neurotransmitters or hormones; two changes in animal behaviour that arise from neuromodulation and synaptic plasticity — learning and memory; and drug addiction. The material covered includes cellular neurobiology, structure and function of various families of membrane receptor and ion channel proteins, communication between neurons and signalling in the brain. Lectures only.
*NOTE:* Students who have received credit for this topic under a CHEM 498 number may not take this course for credit.

CHEM 475 **Protein Engineering and Design** (3 credits)
Prerequisite: CHEM 7, 75. This course examines the principles behind protein design, how techniques of protein engineering are used, and the methods used to assess protein properties. Examples include studies of protein stability, structure-function relationships, and applications to drug design. Lectures only.

CHEM 476 **Structure and Function of Biomembranes** (3 credits)
Prerequisite: BIOL 266; CHEM 375. This course discusses what is known about how the membranes of biological organisms are assembled and the roles that these membranes play in a number of important processes. Emphasis is placed on the transport of proteins to and through biomembranes and the roles that membranes play in metabolite and ion transport. Where applicable, the significance of these processes is illustrated by examining the roles of membranes in health and disease. Lectures only.
*NOTE:* Students who have received credit for this topic under a CHEM 498 number may not take this course for credit.

CHEM 477 **Advanced Laboratory in Biochemistry** (3 credits)
Prerequisite: CHEM 271, 375. Theory and practice of techniques in enzymology and protein chemistry, including steady-state and stopped-flow enzyme kinetics, ligand binding, immunological techniques, proteomics, computer modelling, and chemical modification of proteins. Tutorials and laboratory.

CHEM 478 **Hormone Biochemistry** (3 credits)
Prerequisite: CHEM 271, 375. This course deals with an in-depth study of the vertebrate hormones and involves a study of the precise chemical structure and properties of each hormone, its biosynthesis and mode of secretion from the cell. The circulating form of the hormone is examined, as well as the nature of the hormone receptor. The cellular mechanism of action and the relationship of the hormone's action to the intact animal are investigated. Lectures only.

CHEM 481 **Bioinorganic Chemistry** (3 credits)
Prerequisite: CHEM 271, 241. Role of metals in biochemical systems. Essential trace elements, zinc enzymes, oxygen transport and storage, metalloproteins and biological electron transfer, structure-function relationships in heme enzymes, nitrogen fixation; model compounds for metallo-proteins and metalloenzymes. Lectures only.

CHEM 493 **Magnetic Resonance Spectroscopy** (3 credits)
Prerequisite: CHEM 222, 393. This course is designed to provide the background in magnetic resonance theory necessary to understand modern high-resolution NMR experiments and instrumentation. The basic theory in the introductory section also applies to electron spin resonance (ESR). Relaxation and through-bond and through-space interactions, and experiments to investigate them are considered. Spin manipulations and behaviour in multiple-pulse, Fourier transform NMR techniques used for common spectral editing and two-dimensional experiments are discussed. Lectures only.

CHEM 494 **Mass Spectrometry** (3 credits)
Prerequisite: CHEM 218, 222, 271. Production and interpretation of mass spectra. Topics include ionization methods (electron impact, chemical ionization and fast-atom bombardment); interpretation of mass spectra; introduction to quantitative analysis by mass spectrometry. Lectures only.

CHEM 495 **Modern Spectroscopy** (3 credits)
Prerequisite: CHEM 234, 241, 333. This course demonstrates how quantum theory applies to the measurement of absorption and emission spectra of atoms and molecules. The course examines rotational, vibrational, and electronic spectroscopy. Photoelectron and related spectroscopies. Lasers and laser spectroscopy. Lectures only.

CHEM 498 **Advanced Topics in Chemistry** (3 credits)

CHEM 499 **Advanced Topics in Chemistry** (6 credits)

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
CLASSICS, MODERN LANGUAGES AND LINGUISTICS

Faculty

Chair
MARK HALE, PhD Harvard University; Professor (Linguistics)

Professors
BRADLEY J. NELSON, PhD University of Minnesota (Spanish)
CHARLES REISS, PhD Harvard University (Linguistics)
LADY ROJAS-BENAVENTE, PhD Université Laval (Spanish)
LIONEL J. SANDERS, PhD McMaster University (Classics)
ANNETTE TEFFETELLER, PhD McGill University (Linguistics)
CATHERINE VALLEJO, PhD Université de Montréal (Spanish)

Associate Professors
M. CATHERINE BOLTON, PhD McMaster University (Classics)
DARIO BRANCATO, PhD University of Toronto (Italian)
ANTHONY COSTANZO, MA University of Washington (Italian)
JANE E. FRANCIS, PhD Bryn Mawr College (Classics)
JOSE ANTONIO GIMÈNEZ-MICÒ, PhD Université de Montréal (Spanish)
DANIELA ISAC, PhD University of Bucharest (Linguistics)
MADELYN J. KISSOCK, PhD Harvard University (Linguistics)
M. GORETTI RAMÍREZ, PhD Brown University (Spanish)
FILIPPO SALVATORE, PhD Harvard University (Italian)
ROBERTO VIÈRECK SALINAS, PhD Universidad Complutense de Madrid (Spanish)
BRUNO VILLATA, PhD Université Laval (Italian)

Assistant Professors
ALAN C. BALE, PhD McGill University (Linguistics)
MIRIAM DÍAZ, PhD University of Arizona (Spanish)

Senior Lecturers
LIAN DUAN, PhD Hunan Normal University (Chinese)
LUIS OCHOA, MA McGill University, MA Universidad de Salamanca (Spanish)

Lecturers
ELENA BENELLI, PhD Université de Montréal (Italian)
RASHA EL HAWARI, PhD Alexandria University (Arabic)

For the complete list of faculty members, please consult the Department website.

Location

Sir George Williams Campus
Hall Building, Room: H 663
514-848-2424, ext. 2310

Department Objectives

Classics programs have two related aims: first, to provide a solid background to the cultures of ancient Greece and Rome through written documents, including historical and literary sources, and archaeological evidence; and second, to train students to read and interpret texts in ancient Greek and Latin.

The Modern Language programs provide a stimulating intellectual milieu for learning and strengthening skills in critical thinking, language proficiency, intercultural understanding, literary studies and contemporary approaches to modern languages and cultures, particularly Spanish, Italian, German, Modern Arabic, and Modern Chinese.

Linguistics is the scientific study of the human language faculty. Teaching and research in the Linguistics programs focus on two areas: linguistics as a branch of cognitive science, encompassing fields such as syntax, phonology and language acquisition; and the nature of language change, with particular emphasis on the Indo-European language family.
Programs

The Department of Classics, Modern Languages and Linguistics offers undergraduate programs leading to the BA degree in Classics, Italian, Spanish, and Linguistics. In addition, it offers Minor and Certificate programs in German, Modern Arabic Language and Culture, and Modern Chinese Language and Culture.

Students are responsible for satisfying their particular degree requirements.

The superscript indicates credit value.

Students seeking admission to the honours program may apply either for direct entry on the University application form or, once in the program, to the departmental honours advisor normally following the completion of 30 credits.

All these programs can normally be completed within the regular three-year university sessions.

Classics

60 BA Honours in Classics
36 Honours Core consisting of:
  9 Chosen from CLAS 211, 212, 320, 330
  6 CLAS 280 or 290
  6 CLAS 383 and 384, or 391 and 392
  3 Chosen from CLAS 230, 240, 242, 341, 343
  3 CLAS 261 or 262
  3 Chosen from CLAS 221, 222, 263, 266, 267, 353, 364, 365, 369
  6 CLAS 450, 451

Concentration in Classical Languages and Literature
36 Honours Core (see above)
  6 CLAS 280 or 290
  6 CLAS 383 and 384, or 391 and 392
  6 CLAS 410 and 411, or 420 and 421
  6 Linguistics courses chosen in consultation with the Department

Concentration in Classical Civilization
36 Honours Core (see above)
  9 Chosen from CLAS 230, 240, 242, 341, 343
  6 Chosen from CLAS 263, 266, 364, 365, 369, 370
  3 Chosen from CLAS 221, 222, 261, 262, 353
  6 Credits in either Classics or another subject chosen in consultation with the Department

42 BA Major in Classics
18 Major Core consisting of:
  9 Chosen from CLAS 211, 212, 320, 330
  3 Chosen from CLAS 221, 222, 230, 240, 242, 341, 343
  3 CLAS 261 or 262
  3 Chosen from CLAS 263, 266, 267, 353, 364, 365, 369

Concentration in Classical Languages and Literature
18 Major Core (see above)
  6 CLAS 280 or 290
  6 CLAS 383 and 384, or 391 and 392
  6 CLAS 410 and 411, or 420 and 421
  6 CLAS 280 or 290, or other Linguistics courses chosen in consultation with the Department

Concentration in Classical Civilization
18 Major Core (see above)
  9 Chosen from CLAS 221, 222, 230, 240, 242, 341, 343
  6 Chosen from CLAS 263, 266, 267, 364, 365, 369, 370
  3 Chosen from CLAS 261, 262, 353
  6 Credits in either Classics or another subject chosen in consultation with the Department

24 Minor in Classical Languages and Literature
12 CLAS 211, 212, 320, 330
12 Chosen from CLAS 280, 290, 383, 384, 391, 392

24 Minor in Classical Civilization
  6 Chosen from CLAS 211, 212, 320, 330
  6 Chosen from CLAS 230, 240, 242, 341, 343
12 Chosen from CLAS 221, 222, 261, 262, 263, 266, 267, 280, 290, 353
24 Minor in Classical Archaeology
3 CLAS 266i
6 Chosen from CLAS 230i, 240i, 242i, 341i, 343i
9 Chosen from CLAS 263i, 267i, 364i, 365i, 369i, 370i
6 Credits in either Classics or another subject chosen in consultation with the Department

Arabic (Modern Standard)
30 Minor in Modern Arabic Language and Culture
18 MARA 205i, 206i, 240i
3 MARA 365i
9 Chosen from MARA 301i, 308i, 310i, 398i; FLIT 362i; HIST 242i; POLI 391i, 395i; RELI 224i, 316i, 318i, 319i

30 Certificate in Modern Arabic Language and Culture
18 MARA 205i, 206i, 240i
3 MARA 365i
9 Chosen from MARA 301i, 308i, 310i, 398i; FLIT 362i; HIST 242i; POLI 391i, 395i; RELI 224i, 316i, 318i, 319i

Chinese (Modern)
30 Minor in Modern Chinese Language and Culture
21 MCHI 205i, 206i, 240i
9 Chosen from MCHI 250i, 306i, 308i, 310i, 311i, 365i, 366i, 398i, 399i; HIST 262i, 367i; POLI 335i; RELI 360i

30 Certificate in Modern Chinese Language and Culture
21 MCHI 205i, 206i, 240i
9 Chosen from MCHI 250i, 306i, 308i, 310i, 311i, 365i, 366i, 398i, 399i; HIST 262i, 367i; POLI 335i; RELI 360i

German
60 BA Honours in German*
12 GERM 240i, or 241i and 242i; 256i, 257i
24 GERM 271i, 301i, 302i, 306i, 307i, 308i, 365i, 366i
21 Credits chosen from 400-level courses in German, of which at least six credits must be from GERM 405i, 406i, 461i, 462i
3 GERM 490i
NOTE: Upon consultation with the Department, advanced students may not be required to take any courses at the 200 level.

42 BA Major in German*
12 GERM 240i, or 241i and 242i; 256i, 257i
15 Credits chosen from GERM 271i, 301i, 302i, 306i, 307i, 308i, 365i, 366i
15 Credits chosen from 400-level courses in German, of which at least six credits must be from GERM 405i, 406i, 461i, 462i
NOTE: Upon consultation with the Department, advanced students may not be required to take any courses at the 200 level.

30 Minor in German
3 GERM 230i or 231i
18 Credits chosen from GERM 200i, or 201i and 202i; 240i, or 241i and 242i; 270i; 301i; 308i; 310i or 311i; 361i or 362i; 398i
9 Credits chosen from GERM 302i; 306i; 307i; 308i; 310i or 311i; 361i or 362i; 398i; 410i; 420i; 498i; of which at least three credits must be at the 400 level
NOTE: Upon consultation with the Department, advanced students may not be required to take any courses at the 200 level.

Italian
60 BA Honours in Italian
6 ITAL 240i, or ITAL 241i and 242i
12 Credits chosen from ITAL 301i, 302i, 310i, 311i, 365i, 366i
39 Credits in an approved sequence chosen from courses higher than ITAL 302
3 ITAL 490i
NOTE: Upon consultation with the Department, advanced students may not be required to take any courses at the 200 level.

42 BA Major in Italian
6 ITAL 240i, or ITAL 241i and 242i
12 Credits chosen from ITAL 301i, 302i, 310i, 311i, 365i, 366i
24 Credits in an approved sequence chosen from courses higher than ITAL 302
NOTE: Upon consultation with the Department, advanced students may not be required to take any courses at the 200 level.

30 Minor in Italian
30 Credits in Italian
NOTE: Upon consultation with the Department, advanced students may not be required to take any courses at the 200 level.
Spanish

### BA Honours in Spanish (Literature and Society)
- **60** credits
- **SPAN 240** (or **241** and **242**), **301**, **302**, **303**
- **15** credits chosen from **SPAN 310**, **311**, **320**, **321**, **362**, **363**, **365**
- **12** credits chosen from **SPAN 406** to **472**, excluding **SPAN 464** and **465**
- **6** credits chosen from courses higher than **SPAN 306**, excluding **SPAN 464**, **465**, and **474**
- **6** elective credits at the **400** level, excluding **SPAN 464**, **465**, and **474**
- **6** **SPAN 490**, **491**

**NOTE:** Upon consultation with the Department, advanced students may not be required to take any courses at the **200** level.

### BA Specialization in Spanish (Expression and Culture)
- **60** credits
- **SPAN 240** (or **241** and **242**), **301**, **302**, **303**
- **15** credits chosen from **SPAN 310**, **311**, **320**, **321**, **362**, **363**, **365**
- **9** credits chosen from Group B (**SPAN 466** to **474**)
- **6** elective credits at the **400** level
- **3** **SPAN 495**

**NOTE:** Upon consultation with the Department, advanced students may not be required to take any courses at the **200** level.

### BA Major in Spanish
- **42** credits
  - **Option A: Literature and Society**
    - **15** credits
      - **SPAN 240** (or **241** and **242**), **301**, **302**, **303**
      - **9** credits chosen from **SPAN 310**, **311**, **320**, **321**
      - **6** credits chosen from **SPAN 362**, **363**, **365**
      - **9** credits chosen from **SPAN 406** to **472**, excluding **464** and **465**
      - **3** elective credits at the **400** level excluding **SPAN 464**, **465**, and **474**
  - **Option B: Expression and Culture**
    - **15** credits
      - **SPAN 240** (or **241** and **242**), **301**, **302**, **303**
      - **6** credits chosen from **SPAN 310**, **311**, **320**, **321**
      - **9** credits chosen from **SPAN 306**, **307**, **362**, **363**, **365**
      - **9** credits chosen from Group B (**SPAN 446** to **474**)
      - **3** elective credits at the **400** level

**NOTE:** Upon consultation with the Department, advanced students may not be required to take any courses at the **200** level.

### Minor in Spanish
- **30** credits
  - **18** credits chosen from all other courses above **SPAN 301**, of which three credits must be at the **400** level

**NOTE:** Upon consultation with the Department, advanced students may not be required to take any courses at the **200** level.

### Minor in Spanish Translation
- **33** credits
  - **18** credits
  - **3** credits chosen from **SPAN 362**, **363**, **365**

**NOTE:** Upon consultation with the Department, advanced students may not be required to take any courses at the **200** level.

### Linguistics

#### Core Program
- **21** credits

### BA Honours in Linguistics
- **60** credits
  - **21** credits
    - **LING 421**, **425**, **475**
    - **9** credits chosen from **LING 415**, **429**, **436**, **437**, **473**
    - **3** credits chosen from **LING 330**, **446**, **447**, **456**, **457**, **461**
    - **12** additional **LING** credits (in consultation with the Department, related courses in other disciplines may be counted as satisfying this part of the requirement)
    - **3** **LING 490**

### BA Major in Linguistics
- **42** credits
  - **21** credits
    - **LING 320**, **353**, **380**
    - **6** credits chosen from **LING 415**, **421**, **425**, **429**, **473**, **475**
6 Credits chosen from LING 3301, 4361, 4371, 4461, 4471, 4561, 4571, 4611
6 Additional LING credits (in consultation with the Department, related courses in other disciplines may be counted as satisfying this part of the requirement)

24 Minor in Linguistics
6 LING 2001, LING 2221
18 Credits in Linguistics

Courses

Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.

PROGRAM COURSES:

Classics

CLAS 211 Greek Literature (3 credits)
An introduction to the literature of ancient Greece, this course focuses on Homer and the epic cycle, the Homeric hymns, Hesiod and lyric poetry, tragedy and comedy. The texts are read in English translation.

CLAS 212 Roman Literature (3 credits)
An introduction to the major authors of the Roman world, this course focuses on Catullus, Virgil, Horace, Ovid and Lucretius; works of the dramatists, orators and satirists may also be included. The texts are read in English translation.

CLAS 221 Life and Times in Ancient Greece (3 credits)
This course explores the lifestyles, customs, and daily practices of the people of Ancient Greece through archaeological, historical, and literary sources.

NOTE: Students who have received credit for this topic under a CLAS 298 number may not take this course for credit.

CLAS 222 Life and Times in Ancient Rome (3 credits)
This course explores the lifestyles, customs, and daily practices of the people of Ancient Rome through archaeological, historical, and literary sources.

NOTE: Students who have received credit for this topic under a CLAS 298 number may not take this course for credit.

CLAS 230 (also listed as HIST 219)
Ancient Near East (3 credits)
A political, social, economic, and intellectual history of the ancient Near East, this course surveys the period from the origins of civilization in the middle of the fourth millennium to Alexander the Great’s conquest of the Persian Empire in the latter part of the fourth century BC.

NOTE: Students who have received credit for HIST 219 may not take this course for credit.

CLAS 240 (also listed as HIST 223)
Greek History from the Bronze Age to Alexander (3 credits)
This course offers a political, social, economic, and cultural history of Greece from the Minoan-Mycenaean period in the second millennium to the end of Classical Greek civilization in the fourth century BC, with special emphasis placed upon Athens.

NOTE: Students who have received credit for HIST 223 may not take this course for credit.

CLAS 242 (also listed as HIST 225)
History of the Roman Republic (3 credits)
This course offers a political, social, economic, and cultural history of Rome from the city’s origins to the establishment of the Roman Empire under the Emperor Augustus.

NOTE: Students who have received credit for HIST 225 may not take this course for credit.

CLAS 261 Greek Mythology (3 credits)
A survey of the myths of ancient Greece and their characters — deities, heroes, mortals and monsters, this course examines the significance of the myths within their own time and their relevance for the modern world. Both literary and visual sources are used.

CLAS 262 Mythology of the Ancient Mediterranean (3 credits)
An examination of the common mythological themes of the ancient Mediterranean, this course focuses on the events, the characters, and the significance of recurrent elements as found in the myths of Mesopotamia, Egypt, Greece, and Rome.

CLAS 263 Archaeology of Archaic Greece (3 credits)
This course explores the cultural developments of the period (circa 650 to 450 BCE) through its material remains.

NOTE: Students who have received credit for this topic under a CLAS 298 number may not take this course for credit.
CLAS 264  **Egyptian Archaeology** (3 credits)
This course examines the principal monuments of Egypt from the predynastic through the Pharaonic period, ending with the Roman conquest of Egypt. Aspects considered may include the pyramids and tombs, paintings, writing systems, and archaeological evidence of Egyptian contributions to science, navigation, religion, and culture.

*NOTE: Students who have received credit for this topic under a CLAS 298 number may not take this course for credit.*

CLAS 266  **An Introduction to Classical Archaeology** (3 credits)
This course provides a general overview of the material remains of ancient Greece from the Bronze Age to the Hellenistic period. It addresses the function, context, dating, and meaning of artifacts, as well as methods of analysis.

*NOTE: Students who have received credit for CLAZ 266 may not take this course for credit.*

CLAS 267  **The Archaeology of the Greek Bronze Age** (3 credits)
The Bronze Age in Mainland Greece, Crete, and the Greek Islands.

CLAS 268  **Introductory Ancient Greek** (6 credits)
The fundamentals of Greek grammar are presented in a course designed to enable the student to read the ancient authors as soon as possible.

CLAS 269  **Introductory Latin** (6 credits)
The fundamentals of Latin grammar are presented in a course designed to enable the student to read the principal Roman authors as soon as possible.

CLAS 298  **Selected Topics in Classics** (3 credits)

CLAS 299  **Selected Topics in Classics** (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

CLAS 320  **The Heroic Epics of Greece and Rome** (3 credits)
Homer’s *Iliad* and *Odyssey* and Virgil’s *Aeneid* are considered in depth, with some attention given to other examples of epic, such as the *Argonautica* of Apollonius of Rhodes and Lucan’s *Pharsalia*. Topics include epic as a genre, the nature of oral poetry, ethical values presented and the epic tradition and innovation. The texts are read in English translation.

CLAS 330  **Greek Drama** (3 credits)
Designed as an introduction to Greek drama from the origins of tragedy in the sixth century to New Comedy, this course consists of a detailed study of selected plays of Aeschylus, Sophocles, Euripides, Aristophanes and Menander. Also considered are Aristotle’s *Poetics* and production techniques of the Greek theatre. The texts are read in English translation.

CLAS 341  **Greek History from Alexander to the Roman Conquest** (3 credits)
A political, social, economic, and cultural history of the Greek world from Alexander the Great to the Roman conquest of Greece in 146 BCE.

*NOTE: Students who have received credit for CLAS 241 or HIST 224 or HIST 323 may not take this course for credit.*

CLAS 343  **History of the Roman Empire** (3 credits)
This course offers a political, social, economic, and cultural history of the Roman Empire from Augustus to the end of the Roman Empire in the West.

*NOTE: Students who have received credit for CLAS 243 or HIST 226 or HIST 327 may not take this course for credit.*

CLAS 353  **Representations of Women in Ancient Greece and Rome** (3 credits)
The ancient Greek and Roman representations of women are examined within their historical and cultural contexts. Focus is placed on the changing social roles, status and images of women in antiquity. Both visual and literary sources are used.

CLAS 364  **Classical Greek Art and Archaeology** (3 credits)
An exploration of the monuments and artifacts of Classical Greece, ca. 680 to 380 BC, this course concentrates on architecture, sculpture, vase painting, artistic production and methods of interpretation.

CLAS 365  **Art and Archaeology of the Hellenistic Age** (3 credits)
An investigation of the art and archaeology of the Hellenistic age from the death of Alexander in 323 to the mid-first century BC, this course examines architecture, sculpture, mosaics, wall painting and the minor arts; emphasis is on the Roman influence on Greek art of the period.

CLAS 369  **Roman Art and Archaeology** (3 credits)
An introduction to the artifacts and monuments of Roman civilization from the sixth century BC through the Empire (third century AD), this course examines artistic styles, techniques, function, iconography and interpretation.
CLAS 370  Practicum in Archaeology (3 credits)  
Prerequisite: Permission of the Department. This course is designed to give the student on-site fieldwork experience in either survey or excavation work. At least one month in the field is required.

CLAS 383  Intermediate Ancient Greek I (3 credits)  
Prerequisite: CLAS 280 or equivalent. This course provides a review of Ancient Greek grammar and syntax and deals with additional features not covered in the introductory course. Practice is provided through short readings, discussions, and composition.  
NOTE: Students who have received credit for CLAS 381 or 382, or for this topic under a CLAS 398 number, may not take this course for credit.

CLAS 384  Intermediate Ancient Greek II (3 credits)  
Prerequisite: CLAS 383 or equivalent. This course completes the review of grammar and provides additional details not covered in Intermediate Ancient Greek I. Practice is provided through short readings, discussions, and composition.  
NOTE: Students who have received credit for CLAS 381 or 382, or for this topic under a CLAS 398 number, may not take this course for credit.

CLAS 391  Reading Latin Prose (3 credits)  
Prerequisite: CLAS 290 or equivalent. Prose works of authors such as Caesar, Cornelius Nepos, Cicero and Pliny are read in the original Latin text. Attention is given to further study of grammatical and syntactical structures of the language.  
NOTE: Students who have received credit for CLAS 390 may not take this course for credit.

CLAS 392  Reading Latin Poetry (3 credits)  
Prerequisite: CLAS 290 or equivalent. Selected works of the Roman poets are read in the original Latin text, with emphasis on Catullus, Ovid, Martial and Petronius. Attention is given to further study of grammatical and syntactical structures of the language.  
NOTE: Students who have received credit for CLAS 390 may not take this course for credit.

CLAS 398  Selected Topics in Classics (3 credits)

CLAS 399  Selected Topics in Classics (6 credits)

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

CLAS 410  Studies in Greek Literature: Prose (3 credits)  
Prerequisite: CLAS 383 or equivalent; CLAS 384 or equivalent previously or concurrently. Works of the Greek historians, philosophers and orators are studied in depth. While authors read vary from year to year, the primary focus is on Herodotus, Thucydides, Plato or Demosthenes.

CLAS 411  Studies in Greek Literature: Poetry (3 credits)  
Prerequisite: CLAS 383 or equivalent; CLAS 384 or equivalent previously or concurrently. Works of Greek epic, lyric or dramatic poetry are studied in depth. While authors read vary from year to year, the primary focus is on Homer, Aeschylus, Sophocles, Euripides or Pindar.

CLAS 420  Advanced Latin Prose (3 credits)  
Prerequisite: CLAS 391 and 392, or equivalent. Works of the Roman historians, philosophers and orators are studied in depth. While authors read vary from year to year, the primary focus is on Cicero, Sallust, Livy or Tacitus.

CLAS 421  Advanced Latin Poetry (3 credits)  
Prerequisite: CLAS 391 and 392, or equivalent. Works of the Roman poets are studied in depth. While authors read vary from year to year, the primary focus is on Virgil, Ovid, Horace, Juvenal or Lucretius.

CLAS 450  Honours Seminar (3 credits)  
Prerequisite: Permission of the Department. The seminars focus on oral presentations by students. Topics vary from year to year.

CLAS 451  Honours Thesis (3 credits)  
Prerequisite: Permission of the Department. The student works with an individual faculty member in a particular area of archaeology, history or philology to produce an extensive research paper.

CLAS 480  Tutorial (3 credits)  
Prerequisite: Permission of the Department. This course provides students with the opportunity to study a topic of individual interest under the guidance of a faculty member.

CLAS 498  Advanced Topics in Classics (3 credits)

CLAS 499  Advanced Topics in Classics (6 credits)

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
Arabic (Modern Standard)

THE DEPARTMENT RESERVES THE RIGHT TO TRANSFER A STUDENT TO A HIGHER-LEVEL LANGUAGE COURSE IF IT IS DEEMED THAT THE COURSE FOR WHICH THE STUDENT HAS REGISTERED IS NOT APPROPRIATE FOR THE EXTENT OF HIS OR HER KNOWLEDGE OF THE LANGUAGE.

MARA 205  Introduction to Modern Standard Arabic I (6 credits)
This course provides an intensive introduction to the basic elements of Modern Standard Arabic for the student with no knowledge of the language. Instruction addresses all the language competencies of Modern Standard Arabic.

MARA 206  Introduction to Modern Standard Arabic II (6 credits)
Prerequisite: MARA 205. This course continues the introduction to the basic elements of Modern Standard Arabic. Students practise conversation skills on basic general topics.

MARA 240  Intermediate Modern Standard Arabic (6 credits)
Prerequisite: MARA 206. This course provides a review of the basic elements of Modern Standard Arabic and continues to develop the four language skills within their cultural context. Students prepare brief essays and oral presentations.

MARA 301  Advanced Arabic (3 credits)
Prerequisite: MARA 240 or equivalent. This course builds upon the student’s foundation in the Arabic language. Students learn new grammatical structures and expand their vocabulary, while reviewing the grammatical structures acquired previously. Instruction builds particularly on the student’s ability to respond to the works studied with advanced writing and oral strategies.

MARA 308  Arabic for Business (3 credits)
Prerequisite: MARA 240 or equivalent. This course is designed to give intermediate and advanced students a solid foundation in business vocabulary, correspondence, and basic business practices, as well as the cultural concepts necessary to enable them to express themselves in the Arabic-speaking business world.

MARA 310  Introduction to the Literature of the Arab World (3 credits)
This course provides an introduction to the works of some of the major writers of contemporary Arabic culture. The course is taught in English and readings are in English translation.

MARA 365  The Culture and Civilization of the Arab World (3 credits)
This course provides an overview of the cultural manifestations of the Arab world. Topics include art, literature, culture, history, and philosophy. This course is taught in English.

MARA 398  Special Topics in Arabic Language and Culture (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

MARA 480  Tutorial (3 credits)
Prerequisite: Permission of the Department. This course provides students with the opportunity to study a topic of individual interest under the guidance of a faculty member.

Chinese (Modern)

THE DEPARTMENT RESERVES THE RIGHT TO TRANSFER A STUDENT TO A HIGHER-LEVEL LANGUAGE COURSE IF IT IS DEEMED THAT THE COURSE FOR WHICH THE STUDENT HAS REGISTERED IS NOT APPROPRIATE FOR THE EXTENT OF HIS OR HER KNOWLEDGE OF THE LANGUAGE.

MCHI 205  Introduction to Modern Chinese (Mandarin) I (9 credits)
This course provides an intensive introduction to the basic elements of Mandarin Chinese for the student with no knowledge of the language. Emphasis is on basic grammatical concepts, listening comprehension, and sound reproduction. Approximately 300 characters are studied.

NOTE: Students whose first language is Mandarin Chinese, or who have received a substantial part of their education in Mandarin Chinese, may not register for this course.

NOTE: Lab practice is compulsory in addition to class time: three hours per week for nine-credit sections.

MCHI 206  Introduction to Modern Chinese (Mandarin) II (6 credits)
Prerequisite: MCHI 205. This course continues the introduction to the basic elements of Mandarin Chinese, adding approximately 300 further characters.

NOTE: Students whose first language is Mandarin Chinese, or who have received a substantial part of their education in Mandarin Chinese, may not register for this course.

NOTE: Lab practice is compulsory in addition to class time: two hours per week for six-credit sections.
MCHI 240  Intermediate Modern Chinese I (6 credits)
Prerequisite: MCHI 206 or equivalent. The aim of this course is to consolidate the knowledge acquired in MCHI 205 and 206 and pursue communication skills on basic general topics in all competencies of the language, adding approximately 300 further characters.

MCHI 250  Intermediate Modern Chinese II (3 credits)
Prerequisite: MCHI 240 or equivalent. This course is a continuation of MCHI 240. It prepares intermediate language students in diverse aspects of reading, writing, and conversation. In addition to improving listening comprehension and speaking skills, this course places increased emphasis on reading and writing.

NOTE: Students who have received credit for this topic under an MCHI 398 number may not take this course for credit.

MCHI 306  Introduction to Translation (3 credits)
Prerequisite: MCHI 250 previously or concurrently. The emphasis of this course is placed on advanced grammar for the purposes of writing and translation.

NOTE: Students who have received credit for this topic under an MCHI 398 number may not take this course for credit.

MCHI 308  Chinese for Business (3 credits)
Prerequisite: MCHI 250 previously or concurrently. This course provides students with marketable skills including linguistic competence, cross-cultural proficiency, and knowledge about business in China across a variety of fields.

MCHI 310  Introduction to Modern Chinese Literature (3 credits)
This course provides an introduction to the works of some of the major writers of contemporary Chinese culture. The course is taught in English and reading materials are in English translation.

MCHI 311  Classical Chinese Literature (3 credits)
Taught in English, this course introduces classical Chinese literature from 1500 BCE to the end of the 19th century in its historical and cultural setting. Covering the four major literary genres of poetry, prose, drama and fiction, students learn both key Chinese aesthetic concepts and Western critical theory, with a view to encouraging cross- and intercultural interpretations. Major works are read in English translation.

NOTE: Students who have received credit for this topic under an MCHI 398 number may not take this course for credit.

MCHI 365  Introduction to Chinese Cultural Traditions (3 credits)
This course is an introduction to the formation and traditions of Chinese culture. Topics may include Confucian and Taoist philosophy, literature, and the arts. This course is taught in English.

NOTE: Students who have received credit for this topic under an MCHI 398 number may not take this course for credit.

MCHI 366  Chinese Visual Culture (3 credits)
Taught in English, this course introduces students to the traditions and achievements of Chinese visual culture. Employing contemporary critical approaches, students explore both mass and high cultures, with a primary focus on the development of Chinese painting from the 10th century to the present, with an emphasis on the interpretation of images.

NOTE: Students who have received credit for this topic under an MCHI 398 number may not take this course for credit.

MCHI 398  Special Topics in Chinese Language and Culture (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

MCHI 399  Special Topics in Chinese Language and Culture (6 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

MCHI 480  Tutorial (3 credits)
Prerequisite: Permission of the Department. This course provides students with the opportunity to study a topic of individual interest under the guidance of a faculty member.

German

THE DEPARTMENT RESERVES THE RIGHT TO TRANSFER A STUDENT TO A HIGHER-LEVEL LANGUAGE COURSE IF IT IS DEEMED THAT THE COURSE FOR WHICH THE STUDENT HAS REGISTERED IS NOT APPROPRIATE FOR THE EXTENT OF HIS OR HER KNOWLEDGE OF THE LANGUAGE.

GERM 200  Introductory German: Intensive Course (6 credits)
This course provides a comprehensive introduction to most of the basic elements of the German language for the student with no knowledge of German. Practice is provided through short readings, conversation, composition, and lab work.

NOTE: Students who have received credit for GERM 201, 202, or equivalent may not take this course for credit.

NOTE: This course covers the same material as GERM 201 and 202.
GERM 201  *Introductory German I* (3 credits)
This course provides an introduction to the elements of the German language for the student with no knowledge of German. Practice is provided through short readings, conversation, composition, and lab work.

**NOTE:** Students who have received credit for GERM 200 or equivalent may not take this course for credit.

GERM 202  *Introductory German II* (3 credits)
Prerequisite: GERM 201 or equivalent. This course is a continuation of GERM 201 and completes the study of the basic elements of the German language. Practice is provided through short readings, conversation, composition, and lab work.

**NOTE:** Students who have received credit for GERM 200 or equivalent may not take this course for credit.

GERM 230  *Introduction to German Culture* (3 credits)
This course offers a panoramic study of the major components of the culture of German-speaking countries from the Middle Ages to contemporary times. Attention is given to these countries' artistic, social, political, and economic life. This course is taught in English.

GERM 231  *German Literature in Translation* (3 credits)
This course focuses on reading and discussion of 20th-century literary works and films from Germany, Austria, and Switzerland. Works translated from German are used. This course is taught in English, but advanced German students are encouraged to read the texts in German.

GERM 240  *Intermediate German: Intensive Course* (6 credits)
Prerequisite: GERM 200, 202, or equivalent. This course provides a review of German grammar in a single term and furnishes additional details not dealt with in the introductory courses. Practice is provided through readings, discussions, and composition.

**NOTE:** Students who have received credit for GERM 241, 242, or equivalent may not take this course for credit.

**NOTE:** This course covers the same material as GERM 241 and 242.

GERM 241  *Intermediate German I* (3 credits)
Prerequisite: GERM 200, 202, or equivalent. This course provides a review of German grammar and deals with additional details not covered in the introductory courses. Practice is provided through short readings, discussions, and composition.

**NOTE:** Students who have received credit for GERM 240 or equivalent may not take this course for credit.

GERM 242  *Intermediate German II* (3 credits)
Prerequisite: GERM 241 or equivalent. This course is a continuation of GERM 241. It completes the review of the grammar and includes additional details not covered in the introductory courses. Practice is provided through short readings, discussions, and composition.

**NOTE:** Students who have received credit for GERM 240 or equivalent may not take this course for credit.

GERM 260  *German for Reading Knowledge* (3 credits)
This course introduces the student to reading strategies, grammar, resources, and basic vocabulary and leads to a second-year reading knowledge of German in 13 weeks. This course is taught in English.

**NOTE:** Students registered in the German Minor program may not take this course for credit.

GERM 270  *Conversational German I* (3 credits)
Prerequisite: GERM 241 or equivalent or permission of the Department. This course develops oral communication skills and is applicable to real-life situations such as those in business, the arts, society, and education.

**UNLESS OTHERWISE INDICATED, ALL COURSES WITH NUMBERS 298 AND HIGHER WILL BE CONDUCTED IN GERMAN.**

GERM 298  *Selected Topics in German* (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

GERM 301  *Advanced Grammar and Composition I* (3 credits)
Prerequisite: GERM 240 or 242 or permission of the Department. This course is designed to help students understand advanced aspects of German grammar and to provide practice in the correct and effective writing of German.

GERM 302  *Advanced Grammar and Composition II* (3 credits)
Prerequisite: GERM 301. This course continues the study of advanced aspects of German grammar and provides practice in the correct and effective writing of German by means of composition such as the summary, description, narration, argumentation, and essay.

GERM 306  *Introduction to Translation* (3 credits)
Prerequisite: GERM 240 or 242. This course examines German and English grammar in a comparative context in order to provide a basis for translation between the two languages. It also aims to develop lexical and semantic knowledge of the German language through analysis of textual materials, with special focus on words and idiomatic expressions that are essential to clear and effective communication. Students translate short texts from a variety of fields, primarily from English to German.
GERM 307  Translation Practice (3 credits)
Prerequisite: GERM 306. This course continues the examination of German and English grammar in a practical context as a basis for translation between the two languages. It also enhances student lexical and semantic knowledge of the German language through direct, practical experience in translation. Students improve their vocabulary and linguistic accuracy by exploring the range of meanings associated with particular structures and idiomatic expressions. Translation is primarily from English to German.

GERM 308  German for Business (3 credits)
Prerequisite: GERM 240 or 242 or equivalent. This course provides students with marketable skills including linguistic competence, cross-cultural proficiency, and knowledge about business in Germany across a variety of fields.
NOTE: Students who have received credit for this topic under a GERM 398 number may not take this course for credit.

GERM 310  Introduction to Modern German Literature I (3 credits)
Prerequisite: GERM 301. This course provides a general overview of the major authors and trends of German literature from 1750 to 1900 within an historical context.

GERM 311  Introduction to Modern German Literature II (3 credits)
Prerequisite: GERM 301. This course provides a general overview of the major authors and trends of German literature in the 20th century within an historical context.

GERM 361  Topics in the Culture of German‑Speaking Nations (3 credits)
Prerequisite: GERM 240 or 242. Topics vary from year to year. Possible topics include German film; literature of the Counter‑culture; Germany and the Holocaust; immigrant culture and its discourse; women's writing; popular culture; Medieval Germany: kings, castles, and minstrels; cultural diversity in German‑speaking nations. Specific topics for this course will be stated in the Undergraduate Class Schedule.
NOTE: Students may take this course twice for credit in their program provided the subject matter is different.

GERM 362  Modern Germany (3 credits)
Prerequisite: GERM 240 or 242. This course gives an overview of the developments in Germany throughout the 20th century. The emphasis of the course may vary from year to year with such topics as Germany between World War I and II, the formative years after WWII and the development of East and West Germany, and the unified Germany. Materials to be studied include historical and topical documents, film, video, and web‑based resources.

GERM 370  Conversational German II (3 credits)
Prerequisite: GERM 270. This course emphasizes the discussion and analysis of short and non‑fictional and journalistic German texts to structure oral practice and to develop reading skills.

GERM 398  Selected Topics in German (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

GERM 410  Dramatic Representations in German Cultures (3 credits)
Prerequisite: GERM 310 or 311. The subject matter of this course varies. Topics may include classical German theatre, the theatre of Bertolt Brecht, and developments in contemporary theatre.
NOTE: Students who have received credit for GERM 432 or 436 may not take this course for credit.

GERM 420  Narrative Representation in German Literature (3 credits)
Prerequisite: GERM 310 or 311. The subject matter of this course varies. Topics may include post-reunification German prose, German Bildungsroman, representations of the Holocaust in German prose, migrant literature in Germany, and literature of the divided Germany.

GERM 480  Tutorial I (3 credits)
Prerequisite: Permission of the Department. This course offers guided readings in German language and/or literature, to meet the student's individual needs. At least one major written assignment is required.

GERM 481  Tutorial II (3 credits)
Prerequisite: Permission of the Department. This course offers guided readings in German language and/or literature, to meet the student's individual needs. At least one major written assignment is required.

GERM 482  Tutorial III (3 credits)
Prerequisite: Permission of the Department. This course offers guided readings in German language and/or literature, to meet the student's individual needs. At least one major written assignment is required.

GERM 483  Tutorial IV (3 credits)
Prerequisite: Permission of the Department. This course offers guided readings in German language and/or literature, to meet the student's individual needs. At least one major written assignment is required.
GERM 490  **Honours Essay Tutorial** (3 credits)
Prerequisite: Honours status. This course provides the honours candidate with the opportunity to prepare an extensive research essay, on a topic to be chosen by the candidate with the approval of a supervising member of the faculty of the German section.

GERM 498  **Advanced Topics in German** (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

**Italian**

THE DEPARTMENT RESERVES THE RIGHT TO TRANSFER A STUDENT TO A HIGHER-LEVEL LANGUAGE COURSE IF IT IS DEEMED THAT THE COURSE FOR WHICH THE STUDENT HAS REGISTERED IS NOT APPROPRIATE FOR THE EXTENT OF HIS OR HER KNOWLEDGE OF THE LANGUAGE.

ITAL 200  **Introductory Italian: Intensive Course** (6 credits)
This course provides a comprehensive introduction to the Italian language, completing the fundamental aspects of grammar in one term.
*NOTE:* Students who have received credit for ITAL 201 or 202 or 210 or 211 or 253 or 254 may not take this course for credit.
*NOTE:* This course covers the same material as ITAL 201 and 202.

ITAL 201  **Introductory Italian I** (3 credits)
This course provides an introduction to the basic elements of Italian for the student with no knowledge of the language.
*NOTE:* Students who have received credit for ITAL 200 or 210 or 211 or 253 or 254 may not take this course for credit.

ITAL 202  **Introductory Italian II** (3 credits)
Prerequisite: ITAL 201 or equivalent. The objective is to complete the study of fundamental aspects of Italian grammar.
*NOTE:* Students who have received credit for ITAL 200 or 210 or 211 or 253 or 254 may not take this course for credit.

ITAL 210  **Italian for Heritage Speakers I** (3 credits)
Prerequisite: Permission of the Department. This course provides an introduction to the basic elements of the Italian language and is designed for heritage speakers of Italian and/or students with some previous passive knowledge or exposure to the language, who wish to strengthen their linguistic knowledge of and skills in Italian. Emphasis is placed on grammar, reading and writing, vocabulary development, and exposure to the language and culture of Italian communities. Both oral and written expression are emphasized.
*NOTE:* Students who have received credit for ITAL 200 or 201 or 202 or 253 or 254, or for this topic under an ITAL 298 number, may not take this course for credit.

ITAL 211  **Italian for Heritage Speakers II** (3 credits)
Prerequisite: ITAL 201 or permission of the Department. This course is a continuation of ITAL 210 designed for heritage speakers of Italian and/or students with some previous passive knowledge or exposure to the language, who wish to strengthen their linguistic knowledge of and skills in Italian. Emphasis is placed on grammar, reading and writing, vocabulary development, and exposure to the language and culture of Italian communities. Both oral and written expression are emphasized.
*NOTE:* Students who have received credit for ITAL 200 or 201 or 202 or 253 or 254, or for this topic under an ITAL 298 number, may not take this course for credit.

**UNLESS OTHERWISE INDICATED, ALL COURSES WITH NUMBERS 240 AND HIGHER WILL BE CONDUCTED IN ITALIAN.**

ITAL 240  **Intermediate Italian: Intensive Course** (6 credits)
Prerequisite: ITAL 200 or 202 or 211 or equivalent. This course provides a review of Italian grammar in one term and deals with additional details not covered in the introductory course. Practice is provided through readings, discussions, and composition.
*NOTE:* Students who have received credit for ITAL 241 or 242 or 253 or 254 may not take this course for credit.
*NOTE:* This course covers the same material as ITAL 241 and 242.

ITAL 241  **Intermediate Italian I** (3 credits)
Prerequisite: ITAL 200 or 202 or 211 or equivalent. This course provides a review of Italian grammar and deals with additional details not covered in the introductory courses. Practice is provided through short readings, discussions, and composition.
*NOTE:* Students who have received credit for ITAL 240 or 253 or 254 may not take this course for credit.

ITAL 242  **Intermediate Italian II** (3 credits)
Prerequisite: ITAL 241 or equivalent. This course is a continuation of ITAL 241. It completes the review of the grammar and provides additional details not covered in the introductory courses. Practice is provided through short readings, discussions, and composition.
*NOTE:* Students who have received credit for ITAL 240 or 253 or 254 may not take this course for credit.

ITAL 298  **Selected Topics in Italian** (3 credits)
ITAL 299  **Selected Topics in Italian** (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITAL 301</td>
<td>Advanced Grammar and Composition I</td>
<td>3</td>
<td>ITAL 240 or 242 or 254 or equivalent. This course is intended to give the student increased fluency in and a firmer command of the language.</td>
</tr>
<tr>
<td>ITAL 302</td>
<td>Advanced Grammar and Composition II</td>
<td>3</td>
<td>ITAL 301 or equivalent. This course is a continuation of ITAL 301. It provides students with further practice in advanced grammar and composition.</td>
</tr>
<tr>
<td>ITAL 303</td>
<td>Introduction to Academic Writing in Italian</td>
<td>3</td>
<td>ITAL 240 or 242 or equivalent. This course offers a survey of the major rhetorical devices and methodological tools for the critical reading of literary and other texts, and for the production of academic essays in Italian. The course covers basic notions of narratology and rhetoric, as well as discourse analysis and critical thinking. Activities include close reading of texts and practical work in research and documentation, as well as the presentation of well-organized, analytical prose. <strong>NOTE:</strong> Students who have received credit for this topic under an ITAL 398 number may not take this course for credit.</td>
</tr>
<tr>
<td>ITAL 305</td>
<td>Communicative Strategies and Oral Communication</td>
<td>3</td>
<td>ITAL 240 or 242 or equivalent. This course is offered to non-native speakers of Italian only. The main goal of this course is to improve students’ oral communication in Italian. The course also develops other language skills: listening, reading and, to some extent, writing. <strong>NOTE:</strong> Students who have received credit for this topic under an ITAL 398 number may not take this course for credit.</td>
</tr>
<tr>
<td>ITAL 306</td>
<td>Introduction to Translation</td>
<td>3</td>
<td>ITAL 240 or 242 or equivalent. This course examines Italian and English grammar in a comparative context to provide a sound basis for translation between the two languages. It also aims to develop lexical and semantic knowledge of the Italian language through analysis of textual materials. Students translate short texts from a variety of fields such as literature, business, journalism, politics, and science. Translation is primarily from English to Italian. <strong>NOTE:</strong> Students who have received credit for ITAL 256 or 257, or for this topic under an ITAL 398 number, may not take this course for credit.</td>
</tr>
<tr>
<td>ITAL 307</td>
<td>Translation Practice</td>
<td>3</td>
<td>ITAL 306 or equivalent. This course is a continuation of ITAL 306. It deals with advanced problems and techniques of translation from Italian and into Italian. <strong>NOTE:</strong> Students who have received credit for ITAL 256 or 257, or for this topic under an ITAL 398 number, may not take this course for credit.</td>
</tr>
<tr>
<td>ITAL 308</td>
<td>Italian for Business</td>
<td>3</td>
<td>ITAL 240 or 242 or 254 or equivalent. This course is designed to give intermediate-advanced level students a solid foundation in business vocabulary, correspondence, and basic business practices, as well as the cultural concepts necessary to enable them to express themselves in the Italian-speaking business world.</td>
</tr>
<tr>
<td>ITAL 310</td>
<td>Survey of Italian Literature I</td>
<td>3</td>
<td>ITAL 240 or 242 or 254 or equivalent. This course examines the major authors and trends of Italian literature from its origins to the end of the 16th century.</td>
</tr>
<tr>
<td>ITAL 311</td>
<td>Survey of Italian Literature II</td>
<td>3</td>
<td>ITAL 240 or 242 or 254 or equivalent. This course examines the major authors and trends of Italian literature from the beginning of the 17th century to the present.</td>
</tr>
<tr>
<td>ITAL 365</td>
<td>Italian Civilization I</td>
<td>3</td>
<td>ITAL 240 or 242 or 254 or equivalent. This course provides a survey of Italy’s cultural and scientific achievements until the end of the 16th century. Attention is given to Italy’s social, political, and economic life.</td>
</tr>
<tr>
<td>ITAL 366</td>
<td>Italian Civilization II</td>
<td>3</td>
<td>ITAL 240 or 242 or 254 or equivalent. This course provides a survey of Italy’s cultural and scientific achievements from the beginning of the 17th century to the present day. Attention is given to Italy’s social, political, and economic life.</td>
</tr>
<tr>
<td>ITAL 367</td>
<td>Cultural Views of Italy</td>
<td>3</td>
<td>This course focuses on politics, literature, and the arts in Italy from Dante and the Italian Renaissance to the present. The language of instruction is English, and no prior knowledge of the Italian language is required. Advanced-level students — i.e. students placed at the 300 level or higher in Italian language courses — must submit their work in Italian. <strong>NOTE:</strong> Students who have received credit for this topic under an ITAL 298 number may not take this course for credit.</td>
</tr>
<tr>
<td>ITAL 398</td>
<td>Selected Topics in Italian</td>
<td>3</td>
<td>Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.</td>
</tr>
<tr>
<td>ITAL 399</td>
<td>Selected Topics in Italian</td>
<td>6</td>
<td>Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.</td>
</tr>
</tbody>
</table>
ITAL 415  Dante and the Middle Ages (3 credits)  
Prerequisite: ITAL 301 or equivalent; ITAL 310 or 365 previously or concurrently; or permission of the Department. In this course selected passages of the Vita nuova, the Monarchia, and other earlier works are studied. Dante’s contributions to the formation of the Italian language, literature, and culture are considered in their historical, social, and political context.

ITAL 416  Dante: Divina Commedia (3 credits)  
Prerequisite: ITAL 301 or equivalent; ITAL 310 or 365 previously or concurrently; or permission of the Department. This course undertakes an analysis of selected cantos of the Divina Commedia as a synthesis of medieval culture.

ITAL 422  Petrarch and Boccaccio (3 credits)  
Prerequisite: ITAL 301 or equivalent; ITAL 310 or 365 previously or concurrently; or permission of the Department. This course examines the origin and evolution of the early Italian novella. Petrarch and Boccaccio are studied as forerunners of humanism; emphasis is placed on Petrarch’s Canzoniere and Boccaccio’s Decamerone.

ITAL 427  Italian Humanism and the Renaissance (3 credits)  
Prerequisite: ITAL 301 or equivalent; ITAL 310 or 365 previously or concurrently; or permission of the Department. This course deals with the rise of humanism and analyzes the Renaissance as a historical and cultural concept. References are made to the social, historical, and artistic trends in 15th- and early-16th-century Italy. Emphasis is on representative works of Alberti, Valla, Leonardo da Vinci, Pico della Mirandola and Machiavelli.

ITAL 434  The Epic Tradition in Italy (3 credits)  
Prerequisite: ITAL 301 or equivalent; ITAL 310 or 365 previously or concurrently; or permission of the Department. This course explores the nature and evolution of the chivalresque genre in Italy, mainly within the context of the 15th and 16th centuries, and with special emphasis on Ariosto and Tasso.

ITAL 435  The Baroque Age in Italy (3 credits)  
Prerequisite: ITAL 301 or equivalent; ITAL 311 or 366 previously or concurrently; or permission of the Department. This course presents a study of the Baroque as a cultural concept, and deals with representative literary, historical, artistic, and scientific works from such figures as Marino, Sarpi, Campanella, Galileo, and Bernini.

ITAL 436  The Age of Enlightenment in Italy (3 credits)  
Prerequisite: ITAL 301 or equivalent; ITAL 311 or 366 previously or concurrently; or permission of the Department. This course examines the Enlightenment as a cultural concept, and provides a study of representative texts of such authors as Goldoni, Vico, Parini, and Beccaria.

ITAL 439  Romanticism in Italy (3 credits)  
Prerequisite: ITAL 301 or equivalent; ITAL 311 or 366 previously or concurrently; or permission of the Department. This course examines the concept of Romanticism in Italy and its relation to Risorgimento. Emphasis is on representative works of Foscolo, Manzoni, and Leopardi. References are made to the role of leading political figures of the period.

ITAL 443  Post-unification Italian Culture: From Verismo to Futurism (3 credits)  
Prerequisite: ITAL 301 or equivalent; ITAL 311 or 366 previously or concurrently; or permission of the Department. This course provides a study of the debate on the nature of Realism and the avant-garde in Italy in the late-19th and early-20th centuries. Readings are taken from such authors as Verga, Carducci, D’Annunzio and Marinetti.

ITAL 445  Literature and Culture in Fascist Italy (3 credits)  
Prerequisite: ITAL 301 or equivalent; ITAL 311 or 366 previously or concurrently; or permission of the Department. This course explores the literary trends in Italy between the first and second World Wars within a historical and political context. It provides a study of representative works of such figures as Svevo, Pirandello, and Montale. Leading critical thinkers such as Croce and Gramsci are taken into consideration.

ITAL 446  Cultural Expressions in Italy from Neo-Realism to the Present (3 credits)  
Prerequisite: ITAL 301 or equivalent; ITAL 311 or 366 previously or concurrently; or permission of the Department. This course examines the debate on Neo-realism and looks at literary and cinematographic expressions. It also deals with the Neo-avanguardia movement and questions of gender and post-modernism. Emphasis is on Calvino, Sciascia, Fellini, Antonioni, and Eco. References are also made to the social and political reality of contemporary Italy.

ITAL 450  Feminist Discourse in Italy (3 credits)  
Prerequisite: ITAL 301 or equivalent; ITAL 311 or 366 previously or concurrently; or permission of the Department. This course studies the question of gender as a concept and traces its presence within the Italian cultural tradition from the Renaissance to the present. Representative works of figures such as Franco, Marinelli, de Fonseca Pimentel, Deledda, Aleramo, and Maraini are studied.

ITAL 461  History of the Italian Language I (3 credits)  
Prerequisite: ITAL 301 or equivalent. This course examines the history of the Italian language from its origins to the end of the 16th century through the study of representative texts. Attention is given to other Romance languages.
ITAL 462  History of the Italian Language II (3 credits)
Prerequisite: ITAL 301 or equivalent. This course examines the history of the Italian language from the beginning of the 17th century to the present day through the study of representative texts. Attention is given to other Romance languages.

ITAL 480  Tutorial I (3 credits)
Prerequisite: Permission of the Department. This course consists of guided readings in Italian language and/or literature, and is designed to meet the individual needs of advanced students. Assignments include written and oral criticism of the works studied.

ITAL 481  Tutorial II (3 credits)
Prerequisite: Permission of the Department. This course consists of guided readings in Italian language and/or literature, and is designed to meet the individual needs of advanced students. Assignments include written and oral criticism of the works studied.

ITAL 482  Tutorial III (3 credits)
Prerequisite: Permission of the Department. This course consists of guided readings in Italian language and/or literature, and is designed to meet the individual needs of advanced students. Assignments include written and oral criticism of the works studied.

ITAL 483  Tutorial IV (3 credits)
Prerequisite: Permission of the Department. This course consists of guided readings in Italian language and/or literature, and is designed to meet the individual needs of advanced students. Assignments include written and oral criticism of the works studied.

ITAL 490  Honours Essay Tutorial (3 credits)
Prerequisite: Honours status. This course provides the honours candidate with the opportunity to prepare an extensive research essay, on a topic to be chosen by the candidate with the approval of a supervising member of the faculty of the Italian section.

ITAL 498  Advanced Topics in Italian (3 credits)
ITAL 499  Advanced Topics in Italian (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

Spanish

THE DEPARTMENT RESERVES THE RIGHT TO TRANSFER A STUDENT TO A HIGHER-LEVEL LANGUAGE COURSE IF IT IS DEEMED THAT THE COURSE FOR WHICH THE STUDENT HAS REGISTERED IS NOT APPROPRIATE FOR THE EXTENT OF HIS OR HER KNOWLEDGE OF THE LANGUAGE.

SPAN 200  Introductory Spanish: Intensive Course (6 credits)
This course provides a comprehensive introduction to the Spanish language, completing the fundamental aspects of grammar in one term.
NOTE: Students who have received credit for SPAN 201 or 202 may not take this course for credit.
NOTE: This course covers the same material as SPAN 201 and 202.

SPAN 201  Introductory Spanish I (3 credits)
This course provides an introduction to the basic elements of Spanish for the student with no knowledge of the language.
NOTE: Students who have received credit for SPAN 200 may not take this course for credit.

SPAN 202  Introductory Spanish II (3 credits)
Prerequisite: SPAN 201 or equivalent. The objective of this course is to complete the study of fundamental aspects of Spanish grammar.
NOTE: Students who have received credit for SPAN 200 may not take this course for credit.

UNLESS OTHERWISE INDICATED, ALL COURSES WITH NUMBERS 240 AND HIGHER WILL BE CONDUCTED IN SPANISH.

SPAN 240  Intermediate Spanish: Intensive Course (6 credits)
Prerequisite: SPAN 200 or 202 or equivalent. This course provides a review of Spanish grammar in a single term and furnishes additional details not dealt with in the introductory courses. Practice is provided through readings, discussions, and composition.
NOTE: Students who have received credit for SPAN 241 or 242 may not take this course for credit.
NOTE: This course covers the same material as SPAN 241 and 242.

SPAN 241  Intermediate Spanish I (3 credits)
Prerequisite: SPAN 200 or 202 or equivalent. This course provides a review of Spanish grammar and deals with additional details not covered in the introductory courses. Practice is provided through short readings, discussions, and composition.
NOTE: Students who have received credit for SPAN 240 may not take this course for credit.

SPAN 242  Intermediate Spanish II (3 credits)
Prerequisite: SPAN 241 or equivalent. This course is a continuation of SPAN 241. It completes the review of the grammar and includes additional details not covered in the introductory courses. Practice is provided through short readings, discussions, and composition.
NOTE: Students who have received credit for SPAN 240 may not take this course for credit.
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

**SPAN 301 Grammar and the Process of Writing I** (3 credits)
Prerequisite: SPAN 240 or 242 or equivalent. This course offers a practical analysis of the conventions that govern grammar, spelling, punctuation, and syntax in Peninsular and Latin-American Spanish. It also focuses on the means of identifying, analyzing, and using effective stylistic resources in different forms of writing such as summaries, notes, journals, and short stories.

**SPAN 302 Grammar and the Process of Writing II** (3 credits)
Prerequisite: SPAN 301 or equivalent. This course continues the practical analysis of grammar and focuses on using effective stylistic resources and formal conventions in writing, especially for essays and related texts.

**SPAN 303 Critical Reading of Hispanic Texts** (3 credits)
Prerequisite: SPAN 240 or 242 or equivalent. This course offers a survey of the major rhetorical devices and methodological tools for the critical reading of literary and other texts, and for the production of well-founded and persuasive writing in Spanish. The course covers notions of narratology and poetics, as well as discourse analysis and critical thinking. Activities include close reading of Hispanic texts and practical work in research and documentation, as well as the presentation of well-organized, analytical prose.

**SPAN 305 Communicative Strategies and Oral Communication for Non-Native Speakers** (3 credits)
Prerequisite: SPAN 240 or 242 or equivalent. This course is offered to non-native speakers of Spanish only. Its main goal is for students to improve their oral production in Spanish. This course also encourages improved levels of competence in the other language skills: listening, reading, and to some extent writing.

**SPAN 306 Introduction to Translation** (3 credits)
Prerequisite: SPAN 240 or 242 or equivalent. This course examines Spanish and English grammar in a comparative context in order to provide a sound basis for translation between the two languages. It also aims to develop lexical and semantic knowledge of the Spanish language through analysis of textual materials. Students translate short texts from a variety of fields such as literature, business, journalism, politics, and science. Translation is primarily from English to Spanish (some reference to French is included).

**SPAN 307 Translation Practice** (3 credits)
Prerequisite: SPAN 306 or equivalent. This course continues the examination of Spanish and English grammar in a practical context as a basis for translation between the two languages. It also enhances the students' lexical and semantic knowledge of the Spanish language through direct, practical experience in translation. Students translate texts from a variety of fields, with a particular emphasis on business, finance, tourism, journalism, and the arts. Translation is primarily from English to Spanish (some reference to French is included).

**SPAN 308 Spanish for Business** (3 credits)
Prerequisite: SPAN 240 or 242 or equivalent. This course is designed to give students a solid foundation in business vocabulary and basic business practices, as well as the cultural concepts necessary to enable them to function in the Spanish-speaking business world. Activities may include the elaboration of different types of business documents, oral group activities and simulations, and the development of strategies needed for comprehension through visual and/or aural material.

**SPAN 310 Conquest and Empire: Spanish Literature from the 12th to the 17th Centuries** (3 credits)
Prerequisite: SPAN 240 or 242 or equivalent. This course introduces students to medieval and early modern Spanish literature by examining the relationship between cultural manifestations and emergent narratives of Spanish national history. Students are also introduced to literary analysis and its relation to socio-cultural issues through activities that may include small group discussions, close readings, short analytical papers, and essay exams.

**SPAN 311 Crisis and Introspection: Spanish Literature from the 18th to the 21st Centuries** (3 credits)
Prerequisite: SPAN 240 or 242 or equivalent. This course introduces students to modern Spanish literature and examines the relationship between these cultural manifestations and Spain’s difficult transition towards modernity, with special emphasis on the Generation of ’98 and its role in the debates that culminated in the Spanish Civil War. Students are also introduced to literary analysis and its relation to socio-cultural issues through activities that may include small group discussions, close readings, short analytical papers, and essay exams.

**SPAN 320 Defining Difference in Spanish America: Literature from 1500 to 1880** (3 credits)
Prerequisite: SPAN 240 or 242 or equivalent. This course introduces students to the richly varied texts of colonial Spanish America and the early independence era. It examines how from its very beginnings Spanish-American discourse attempts to distinguish itself from Peninsular traditions throughout the various cultural eras and within its socio-political contexts. Readings include letters, chronicles, poetry, and essays. Activities may include critical reading, oral discussions and presentations, summaries, and brief essays.
SPAN 321  *Identity and Independence in Spanish America: Literature from 1880 to the Present* (3 credits)
Prerequisite: SPAN 240 or 242 or equivalent. This course introduces students to the literature of the period following independence. It examines how the literature defines Spanish-American identities in urban and rural perspectives, in different genres and genders, throughout the cultural eras of the period, and within its socio-political contexts. Readings include poetry, essays, short stories, and excerpts from novels. Activities may include critical reading, oral discussions and presentations, summaries, and brief essays.

SPAN 362  *Cultures of Mexico, the Central American Region, and the Spanish Caribbean* (3 credits)
Prerequisite: SPAN 240 or 242 or equivalent. This course introduces students to the cultural manifestations of the nations of these regions within an historical framework. Emphasis is on the interaction between the events that shape the area, the wide variety of cultures that arose there, and the forms of artistic endeavour through which the peoples express themselves. Mexico, Cuba, and Colombia are given special importance; the history and culture of the Dominican Republic, Venezuela, Puerto Rico, and the Central American countries are also highlighted. Activities may include oral discussions and presentations, analysis of written and visual texts, use of relevant Internet resources, summaries, and brief essays.

SPAN 363  *Cultures of the Southern Cone and the Andean Region* (3 credits)
Prerequisite: SPAN 240 or 242 or equivalent. This course introduces students to the cultural achievements of the nations of the region within a historical framework. Emphasis is on the interaction between the events that shape the area, the wide variety of cultures that arose there, and the forms of artistic endeavour through which the many different peoples express themselves. Argentina, Peru, and Chile are given special importance; the history and culture of Uruguay, Ecuador, and Bolivia are also highlighted. Activities may include oral discussions and presentations, analysis of written and visual texts, use of relevant Internet resources, summaries, and brief essays.

SPAN 365  *The History of Spanish Culture* (3 credits)
Prerequisite: SPAN 240 or 242 or equivalent. This course examines important linguistic, literary, and artistic developments of Spanish culture as they relate to the invention, consolidation, and critique of a unique Spanish identity. Activities may include oral discussions and presentations, analysis of written and visual texts, use of relevant Internet resources, summaries, and brief essays.

SPAN 398  *Special Topics in Spanish* (3 credits)

SPAN 399  *Special Topics in Spanish* (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

**GROUP A COURSES: Literature and Society**
(SPN 406-422 refer to Spain, 441-445 to Spanish America)

*Literature and Society* explores the way in which the literary discourses of Spain and Spanish America both reflect and shape society in a historical context. It is based mainly on the chronological study of genres in literature. This option is the base for the honours program.

SPAN 406  *From Orality to Literacy in Medieval Spain, 1100-1500* (3 credits)
Prerequisite: SPAN 301, 303, 310, or equivalent. This course examines the ways in which oral-popular discourses are appropriated by the representatives of “official” culture, as well as how emerging institutions fashion their message around a nascent concern with Hispanic identity in works from the late period of Spain’s era of Reconquest. Topics of inquiry may include the social and political function of oral poetry, the importance of ritualistic cultural phenomena, the growing importance of vernacular literature, and the processes of canon formation.

SPAN 411  *Freedom and Containment in Spanish Golden Age Prose, 1550-1700* (3 credits)
Prerequisite: SPAN 301, 303, 310, or equivalent. This course considers a selection of narrative texts from the Spanish Golden Age in order to examine the relationship between the reading subject and an emergent official culture. Through close textual analysis and critical discussion of representative works by authors such as Cervantes, Quevedo, and Zayas, students study and discuss literary and extra-literary issues representative of this period. Course topics may include theories of reader reception, the role of censorship, the construction of gender, and the creation of social types and anti-types.

SPAN 412  *Golden Age Drama and Poetry: Theatricality in Renaissance and Baroque Spain, 1500-1690* (3 credits)
Prerequisite: SPAN 301, 303, 310, or equivalent. This course carries out a comparative study of the rhetorical strategies of literary and extra-literary representation in Golden Age Spain, and their role in the creation of an early modern subject of mass visual culture. Through close textual analysis and critical discussions of representative works by Spanish poets and playwrights such as Garcilaso, Lope, Góngora, Quevedo, Tirso, and Calderón, students examine a number of literary and theoretical topics. These may include the performative aspects of poetry, the literary uses of pictorial perspective, and the relationship between subjectivity and theatricality.

SPAN 415  *Towards Modernity and Liberalism in Spain, 1808-1898* (3 credits)
Prerequisite: SPAN 301, 303, or equivalent. This course examines the debates that arose during Spain’s problematic transition towards cultural, political, and economic liberalism in the 19th century, from the outbreak of the Independence War against France until the fall of the Empire in the Americas. Content may vary from year to year and may include authors such as Zorrilla, Bécquer, Galdós, and Clarín. Topics may include competing visions of rationalism and Romanticism, the interplay of literary, scientific, and economic discourses, photography and new ways of seeing reality, and the relationship between the rise of the bourgeoisie and the reconceptualization of private space.

**NOTE:** Students who have received credit for SPAN 416 or 417 may not take this course for credit.
SPAN 418  Cultural Conflicts and Modernity in Spain, 1898-1939 (3 credits)
Prerequisite: SPAN 301, 303, or equivalent. This course examines the cultural and ideological conflicts that took place in Spain between the fall of the Spanish Empire and the Civil War. Through close readings and critical discussions of works by authors such as Unamuno, Ortega, García Lorca, and Buñuel, students consider topics that may include the ethics of violence in cultural conflict, the relationship between culture and ideology, the role of emotions in the shaping of national identity, and the tension between humanism and technical progress.
NOTE: Students who have received credit for SPAN 419 may not take this course for credit.

SPAN 420  Dictatorship and Exile in Modern Spain, 1939-1975 (3 credits)
Prerequisite: SPAN 301, 303, or equivalent. This course examines literary and cultural discourses in Spain during Franco’s dictatorship. Content may vary from year to year and may focus on the literature produced under the dictatorship or in exile. Through close readings and critical discussions of works by authors such as Bergamin, Ercé, Aub, and Matute, students consider topics that may include the impact of censorship on cultural history, cultural hegemony and exile, reactionary ideologies of modernity, and the role of silence and fragmentary discourse against official constructions of the nation.
NOTE: Students who have received credit for SPAN 419 may not take this course for credit.

SPAN 422  Spain in Transition: 1960 to the Present (3 credits)
Prerequisite: SPAN 301, 303, or equivalent. This course examines Spanish literature in the context of the country’s evolution towards cultural post-modernity, since the final years of Franco’s dictatorship until today. Through close readings and critical discussions of works by authors such as Brossa, Goytisolo, Almodóvar, and the Novísimos group, students consider topics that may include the intertwining of official history and personal memory, the emergence of pop culture, the destabilization of modern identities, and nationalism at the turn of the century.

SPAN 441  Romanticism and the Construction of Identity in Spanish America, 1820-1890 (3 credits)
Prerequisite: SPAN 301, 303, or equivalent. This course examines Spanish-American literature and culture of the 19th century in terms of the efforts to define national character through discourses on nature, the peoples, history, and traditions. The relationship of these discourses with Romanticism, the role of the writer, and the image and function of the feminine are particularly examined. Students study representative works by authors such as Heredia, Sarmiento, Gómez de Avellaneda, and Hernández. Students are introduced to the formulation of critical discourse through a series of short essays and oral presentations.

SPAN 442  Modernism: Modernity and Rebellion, Rupture and Innovation in Spanish-American Letters, 1880-1920 (3 credits)
Prerequisite: SPAN 301, 303, or equivalent. Through the study of representative literary and other cultural texts, as well as the critical debates of the era (such as those concerning industrialization, U.S. hegemony and feminism), this course examines the various phases in the development of a Spanish-American consciousness towards modernity and cultural autonomy. Students study representative works by authors such as Martí, Gutiérrez Nájera, Dario, Lugones, and some women authors of the period. Students are introduced to the formulation of critical discourse by writing a series of short essays and delivering oral presentations.

SPAN 443  The Spanish-American “Boom” and its Predecessors, 1950-1980 (3 credits)
Prerequisite: SPAN 301, 303, or equivalent. This course examines a selection of Spanish-American novels and essays of the period between approximately 1950 and 1975, known as the Boom. Through close textual analysis and a study of critical debates, the course considers literary and extra-literary issues representative of this period, including lo real maravilloso and magical realism as Latin-American specificities, the relationship between history and fiction, and debate between regionalism and cosmopolitanism. Authors studied may include Carpentier, García Márquez, Puig and Allende.

GROUP B COURSES:
Expression and Culture (SPAN 450-474)
Expression and Culture explores and puts into practice the techniques and structures of different modes of expression in Hispanic cultures. It is primarily topics- or thematically based. This option is the base for the specialization program.

SPAN 450  The Short Narrative in Spain and Spanish America (3 credits)
Prerequisite: SPAN 301, 303, or equivalent. From its beginnings as an independent genre in the 19th century to the most recent minification, this course examines the short story in light of different theories of narratology, specifically as relating to the short narrative. Texts are taken from representative authors from either or both Spain and Spanish America, within their cultural context. Students are introduced to the formulation of critical discourse through a series of short essays and an oral presentation; students also write their own short fiction.

SPAN 451  Dramatic Representations in Hispanic Cultures (3 credits)
Prerequisite: SPAN 301, 303, or equivalent. This course introduces students to fundamental concepts in the study of Hispanic drama and film, as well as to wider issues of theatricality and performance. It deals with the cultural and historical relation between literature and the visual arts, and presents some basic tools and techniques of research and criticism as related to Hispanic theatre and cinema. The course may include student presentations of scenes from plays studied.

SPAN 453  From Object to Subject: Women and Discourse in Spain and Spanish America (3 credits)
Prerequisite: SPAN 301, 303, or equivalent. This course introduces texts from different historical periods from various theoretical perspectives. Particular attention is given to theoretical perspectives pertinent to Spain and Spanish America. The function of gender in Hispanic discourse, representation of women, and strategies of expression in women writers are some of the topics that may be examined.
SPAN 455  Perspectives on the Teaching of Spanish  (3 credits)
Prerequisite: SPAN 301, 303, or equivalent; honours or specialization status with a cumulative GPA of 3.00 or higher; permission of the Department. This course provides students with basic knowledge of and structured practice in the principal approaches to the teaching of Spanish to speakers of other languages. Topics may include a selection of approaches to the teaching of Spanish, such as task-based learning, communicative methods, process writing, grammar for teachers of Spanish, the use of computer technology and Internet resources for the teaching of Spanish, the development of didactic material, as well as the incorporation of Hispanic cultural material.
NOTE: Students who have received credit for this topic under a SPAN 498 number may not take this course for credit.

SPAN 461  The History of the Spanish Language  (3 credits)
Prerequisite: SPAN 301, 303, or equivalent. This course examines the historical and cultural evolution of the Spanish language. Topics to be considered may include the phonological and morphological development of Vulgar Latin, the development of variants between Peninsular and Spanish-American expression, and the dialogic and conflictive nature of linguistic change. In-class and take-home activities may include the translation of medieval and early modern Spanish texts into their modern equivalents.

SPAN 464  Current Issues in the Hispanic Cultures: Spanish America  (3 credits)
Prerequisite: SPAN 301; 362 or 363, or equivalent. This course explores current newsworthy events and affairs in the political, social, and cultural spheres of Spanish America as seen through various media sources such as newspapers, magazines, radio and television, and the Internet. It includes a systematic study of techniques of oral expression. As such, activities emphasize oral skills and may include team-based class work and presentations, brief summaries, journal, and oral exams. Format and content vary from year to year.

SPAN 465  Current Issues in the Hispanic Cultures: Spain  (3 credits)
Prerequisite: SPAN 301, 365, or equivalent. This course explores current newsworthy events and affairs in the political, social, and cultural spheres of Spain as seen through various media sources such as newspapers, magazines, radio and television, and the Internet. It includes a systematic study of techniques of oral expression. As such, activities emphasize oral skills and may include team-based class work and presentations, brief summaries, journal, and oral exams. Format and content vary from year to year.

SPAN 467  The Avant-Gardes in Spanish America and Spain and their Repercussions in the Arts  (3 credits)
Prerequisite: SPAN 301, 303, or equivalent. Starting from an introduction to major currents of the historical Avant-garde (1920-1940), such as Futurism, Cubism, Dadaism, and Surrealism, the course traces the impact of the avant-gardes throughout 20th-century Hispanic poetry and the visual arts. Students explore particular manifestations of these currents in the art and poetry of Spanish America (Creacionismo and Negritismo) and Spain (la Generación del '27). Emphasis is placed on the role of the artist-poet as engaged actor of radical change in all dimensions of social and political life.

SPAN 469  Hispanic Poetry and Poetics  (3 credits)
Prerequisite: SPAN 301, 303, or equivalent. This course examines poetic discourse in Hispanic culture. Through close readings and critical discussions of works by Spanish and/or Spanish-American poets, students consider topics that may include the rhetorical and linguistic strategies of poetic discourse, poetry as ideology, poetry and the body, and the relationship between poetry and other written and oral forms of discourse.

SPAN 470  Spanish-American Testimonio Discourse  (3 credits)
Prerequisite: SPAN 301, 303; 362 or 363; or equivalent. This course offers a comprehensive study of the struggle between subaltern voices and mainstream culture, as manifested in testimonio discourse. The study includes an examination of the controversy surrounding testimonio with respect to its status as a literary genre and the question of appropriation of marginalized voices. Texts may include journalistic prose, essay, biography, and oral manifestations of subaltern groups. Authors may include Burgos/Menchú, Barnet/Montejo and Davis/Pablo.

SPAN 471  The Art of Persuasion: the Hispanic Essay  (3 credits)
Prerequisite: SPAN 301, 303, or equivalent. This course examines the genre of essay writing in Spain and/or Spanish America. A concise historical overview traces the development of this genre to the present. The study of different types of rhetorical strategies, discourse, and objectives in essay writing focuses on contemporary texts. Students learn to develop their own skills towards the writing of effective persuasive prose.

SPAN 472  Discourses of Discovery, Colonization, and Resistance in Spain and Spanish America  (3 credits)
Prerequisite: SPAN 301, 303, 310, or equivalent. This course examines the colonial subject as s/he appears in early modern articulations of the imperial centre and its relation to the colonial periphery, as well as in the emerging centres of Spanish America. Through close textual analysis and critical discussions of representative works by Peninsular and Colonial authors such as Columbus, Las Casas, Sor Juana and el Inca Garcilaso, students investigate topics that may include the rhetorical and legal tropes of discovery and their construction of an abject “other,” the historical conditions that inform the chronicles of conquest, and strategies of cultural resistance employed by criollo and Amerindian subjects.

SPAN 473  Literary Translation in Spanish  (3 credits)
Prerequisite: SPAN 301, 306, or equivalent; SPAN 303 previously or concurrently. This course examines the history and principles of literary translation with reference to translation between the Spanish- and English-speaking worlds. Literary translations both from Spanish to English and vice versa are analyzed within a critical context, and students translate essays, short stories, and poetry into both languages. Equal attention is paid to Spanish and English stylistics.
SPAN 474  Translation for Specific Fields (3 credits)
Prerequisite: SPAN 301, 306, or equivalent; SPAN 303 previously or concurrently. This course concentrates on the technical and stylistic elements of translation of texts from a variety of fields such as business, journalism, tourism, telecommunications, and international trade. Material to be translated includes actual texts, and activities involve analysis of translation strategies and terminological challenges pertinent to effective written communication in each domain. Translation is from both Spanish to English and English to Spanish.

SPAN 480  Tutorial I (3 credits)
Prerequisite: Permission of the Department. This course consists of guided readings in Spanish language and/or Hispanic literature, culture, and translation, to meet the individual student's needs.

SPAN 481  Tutorial II (3 credits)
Prerequisite: Permission of the Department. This course consists of guided readings in Spanish language and/or Hispanic literature, culture, and translation, to meet the individual student's needs.

SPAN 482  Tutorial III (3 credits)
Prerequisite: Permission of the Department. This course consists of guided readings in Spanish language and/or Hispanic literature, culture, and translation, to meet the individual student's needs.

SPAN 483  Tutorial IV (3 credits)
Prerequisite: Permission of the Department. This course consists of guided readings in Spanish language and/or Hispanic literature, culture, and translation, to meet the individual student's needs.

SPAN 490  Honours Essay Tutorial (3 credits)
Prerequisite: Honours status. This course provides the honours candidate with the opportunity to prepare an extensive research essay, on a topic to be chosen by the candidate with the approval of a supervising member of the faculty of the Spanish section.

SPAN 491  Theory and Methods of Literary Analysis (3 credits)
Prerequisite: Honours status or permission of the Department. This course presents students with some of the fundamental concepts of contemporary critical theory and methods, as pertaining to the analysis of Hispanic texts. This course is complementary to SPAN 490.
NOTE: Students who have received credit for SPAN 403 may not take this course for credit.

SPAN 495  Specialization Project (3 credits)
Prerequisite: 30 credits in the specialization program. This course provides the specialization student with the opportunity to complete a major research project chosen by the candidate in consultation with and under the supervision of a member of the faculty of the Spanish section.

SPAN 498  Advanced Topics in Spanish (3 credits)
SPAN 499  Advanced Topics in Spanish (6 credits)

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

Linguistics

LING 200  Introduction to Linguistic Science (3 credits)
This course provides an introduction to the principles of general linguistics for beginners in the field. There is an emphasis on synchronic linguistic analysis, with a brief examination of historical and comparative linguistics.

LING 222  Language and Mind: The Chomskyan Program (3 credits)
This course uses language as a tool to examine the workings of the human mind. It approaches the study of language from the perspective of generative grammar as developed by Noam Chomsky and his collaborators. It deals with patterns of linguistic structure, rather than content or meaning. The goal of this course is to develop an understanding of the field of cognitive science (the study of knowledge and the mind/brain) and determine how linguistics fits in with disciplines like the study of vision, auditory perception and reasoning.
NOTE: Students who have received credit for this topic under a LING 398 number may not take this course for credit.

LING 298  Selected Topics in Linguistics (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

LING 300  Sociolinguistics (3 credits)
This course studies the beliefs, interrelationships, and values of societal groups as reflected in language.
LING 315  **Syntactic Theory** (3 credits)
Prerequisite: LING 200 or LING 222 or equivalent; or permission of the Department. This course represents a survey of contemporary syntactic theory, with a focus on Government-Binding theory and its descendants. Phrase structure, movement, and the relevance of syntactic theory for theories of syntactic acquisition are considered.

LING 320  **Semantics** (3 credits)
This course introduces the basic notions required for formal analysis of meaning within a theory of language. The central objective is the development of a system for the representation of the logical structure of natural language. Contemporary works in linguistic semantics are critically examined.

LING 322  **Linguistics and Cognitive Science** (3 credits)
Prerequisite: LING 222 or equivalent. This course situates generative linguistics in the cognitive sciences by providing a survey of relevant topics from psychology, artificial intelligence, computer science, ethology, and philosophy.

 NOTE: Students who have received credit for this topic under a LING 398 number may not take this course for credit.

LING 330  **Sanskrit** (3 credits)
This course provides an introduction to the fundamentals of Sanskrit grammar. After developing a foundation, students are presented with a selection of short, original texts to read and translate.

LING 336  **Comparative Indo-European Linguistics** (3 credits)
Prerequisite: LING 200 or equivalent. Through a comparative study of the phonology of the various branches of the Indo-European language family (e.g. Indo-Iranian, Hellenic, Italic, Germanic, Slavic, Baltic), this course familiarizes the student with the techniques used in linguistic reconstruction. Emphasis is given to the development and differentiation of languages through time.

LING 341  **Introduction to Romance Linguistics** (3 credits)
A study of the modern Romance languages, especially French, Italian, and Spanish, and their development from Latin.

LING 353  **Psycholinguistics** (3 credits)
Prerequisite: LING 200 or PSYC 200 or equivalent. This course treats current issues in the experimental evaluation of linguistic theories, presenting both methodological concerns and empirical results. Topics covered include sentence processing, speech perception, lexical access and language development.

 NOTE: Students who have received credit for this topic under a LING 398 number may not take this course for credit.

LING 372  **Descriptive and Instrumental Phonetics** (3 credits)
Description of speech sounds in articulatory terms. Identification and description of sounds that occur outside the Indo-European family of languages. Description of speech sounds as to their acoustic qualities: frequency, amplitude, pitch, stress. Interpretation of sound spectrograms.

LING 373  **Phonological Analysis** (3 credits)
Prerequisite: LING 200 or equivalent. This course examines the fundamentals of distinctive-feature analysis as developed by Jakobson, Chomsky, and Halle. Theoretical concepts and notational techniques are emphasized. Students receive extensive training in data analysis and rule writing.

LING 380  **Morphology** (3 credits)
Prerequisite: LING 373 or equivalent. This course consists of a survey of linguistic morphology, the study of word structure, and the tools used to perform morphological analysis. The course also gives some consideration to the issues relating to a theory of morphology.

 NOTE: Students who have received credit for this topic under a LING 398 number may not take this course for credit.

LING 398  **Selected Topics in Linguistics** (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

LING 415  **Advanced Syntax** (3 credits)
Prerequisite: LING 315 with a grade of C- or higher, or equivalent. This course considers current developments in the field of syntactic theory and their application to phenomena such as control, movement out of islands and binding.

LING 420  **Language Change** (3 credits)
Prerequisite: LING 315, 336, 373, or equivalent. This course concentrates on the nature of language change, with an investigation into the relationship between theories of linguistic structure and theories of change. The theoretical foundations of contemporary methods in the study of language change are the central focus.

 NOTE: Students who have received credit for this topic under a LING 398 number may not take this course for credit.

LING 421  **Non-Indo-European Structures** (3 credits)
Prerequisite: LING 315, 373, or equivalent. This course is intended to give the student an in-depth acquaintance with the structure of a language which differs markedly from that of familiar Indo-European languages. The course involves working with a native speaker and/or from textual material.
LING 425  Language Acquisition and Universal Grammar (3 credits)
Prerequisite: LING 315, 373, or equivalent. This course presents a survey of theoretical and empirical issues in the study of first language (L1) acquisition by children. Particular attention is paid to the role of Universal Grammar and innateness in explaining L1 acquisition, as well as to the significance of fundamental theoretical notions such as the competence/performance distinction.

LING 429  Interfaces in Linguistic Theory (3 credits)
Prerequisite: LING 315, 373, or equivalent. This course presents, in considerable depth, current research on the formal relationships which hold between the modules of grammar, e.g. phonology-syntax, or syntax-semantics. The general problem of interfaces, and their relationship to assumptions such as modularity, are discussed. The particular interface covered may vary from year to year.
NOTE: Students may take this course twice for credit provided the subject matter is different. Students who have received credit for a particular topic under a LING 498 number may not take this course for credit unless the subject matter is different.

LING 436  Advanced Indo-European Studies (3 credits)
Prerequisite: LING 336 or equivalent. Detailed study of the synchronic and diachronic grammars of one or more Indo-European dialects essential to the reconstruction of the proto-language. Extensive readings are undertaken in both original texts and in scholarly contributions to their elucidation. Emphasis is placed on current issues and research in the field.

LING 437  Problems in Indo-European Comparative Grammar (3 credits)
Prerequisite: LING 336 or equivalent. This course explores one or more areas of Indo-European comparative grammar of particular interest in current research. Extensive reading in the scholarly literature is undertaken with emphasis on the principles by which hypotheses in historical linguistics can be framed and the criteria for testing such hypotheses.

LING 446  Comparative Grammar of Greek and Latin (3 credits)
Prerequisite: LING 200 or CLAS 280 or 290 or equivalent. A study of the similarities and differences in the phonology and morphology of Ancient Greek and Latin. Some attention is also given to issues of syntax and the lexicon.

LING 447  Mycenaean Greek (3 credits)
Prerequisite: LING 200 or CLAS 280 or equivalent. Dating from the 14th to the 12th century BCE, Mycenaean — the language of the Linear B tablets — is the earliest form of Greek attested. In this course, selected documents will be read, both in transliteration and in the Mycenaean syllabary, with attention both to linguistic and to cultural issues.

LING 456  Homeric Greek (3 credits)
Prerequisite: LING 200 or CLAS 280 or equivalent. An examination of the language of Homer, an artificial mixture of dialectal and diachronic variants, a Kunstsprache. Against the background of a study of the comparative and historical grammar of Greek and its development from Proto-Indo-European, the focus is on diachronic aspects of Homeric grammar and diction. Readings are principally from Books One and Three of the Iliad.

LING 457  Archaic Latin and the Italic Dialects (3 credits)
Prerequisite: LING 200 or CLAS 290 or equivalent. A study of inscriptions in archaic Latin and the ancient Italic dialects Oscan and Umbrian. Examination of the main features of phonology, morphology, syntax and the lexicon which distinguish Osco-Umbrian from Latin, with reference to their development from Proto-Indo-European.

LING 461  Hittite (3 credits)
Prerequisite: LING 336 or equivalent. The fundamentals of Hittite grammar are presented through the extensive reading of texts, both in transliteration and cuneiform. Considerable attention is given to problems of comparative grammar.

LING 473  Advanced Phonology (3 credits)
Prerequisite: LING 373 with a grade of C- or higher, or equivalent. This course treats current issues in the theory of phonology, such as syllable structure, stress computation, vowel harmony and tonology. Critical readings from the current theoretical literature form the basis for discussion and study.
NOTE: Students who have received credit for this topic under a LING 498 number may not take this course for credit.

LING 475  History of Linguistics (3 credits)
Prerequisite: LING 315, 336, 373, or equivalent. This course examines the history of linguistics, with a particular focus on the structuralist predecessors of contemporary linguistic theorists. Both North American and European schools of thought are considered. Extensive reading of fundamental texts is required.

LING 490  Research Seminar in Linguistics (3 credits)
Prerequisite: Permission of the Department. This course provides students with the opportunity for advanced research in linguistics under the direct supervision of a faculty member. Participants will write a theoretical or experimental paper and present their findings for discussion with fellow students.
NOTE: Students may take this course only once for credit.
LING 495  Tutorial (3 credits)
Prerequisite: Permission of the Department. This course provides students with the opportunity to study a topic of individual interest under the guidance of a faculty member.
NOTE: Students may take this course twice for credit provided the subject matter is different.

LING 498  Advanced Topics in Linguistics (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

NON-PROGRAM COURSES:

Hebrew
THE DEPARTMENT RESERVES THE RIGHT TO TRANSFER A STUDENT TO A HIGHER-LEVEL LANGUAGE COURSE IF IT IS DEEMED THAT THE COURSE FOR WHICH THE STUDENT HAS REGISTERED IS NOT APPROPRIATE FOR THE EXTENT OF HIS OR HER KNOWLEDGE OF THE LANGUAGE.

HEBR 210  Introductory Course in Hebrew (6 credits)
A beginners’ course in Hebrew, with readings of classical and modern texts.
NOTE: Students who have taken Hebrew at the Cegep level, or whose schooling has been conducted in Hebrew, will not be admitted to this course.

HEBR 241  Intermediate Hebrew I (3 credits)
Prerequisite: HEBR 210 or permission of the Department. This course includes a comprehensive review of Hebrew grammar and syntax and deals with additional details not covered in the introductory course. Practice is provided through compositions and readings of classical and modern Hebrew texts.
NOTE: Students who have received credit for HEBR 250 may not take this course for credit.

HEBR 242  Intermediate Hebrew II (3 credits)
Prerequisite: HEBR 241 or permission of the Department. This course continues the comprehensive review of Hebrew grammar and syntax, and deals with additional details not covered in the introductory course. Practice is provided through compositions and readings of classical and modern Hebrew texts.
NOTE: Students who have received credit for HEBR 250 may not take this course for credit.

HEBR 310  Topics in Hebrew Literature (3 credits)
Topics for this course will vary; possibilities may include modern Hebrew literature, masterpieces and genres in Hebrew literature, and others. This course is taught in English.
NOTE: Please see the Undergraduate Class Schedule for details.

Modern Languages
The following courses give instruction in languages and cultures not included in any of the Department’s programs.

MGRK 290  Modern Greek (6 credits)
This course provides an introduction to the basic elements of modern Greek for the student with no knowledge of the language.
NOTE: Students who have received credit for this topic under an MODL 399 number may not take this course for credit.

MGRK 398  Special Topics in Modern Greek (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

MIRI 290  Modern Irish (6 credits)
This course provides an introduction to the basic elements of modern Irish for the student with no knowledge of the language.
NOTE: Students who have received credit for this topic under an MODL 399 number may not take this course for credit.

MIRI 398  Special Topics in Modern Irish (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

MODL 298  Special Topics in Modern Languages (3 credits)

MODL 299  Special Topics in Modern Languages (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
MODL 398  *Special Topics in Modern Languages* (3 credits)

MODL 399  *Special Topics in Modern Languages* (6 credits)

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

MODL 498  *Advanced Topics in Modern Languages* (3 credits)

MODL 499  *Advanced Topics in Modern Languages* (6 credits)

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

MRUS 290  *Russian* (6 credits)

This course provides an introduction to the basic elements of Russian for the student with no knowledge of the language.

*NOTE:* Students who have received credit for RUSS 330 may not take this course for credit.

MRUS 398  *Special Topics in Russian* (3 credits)

Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
COMMUNICATION STUDIES

Faculty

Chair
RAE STASESON, MFA Rutgers University, Associate Professor

Distinguished Professors Emeriti
JOHN BUELL, PhD Université de Montréal
JOHN E. O’BRIEN, s.j., PhD University of Southern California

Professors
CHARLES ACLAND, PhD University of Illinois at Urbana-Champaign
MARTIN ALLOR, PhD University of Illinois at Urbana-Champaign
WILLIAM BUXTON, PhD Free University of Berlin
MAURICE CHARLAND, PhD University of Iowa
MIA CONSLVO, PhD University of Iowa
MONIKA KIN GAGNON, PhD Simon Fraser University
YASMIN JIWANI, PhD Simon Fraser University
BRIAN LEWIS, PhD University of Iowa
NIKOS METALLINOS, PhD University of Utah
LORNA ROTH, PhD Concordia University, Provost’s Distinction
KIM SAWCHUK, PhD York University
PETER C. VAN WYCK, PhD McGill University

Associate Professors
OWEN CHAPMAN, PhD Concordia University
SANDRA GABRIELE, PhD Concordia University
RICHARD HANCOX, MFA Ohio University
ANDRA McCARTNEY, PhD York University
ELIZABETH MILLER, MFA Rensselaer Polytechnic Institute
TIMOTHY SCHWAB, MFA Concordia University
MATTHEW SOAR, PhD University of Massachusetts Amherst
JEREMY STOLOW, PhD York University

Assistant Professors
TAGNY DUFF, MFA Concordia University
KRISTA LYNES, PhD University of California, Santa Cruz
FENWICK MCKELVEY, PhD Ryerson University/York University

Affiliate Associate Professor
LESLIE SHADE, PhD McGill University

For the complete list of faculty members, please consult the Department website.

Location

Loyola Campus
Communication Studies and Journalism Building, Room: CJ 3.230
514-848-2424, ext. 2555

Department Objectives

The Department of Communication Studies takes a broad approach to the study of media and communication. Its undergraduate programs provide students with the analytical, critical, and creative skills necessary in a communication- and information-rich world.

Facilities

The Department provides the necessary equipment and facilities to accommodate students in laboratory courses. These include production studios, Mac labs, field production equipment for video and film (H.D. and 16mm), editing suites for video and film,
digital sound facilities (production and post-production), and intermedia laboratories. The Learning Centre provides resources for supporting media production and studies as well as computers for program students to use. The media gallery is also housed in the Learning Centre.

**Department Admission Requirements**

The Department of Communication Studies has distinct admission procedures for each of its programs, in addition to the normal admission process of Concordia University. The Department is prepared to receive applications as early as January. Interested candidates should obtain information about admission requirements by visiting the Department’s website at coms.concordia.ca.

**Graduate Work in Communication Studies**

The Department offers a one-year diploma program for students who have completed their undergraduate degree in another field and who desire a concentrated introduction to Communication Studies. It offers an MA in Media Studies for those with an undergraduate degree in Communication Studies or a cognate field. A PhD in Communications is offered jointly with Université de Montréal and UQAM. For details, please refer to the School of Graduate Studies Calendar or contact the Department.

**Programs**

*Students are responsible for satisfying their particular degree requirements.*

*The superscript indicates credit value.*

The Department offers three programs of study.

1. **BA Specialization in Communication Studies:** This program consists of 60 Communication Studies credits with the remaining elective credits drawn from outside the Department. It provides students with training in a variety of media and an in-depth understanding of communicative processes and of the social, cultural, persuasive, and aesthetic aspects of media and communication.

2. **BA Major in Communication Studies:** This program consists of 42 credits in Communication Studies with the remaining elective credits drawn from outside the Department. It provides students with training in a variety of media and an understanding of communicative processes and of the social, cultural, persuasive, and aesthetic aspects of media and communication.

3. **BA Major in Communication and Cultural Studies:** This program consists of 42 credits in Communication Studies with the remaining elective credits drawn from outside the Department. It offers a strong theoretical and critical understanding of communicative processes and of the social, cultural, persuasive, and aesthetic aspects of media and communication. It does not offer media production.

Elective credits are understood as courses taken in other departments or Faculties of the University. Credits in Communication Studies or in the Mel Hoppenheim School of Cinema may not be used in lieu of electives.

200-level courses are normally taken in first year, 300-level courses in second year, 400-level courses in third year.

Students are required to complete the appropriate entrance profile for entry into the program (see §31.002 – Programs and Admission Requirements – Profiles).

- **60 BA Specialization in Communication Studies**
  - 18 COMS 210, 220, 240, 274, 276, 284
  - 6 Chosen from COMS 310, 352, 357, 367, 368, 369, 372, 373
  - 6-18 Chosen from the list of Practicum Courses
  - 18-30 Chosen from the list of Studies Courses at the 300 or 400 level, with at least 12 credits at the 400 level

  *NOTE: Students may not take more than one Practicum course in any one term at the 300 or 400 level.*

- **42 BA Major in Communication Studies**
  - 18 COMS 210, 220, 240, 274, 276, 284
  - 6 Chosen from COMS 310, 352, 357, 367, 368, 369, 372, 373
  - 6-12 Chosen from the list of Practicum Courses
  - 6-12 Chosen from the list of Studies Courses at the 300 or 400 level, with at least six credits at the 400 level

  *NOTE: Students may not take more than one Practicum course in any one term at the 300 or 400 level.*

- **42 BA Major in Communication and Cultural Studies**
  - **Stage I**
    - 12 COMS 210, 220, 225, 240
  - **Stage II**
    - 3 COMS 325
    - 6 Chosen from COMS 310, 352, 357, 367, 368, 369, 372, 373
  - **Stage III**
    - 3 COMS 425
    - 18 Chosen from the list of Studies Courses at the 300 or 400 level, with at least nine credits at the 400 level
Practicum Courses

Practicum courses in the Department focus on the development of creative media practices within the context of Communication Studies research based in the humanities and social sciences. These courses include weekly lectures, readings, critical analysis, workshops, seminars, screenings, and presentations. First-year courses include an average of three hours of creative laboratories per week. Second- and third-year courses include an average of eight hours of creative labs and/or fieldwork per week.

COMS 274 Communication Media: Intermedia I (3 credits)
COMS 276 Communication Media: Sound I (3 credits)
COMS 284 Communication Media: Film and Video I (3 credits)
COMS 294 Communication Media: Intermedia II (6 credits)
COMS 376 Communication Media: Sound II (6 credits)
COMS 383 Communication Media: Film II (6 credits)
COMS 385 Communication Media: Video II (6 credits)
COMS 393 Communication Media: Special Topics (3 credits)
COMS 474 Communication Media: Intermedia III (6 credits)
COMS 476 Communication Media: Sound III (6 credits)
COMS 483 Communication Media: Film III (6 credits)
COMS 485 Communication Media: Video III (6 credits)
COMS 493 Communication Media: Advanced Topics (3 credits)

Studies Courses

Studies courses in the Department offer theoretical and critical understandings of social, cultural, formal, and other aspects of human communication and media. These courses may include weekly lectures, readings, critical analyses, seminars, screenings, and presentations.

COMS 210 Media Criticism (3 credits)
COMS 220 History of Communication and Media (3 credits)
COMS 225 Media Institutions and Policies (3 credits)
COMS 240 Communication Theory (3 credits)
COMS 301 Selected Topics in National Cinemas (3 credits)
COMS 304 Selected Topics in Film Studies (3 credits)
COMS 307 Scriptwriting for Media (3 credits)
COMS 308 Selected Topics in Video (3 credits)
COMS 309 Studies in Documentary (3 credits)
COMS 310 Media Genres (3 credits)
COMS 319 Media Literacy (3 credits)
COMS 324 Communication Analysis of Environment (3 credits)
COMS 325 Approaches to Communication Research (3 credits)
COMS 352 Media Policy in Canada (3 credits)
COMS 354 Youth and Media (3 credits)
COMS 355 Media and New Technology (3 credits)
COMS 357 Media and Critical Theory (3 credits)
COMS 360 Mass Communication (3 credits)
COMS 361 Propaganda (3 credits)
COMS 362 Psychology of Communication (3 credits)
COMS 365 History of Sound Recording (3 credits)
COMS 367 Media and Cultural Context (3 credits)
COMS 368 Media and Gender (3 credits)
COMS 369 Visual Communication and Culture (3 credits)
COMS 370 Advertising and the Consumer Culture (3 credits)
COMS 371 Public Relations: Principles and Problems (3 credits)
COMS 372 Theories of Public Discourse (3 credits)
COMS 373 Topics in Media and Cultural History (3 credits)
COMS 394 Communication Studies Apprenticeship I (3 credits)
COMS 395 Communication Studies Apprenticeship II (3 credits)
COMS 398 Selected Topics in Communication Studies (3 credits)
COMS 399 Selected Topics in Communication Studies (6 credits)
COMS 407 Advanced Scriptwriting for Media (3 credits)
COMS 410 Acoustic Communication and Design (3 credits)
COMS 411 Sexuality and Public Discourse (3 credits)
COMS 412 Discourses of Dissent (3 credits)
COMS 413 Cultures of Production (3 credits)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMS 414</td>
<td>Production Administration (3 credits)</td>
</tr>
<tr>
<td>COMS 415</td>
<td>Advanced Topics in the Photographic Image (3 credits)</td>
</tr>
<tr>
<td>COMS 416</td>
<td>Film Criticism (3 credits)</td>
</tr>
<tr>
<td>COMS 418</td>
<td>Cultures of Globalization (3 credits)</td>
</tr>
<tr>
<td>COMS 419</td>
<td>Communications and Indigenous Peoples (3 credits)</td>
</tr>
<tr>
<td>COMS 420</td>
<td>Reception Studies (3 credits)</td>
</tr>
<tr>
<td>COMS 421</td>
<td>Communicative Performances and Interventions (3 credits)</td>
</tr>
<tr>
<td>COMS 422</td>
<td>Perspectives on the Information Society (3 credits)</td>
</tr>
<tr>
<td>COMS 423</td>
<td>Media Art and Aesthetics (3 credits)</td>
</tr>
<tr>
<td>COMS 424</td>
<td>Alternative Media (3 credits)</td>
</tr>
<tr>
<td>COMS 425</td>
<td>Advanced Seminar in Cultural Studies (3 credits)</td>
</tr>
<tr>
<td>COMS 426</td>
<td>Television Studies (3 credits)</td>
</tr>
<tr>
<td>COMS 434</td>
<td>Advanced Topics in Film Studies (3 credits)</td>
</tr>
<tr>
<td>COMS 435</td>
<td>Advanced Topics in Documentary Film and Video (3 credits)</td>
</tr>
<tr>
<td>COMS 437</td>
<td>Media Forecast (3 credits)</td>
</tr>
<tr>
<td>COMS 453</td>
<td>Communication Ethics (3 credits)</td>
</tr>
<tr>
<td>COMS 460</td>
<td>Political Communication (3 credits)</td>
</tr>
<tr>
<td>COMS 461</td>
<td>Organizational Communication (3 credits)</td>
</tr>
<tr>
<td>COMS 462</td>
<td>Communication, Culture and Popular Art (3 credits)</td>
</tr>
<tr>
<td>COMS 463</td>
<td>Semiotics (3 credits)</td>
</tr>
<tr>
<td>COMS 464</td>
<td>Race, Ethnicity and Media (3 credits)</td>
</tr>
<tr>
<td>COMS 465</td>
<td>Rhetoric and Communication (3 credits)</td>
</tr>
<tr>
<td>COMS 466</td>
<td>Communications, Development and Colonialism (3 credits)</td>
</tr>
<tr>
<td>COMS 472</td>
<td>Communication Technologies and Gender (3 credits)</td>
</tr>
<tr>
<td>COMS 473</td>
<td>International Communication (3 credits)</td>
</tr>
<tr>
<td>COMS 496</td>
<td>Directed Study I (3 credits)</td>
</tr>
<tr>
<td>COMS 497</td>
<td>Directed Study II (3 credits)</td>
</tr>
<tr>
<td>COMS 498</td>
<td>Advanced Topics in Communication Studies (3 credits)</td>
</tr>
<tr>
<td>COMS 499</td>
<td>Advanced Topics in Communication Studies (6 credits)</td>
</tr>
</tbody>
</table>

**Courses**

*Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.*

**N.B.:**

1. 300-level courses, unless otherwise indicated, are open to students who have successfully completed 24 university credits or who have received permission from the Department.
2. 400-level courses, unless otherwise indicated, are open to students who have successfully completed 48 university credits or who have received permission from the Department.

**COMS 210 Media Criticism** (3 credits)
Prerequisite: Registration in a Communication Studies program. Through lectures, discussions, readings, and critical analyses, this course introduces students to the major schools and practices of media criticism. The course articulates the relationships between formal, aesthetic, representational, and sensory elements of media texts and discourses.

**COMS 220 History of Communication and Media** (3 credits)
Prerequisite: Registration in a Communication Studies program. This course examines communication and media from a comparative and historical perspective. Topics include the transition from orality to literacy, the print revolution, the rise of imaging technologies, and the emergence of modern publics, nations, and global media systems. Assignments introduce methods of historical research.

**COMS 225 Media Institutions and Policies** (3 credits)
Prerequisite: Registration in Communication and Cultural Studies Major. This course introduces students to the analysis of the institutional, political, and economic forces that have shaped the development of media during the 20th century. Attention is given to the ownership structures, corporate practices, and state policy interventions affecting media institutions in both the public and private sectors. A particular focus is given to the interrelations between Cultural, Multicultural, and Communication Policy interventions. **NOTE:** Students who have received credit for COMS 326 may not take this course for credit.

**COMS 240 Communication Theory** (3 credits)
Prerequisite: Registration in a Communication Studies program. Through lectures, discussions, and selected readings from the works of key theoreticians, this course introduces students to major approaches to the understanding of the process of communication.

**COMS 274 Communication Media: Intermedia I** (3 credits)
Prerequisite: Registration in a Major or Specialization in Communication Studies. This course provides an introduction to new and developing digital technologies (primarily computer-based media) through historical, theoretical, and critical perspectives on media, culture, and society. This includes basic concepts in software operating systems, communication design, and digital media creation. **NOTE:** Students who have received credit for COMS 256 may not take this course for credit.
COMS 276  Communication Media: Sound I (3 credits)
Prerequisite: Registration in the Major or Specialization in Communication Studies. This course introduces students to acoustic, analog, and digital components of audio systems. Students explore the communicational and aesthetic characteristics of sound. Through practical exercises students learn how to structure sound into imaginative aural forms across various media.
NOTE: Students who have received credit for COMS 278 may not take this course for credit.

COMS 284  Communication Media: Film and Video I (3 credits)
Prerequisite: Registration in the Major or Specialization in Communication Studies. This course provides a foundation in the creative, critical, and technical aspects of 16mm film and digital video production, including an introduction to non-linear editing software. Through collaborative assignments, students discover the shared and distinct language of each medium.
NOTE: Students who have received credit for COMS 280 and 282 may not take this course for credit.

COMS 298  Selected Topics in Communication Studies (3 credits)
COMS 299  Selected Topics in Communication Studies (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

COMS 301  Selected Topics in National Cinemas (3 credits)
Prerequisite: See N.B. number (1). This course focuses on selected national cinemas. The analytic perspective of the course varies but may encompass such issues as cultural contexts; aesthetic conventions; economic and policy constraints; and the history of canons and their renewals. Specific topics for this course will be stated in the Undergraduate Class Schedule.
NOTE: Students who have received credit for this topic under a COMS 303 number may not take this course for credit.

COMS 304  Selected Topics in Film Studies (3 credits)
Prerequisite: See N.B. number (1). The topic of this course varies but may include such issues as film theories; the political economy of cinema; the analysis of particular periods in film history; the analysis of the films of particular directors and/or producers; film policies, or the relations between film, video, and television. Specific topics for this course will be stated in the Undergraduate Class Schedule.
NOTE: Students who have received credit for this topic under a COMS 302 number may not take this course for credit.

Communication Studies students may take no more than six credits from the Mel Hoppenheim School of Cinema in the Faculty of Fine Arts.

COMS 307  Scriptwriting for Media (3 credits)
Prerequisite: See N.B. number (1); registration in a Major or Specialization in Communication Studies; submission of a sample of creative writing by June 30 and subsequent approval by the instructor. This course is designed to provide knowledge of and practice in the forms and formats of scripts for media. Topics include the anatomy of a script, the relation between audio and visual elements, and the specificity of particular narrative and non-narrative genres. Emphasis is placed upon formal structures, such as story construction and plot development, character and dialogue, tension, conflict, resolution, and harmony.
NOTE: Students who have received credit for COMS 305 or 330 may not take this course for credit.

COMS 308  Selected Topics in Video (3 credits)
Prerequisite: See N.B. number (1). This course investigates a variety of video practices from the 1960s to present. These practices range from video as a political tool to video art and installation. Students gain an understanding of the critical and creative uses of video as a tool for communication and change.

COMS 309  Studies in Documentary (3 credits)
Prerequisite: See N.B. number (1). This course offers a survey of documentary genres in various media. Topics include the characteristic styles and forms of documentary, the function of documentary, and its relationship to truth and knowledge. The course consists of lectures, screenings, readings, critique, and discussion.
NOTE: Students who have received credit for COMS 306 and 331 may not take this course for credit.

COMS 310  Media Genres (3 credits)
Prerequisite: See N.B. number (1). This course presents the concept of genre as a framework for the study of media. Topics may include the history of development of genre theory, the distinctive fictive and non-fictive genres of particular media, and the analysis of emergent or hybrid genres.

COMS 319  Media Literacy (3 credits)
Prerequisite: See N.B. number (1). This course provides students with an overview of the fundamental principles governing visual media, in particular video, film, and computerized images. Emphasis is placed on the techniques applied in the construction of media images and particular messages. These media and media products are examined according to the criteria taken from perceptual, cognitive, and aesthetic theories of visual communication.
NOTE: Students who have received credit for this topic under a COMS 398 number may not take this course for credit.
COMS 324  Communication Analysis of Environment (3 credits)
Prerequisite: See N.B. number (1). This course analyzes communicational aspects of various sites such as museums, galleries, exhibitions, countrysides, city streets, highways, department stores, and churches. These analyses are conducted from perspectives such as film locations work, interpretive writing, cultural studies, and soundscape research. Students take part in individual and group analyses of Montreal locations. Lectures, tutorials, and workshops.

COMS 325  Approaches to Communication Research (3 credits)
Prerequisite: Registration in Communication and Cultural Studies Major; COMS 225. This course introduces students to the logics of inquiry of the major research approaches used within Communication and Cultural Studies. It familiarizes students with the formation of research questions, the choice of appropriate methodological tools, and the interpretation and reporting of research findings. There is a particular focus on qualitative approaches to field research and discourse and textual analysis.

COMS 352  Media Policy in Canada (3 credits)
Prerequisite: See N.B. number (1). This course acquaints the student with the historical development of media policy in Canada. It examines the government regulation of media as well as the strategies that have been put in place to foster and guide the development of media and cultural industries. It also considers the present state of broadcasting, telecommunications, and Internet policies in Canada, focusing on current problems and exploring alternative solutions.

COMS 354  Youth and Media (3 credits)
Prerequisite: See N.B. number (1). This course explores the forms of communication that have developed between media and youth, including children and adolescents. Topical areas include future policies and planning in the light of developmental needs, ethical parameters, and experiments in creative empowerment.

COMS 355  Media and New Technology (3 credits)
Prerequisite: See N.B. number (1). This course examines the applications of computers in the field of communications from conceptual, theoretical, and practical perspectives. Analog and digital representation, transmission, storage, and processing of visual and aural information are discussed.

COMS 357  Media and Critical Theory (3 credits)
Prerequisite: See N.B. number (1). This course focuses on key authors and readings in critical theory, including the work of the Frankfurt School, British Cultural Studies, structuralism, post-structuralism, and contemporary continental philosophy. A central concern is to understand the nature of power in the modern media environment.

COMS 360  Mass Communication (3 credits)
The course examines the nature and forms of mass communication, the social sources and uses of mass communication, its psychology, audiences, and effects. The ethics of mass communication are also discussed. Through guest lecturers from the various media and readings of contemporary analyses/critiques, issues such as media ownership and access, government and self-regulation, technological implications, and media accountability are raised.

NOTE: Students who have received credit for COMZ 360 may not take this course for credit.

COMS 361  Propaganda (3 credits)
Prerequisite: See N.B. number (1). The aim of this course is to recognize the orchestration of the elements of propaganda in media, and to develop the means to deal with it. Course methodology includes lectures, discussions, and projects.

NOTE: Students registered in a Communication Studies program may not take this course for program credit but may take it for degree credit.

COMS 362  Psychology of Communication (3 credits)
Prerequisite: See N.B. number (1). The objectives of the course are to provide the learner with: 1) an overview of psychological processes active in the communicative act; 2) the opportunity to explore a single media area in depth, either independently or in a small group. Through a variety of formats, topic areas such as the following are explored: perception and information processing, language development, areas of para-psychology related to communication, influences on attitude/behaviour, verbal/non-verbal codes, and meaning.

COMS 365  History of Sound Recording (3 credits)
Prerequisite: See N.B. number (1). This course traces the technological development of sound recording and establishes the historical context and the social and economic conditions in which this development has occurred. The evolution of studio recording practices, the structure of the music industry and its global operations, changes in the production and consumption of music, and changes in the role of music as a form of cultural communication are examined. Attention is also given to sound recording practices in cinema, radio, television and digital media.

COMS 367  Media and Cultural Context (3 credits)
Prerequisite: See N.B. number (1). This course examines the contested notions of culture and diversity as they relate to interpersonal and mediated communication. It focuses on ways in which different cultural communities critique and access a range of cultural forms, on issues and challenges of cross-cultural communications, and on media representational practices, challenges, and problematics.
COMS 368  *Media and Gender* (3 credits)
Prerequisite: See N.B. number (1). This course investigates how sex and gender are represented in and by the media. The course examines sexuality, sexism, and theories of gender through a critical examination of contemporary media topics.

COMS 369  *Visual Communication and Culture* (3 credits)
Prerequisite: See N.B. number (1). This course introduces the basic principles of visual forms of communication, and considers the relationship of visual and verbal components within media messages. It also presents various modes of visual communication, considers their place within cultural understandings of representation, and examines the place of the visual within contemporary culture.

COMS 370  *Advertising and the Consumer Culture* (3 credits)
Prerequisite: See N.B. number (1). This course critically examines the place of advertising in contemporary society. Topics may include the analysis of communication strategies, the construction of desire, the significance of advertising to the production and circulation of commodities, and the role of advertising and consumption in the construction of social identity.

*NOTE*: Students who have received credit for COMS 470 may not take this course for credit.

COMS 371  *Public Relations: Principles and Problems* (3 credits)
Prerequisite: See N.B. number (1). This course considers the principles and responsibilities of public relations, and critically examines specific problems and the role of media choices and practices in effecting solutions.

*NOTE*: Students who have received credit for COMS 471 may not take this course for credit.

COMS 372  *Theories of Public Discourse* (3 credits)
Prerequisite: See N.B. number (1). This course presents a variety of theoretical frameworks that inform the analysis of public communication. Emphasis is placed on cultural, political, and ideological interpretations. Concepts presented are drawn from a number of traditions including rhetoric, hermeneutics, post-structuralism, psychoanalysis, semiotics, and deconstruction.

COMS 373  *Topics in Media and Cultural History* (3 credits)
Prerequisite: See N.B. number (1). This course offers an in-depth examination of specific periods or issues in media and cultural history. Selected topics focus on the development of media forms or cultural practices, as well as their social and political consequences. Historiographic research methods and theories are addressed.

COMS 374  *Communication Media: Intermedia II* (6 credits)
Prerequisite: COMS 274; permission of the Department. This course continues the exploration of concepts in digital communications, primarily computer-based media, and their application to communication design and media production. The course involves historical, theoretical, and critical reflection, a variety of digital production exercises, and intermedia projects.

*NOTE*: Students who have received credit for this topic under a COMS 399 number may not take this course for credit.

COMS 375  *Communication Media: Sound II* (6 credits)
Prerequisite: COMS 276; permission of the Department. This course explores acoustic communication, focusing on audio production techniques associated with various media, including radio, film, video, television, music recording, and intermedia. Students develop technical skills in sound creation and a critical awareness of the social and historical contexts of sound production and reception.

*NOTE*: Students who have received credit for COMS 378 may not take this course for credit.

COMS 376  *Communication Media: Film II* (6 credits)
Prerequisite: COMS 284; permission of the Department. This intermediate course focuses on the aesthetic, theoretical, practical, and creative aspects of communication in cinema. Students shoot 16mm film, with post-production on digital video. Innovative approaches to technical and financial constraints, to required lengths and delivery dates, are emphasized.

*NOTE*: Students who have received credit for COMS 381 may not take this course for credit.

COMS 377  *Communication Media: Video II* (6 credits)
Prerequisite: COMS 284; permission of the Department. This course explores aesthetic, critical, and theoretical issues through the development of artistic voice, concept, and audience. Students develop collaborative projects that use a range of visual and aural strategies. Workshops emphasize technical training in camera, sound, lighting, and editing.

*NOTE*: Students who have received credit for COMS 387 may not take this course for credit.

COMS 378  *Communication Media: Special Topics* (3 credits)
Prerequisite: COMS 274, 276 or 284; submission of a portfolio and project proposal to instructor and permission of the Department. This course involves the development and creation of specialized projects in selected media genres and forms. Emphasis is placed upon conception, design, and execution of media works. Choice of media and types of forms and genres vary from year to year. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

*NOTE*: Students who have received credit for this topic under COMS 379 or 380 may not take this course for credit.

COMS 379  *Communication Studies Apprenticeship I* (3 credits)
Prerequisite: See N.B. number (1); registration in a Communication Studies program; permission of the Department. With approval from the BA program director, students are given the opportunity to work in the communications industry under the
co-supervision of a faculty member and a media professional. Students may be accepted for an open apprenticeship position offered to the Department, or they may formulate a study proposal on their own initiative. In order to receive credit, such an apprenticeship proposal must be approved by the BA program director.

NOTE: Students who have received credit for COMS 494 may not take this course for credit.

COMS 395 Communication Studies Apprenticeship II (3 credits)
Prerequisite: See N.B. number (1); registration in a Communication Studies program; permission of the Department.

NOTE: Students who have received credit for COMS 394 may register for COMS 395.

NOTE: Students who have received credit for COMS 495 may not take this course for credit.

COMS 398 Selected Topics in Communication Studies (3 credits)

COMS 399 Selected Topics in Communication Studies (6 credits)

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

COMS 407 Advanced Scriptwriting for Media (3 credits)
Prerequisite: See N.B. number (2); COMS 307; submission of a sample of creative writing and subsequent approval by the instructor.

This course provides an in-depth approach to writing for specific media. Emphasis is placed upon structure, storytelling, research, and the interplay of character and action. Different paradigms for both fiction and non-fiction are considered.

NOTE: Students who have received credit for COMS 305 or 330 may not take this course for credit.

COMS 410 Acoustic Communication and Design (3 credits)
Prerequisite: See N.B. number (2). This course investigates contemporary theories of acoustic communication and design, such as Attali’s concept of noise, Schaeffer’s theory of the sound object, Schaefer’s concept of soundscape, Chion’s cinema for the ear, and Augoyard’s repertoire of sound effects. Students engage in critical analysis of selected sound texts from various media.

COMS 411 Sexuality and Public Discourse (3 credits)
Prerequisite: See N.B. number (2). This course analyzes and explores the ways sexuality circulates in and as public discourses. Through a variety of conceptual formations and critical conceptualizations of “the public” and “sexuality,” this course analyzes conceptually and critically how sexuality and the notion of the public are mutually constitutive. The seminar is interdisciplinary and draws upon works in feminist studies, queer theory, political philosophy, history, cultural studies, and communication theory.

COMS 412 Discourses of Dissent (3 credits)
Prerequisite: See N.B. number (2). This course examines the forms and tactics of public discourses directed toward social change. Forms of public discourse that may be considered include speech, images, audiovisual works, as well as web-based sites or forms of communication. Emphasis is placed upon political protest, conflict and controversy, and mobilization. Themes explored include the development of speaking positions, the use of unconventional tactics, and the appropriation or rejection of received values.

COMS 413 Cultures of Production (3 credits)
Prerequisite: See N.B. number (2). Drawing on a range of recent field studies exploring the creative workplace (e.g. television production, the fashion industry, ad agencies, graphic design companies, the music business), this course frames commercial cultural production as a site of active agency, negotiation, and constraint through readings, discussion, and the design and execution of field research projects.

COMS 414 Production Administration (3 credits)
Prerequisite: See N.B. number (2). This course focuses on the language, skills, and strategies necessary for producing media projects and events. Administration, organization, permits and permissions, fundraising, liability and contracts, team-building, distribution and writing are just a few of the areas that are examined as students learn the skills necessary to be a producer.

COMS 415 Advanced Topics in the Photographic Image (3 credits)
Prerequisite: See N.B. number (2). This course explores the themes and concerns associated with particular photographic practices. Through class discussion, visual materials, readings, and writing projects, students develop a critical understanding of the history, language, and aesthetics of the photographic image.

COMS 416 Film Criticism (3 credits)
Prerequisite: See N.B. number (2). This course provides an introduction to the assumptions, methodologies, and vocabularies implicit in important schools of popular and academic film criticism.

COMS 418 Cultures of Globalization (3 credits)
Prerequisite: See N.B. number (2). This course examines the significance of communication technologies to the process of globalization, which has increased and accelerated the movement of people and commodities across the world. The resulting transnational networks of cultural, economic, political, and social linkages and alliances are considered, as is the role of media in engendering new forms of community and identity.
COMS 419  Communications and Indigenous Peoples (3 credits)
Prerequisite: See N.B. number (2). Focusing on Canadian First Peoples territories in the North and South, as well as selected circumpolar regions, such as parts of Australia and other areas of the world inhabited by indigenous peoples, this course examines from a global perspective the historical, theoretical, and cross-cultural content and contexts of aboriginal media financing, audience research, product development, distribution issues, and policy formation. Broadcasting, print, and digital media case studies and materials are central components.

COMS 420  Reception Studies (3 credits)
Prerequisite: See N.B. number (2). This course examines recent theory and research trends in the area of media reception studies and audience agency. Topics may include discursive, institutional, observational, and ethnographic approaches through readings, discussion, and the design and execution of field research projects.

COMS 421  Communicative Performances and Interventions (3 credits)
Prerequisite: See N.B. number (2). This course examines how media can be used in order to intervene in social and cultural issues. Emphasis is placed upon the performative character of interventions; they occur at a particular time and in a particular place, they are addressed to and seek to move particular audiences. Topics may include the history of performance strategies, the social and political character of aesthetic interventions, and the forms of such performances in relation to various media of communication.

COMS 422  Perspectives on the Information Society (3 credits)
Prerequisite: See N.B. number (2). This course critically examines the political, social, and ethical dimensions of the information society within Canada and throughout the world. The development of the information society is placed in a socio-historical context. The significance of information and communication technologies is considered and the role of global information and communication policies is examined.

COMS 423  Media Art and Aesthetics (3 credits)
Prerequisite: See N.B. number (2). This course examines the aesthetic principles pertinent to the analysis and creation of works within communication media. Topics may include the field of perception, the role of cognition, the elements of composition, and the interplay of form and meaning. Both the static and dynamic aspects of visual and aural elements are considered.

COMS 424  Alternative Media (3 credits)
Prerequisite: See N.B. number (2). This course examines various alternatives to mainstream media. These alternatives may include community radio and video, independent film, the Internet, and other emergent cultural forms such as the pastiche and parody of “culture jamming.” The concepts of mainstream and alternative are explored and the relationship between alternative media and social practices is considered.

COMS 425  Advanced Seminar in Cultural Studies (3 credits)
Prerequisite: Registration in the Communication and Cultural Studies Major; see N.B. number (2). This course offers an intense examination of a prominent contemporary debate and/or issue in cultural studies. Students work toward the completion of a major research assignment.

COMS 426  Television Studies (3 credits)
Prerequisite: See N.B. number (2). This course examines recent research focusing on television. Topics may include technological and industrial changes, audience activity, new genres, and representational conventions.

COMS 434  Advanced Topics in Film Studies (3 credits)
Prerequisite: See N.B. number (2). This course provides an in-depth study of a selected area of film studies. Specific topics for this course will be stated in the Undergraduate Class Schedule.

COMS 435  Advanced Topics in Documentary Film and Video (3 credits)
Prerequisite: See N.B. number (2). This course provides an in-depth study of selected film and video documentary genres. Specific topics for this course will be stated in the Undergraduate Class Schedule.

COMS 437  Media Forecast (3 credits)
Prerequisite: See N.B. number (2). This course examines trends in film, sound, television, and other media for future applications. The course includes theory of media effects. Representatives from industry and government are invited to discuss future trends in media utilization. The course demands a theoretical and practical model for original or novel use of a medium or media mix.

COMS 453  Communication Ethics (3 credits)
Prerequisite: See N.B. number (2). This course allows students to confront issues of creative responsibility and ethical dilemmas in media practice. Emphasis is placed upon the relationship between production and theory at the level of ethical responsibility. Specific issues include ethical theories as applied to media, communication and information; the relationship of human values and technologies of information reproduction; the possibilities of critical media practice; identification of challenges emerging from experience in Communication Studies.

NOTE: Students who have received credit for JOUR 316 or 317 may not take this course for credit.
COMS 460  Political Communication (3 credits)
Prerequisite: See N.B. number (2). The relationships between forms of communication and political structures and processes are examined. Topics include freedom of expression, the role of communication in mediating conflict, the place of deliberation and debate in democracy, political campaigns and advertising, and the relationship between styles of communication and models of governance.

COMS 461  Organizational Communication (3 credits)
Prerequisite: See N.B. number (2). This course considers major approaches to organizational communication in relation to shifting patterns of power, inequality, and technological change. Topics include communication networks, organization culture, bureaucracy, systematically distorted communication, gendered communication, the impact of new communication technologies, and patterns of organizational dominance and resistance. Case studies of particular organizations are examined.

COMS 462  Communication, Culture, and Popular Art (3 credits)
Prerequisite: See N.B. number (2). This course offers an advanced examination of popular culture. With attention to such phenomena as hit films and television shows, stars, fans, and pop art, this course focuses on the formation of hierarchies of value in cultural forms. This course examines how some cultural products come to be celebrated while others are dismissed. It also considers social and political consequences of divisions of high and low culture.

COMS 463  Semiotics (3 credits)
Prerequisite: See N.B. number (2). This course provides a detailed introduction to the semiotics of communication. The course considers the formal characteristics of signs and codes and examines how signs or texts produce meaning. Central to this course is the notion that sign-systems are fundamental to the production of knowledge and ideology. The course proceeds through lectures, an analytical reading of assigned texts, and student discussion and presentations.

COMS 464  Race, Ethnicity and Media (3 credits)
Prerequisite: See N.B. number (2). This course addresses practical and theoretical issues of race and ethnicity that have become focal points for current debates in public cultural expression and media studies. The following themes are discussed: cultural/racial difference and its implications for media studies; the (mis)representation of multicultural and multiracial minorities in mainstream and alternative media; questions of access to arts and other cultural funding sources; implications of employment equity legislation in light of media budget cuts; and cross-cultural awareness programs vs. anti-racist training for media professionals. Theoretical readings which frame issues of cultural and racial representation are an integral part of this course.

COMS 465  Rhetoric and Communication (3 credits)
Prerequisite: See N.B. number (2). This course focuses upon communication as persuasive or as producing identification. Emphasis is placed upon the role of communication in civic affairs. Classical and contemporary approaches to rhetorical theory and criticism are examined.

COMS 466  Communications, Development and Colonialism (3 credits)
Prerequisite: See N.B. number (2). This course discusses the role media can play in indigenous and international development. The concept of development communications is examined in the context of debates within neo-colonial and post-colonial theories.

COMS 467  Communication Technologies and Gender (3 credits)
Prerequisite: See N.B. number (2). Feminist theories of communication technologies are used to critique the impact and meanings of these technologies in various spheres of cultural activity. Topics include the mass media, technological mediations in organizations and institutions, and the re-articulation of domestic and public spaces, such as the Internet and the World Wide Web. Special attention is paid to these electronic and digital technologies — or new media — and the communicational and representational possibilities they enable or foreclose. The class is conducted as an intensive seminar. Completion of a prior course in women's studies or gender studies at the university level is recommended.

COMS 468  International Communication (3 credits)
Prerequisite: See N.B. number (2). This course explores historical and current parameters of international communications within the context of current global shifts in power/knowledge relations. Discussion topics are selected from among the following: key development and neo-colonial theories, cultural/media imperialism, globalization, the UN infrastructure, the Right to Communicate debates, national sovereignty issues, international broadcasting, cross-cultural audience reception research and effects theories, telediplomacy, the World Wide Web and the Internet, women as an international constituency group, and others.

COMS 469  Communication Media: Intermedia III (6 credits)
Prerequisite: COMS 374; permission of the Department. This is an advanced course in intermedia theory and creation, exploring the interrelationships among communication design, interactivity and computer-based media production, through a variety of digital production exercises and substantial intermedia projects.

NOTE: Students who have received credit for COMS 490 may not take this course for credit.

COMS 470  Communication Media: Sound III (6 credits)
Prerequisite: COMS 376; permission of the Department. This advanced course involves analysis and creation of substantial audio projects such as sound documentaries, song cycles, soundscape projects, multi-layered soundtracks, and audio installations. Emphasis is placed on creative portfolio development and public presentation.

NOTE: Students who have received credit for COMS 478 may not take this course for credit.
COMS 483  Communication Media: Film III (6 credits)
Prerequisite: COMS 383; permission of the Department. This advanced course focuses on the conception, development, and production of portfolio quality films. Formats include the use of Super 16mm and digital post-production. Students develop advanced production skills and are introduced to film financing and distribution.
NOTE: Students who have received credit for COMS 481 may not take this course for credit.

COMS 485  Communication Media: Video III (6 credits)
Prerequisite: COMS 385; permission of the Department. This advanced course emphasizes the formal and conceptual challenges of developing a personal voice and production style in the creation of portfolio-ready work. Through media analysis and writing, students develop an understanding of aesthetic and critical aspects of digital video. Production resources, funding, and exhibition opportunities are investigated.
NOTE: Students who have received credit for COMS 487 may not take this course for credit.

COMS 493  Communication Media: Advanced Topics (3 credits)
Prerequisite: COMS 374, 376, 383 or 385; submission of portfolio and project proposal to instructor and permission of the Department. This course involves the development and creation of specialized projects in selected media genres and forms. Emphasis is placed upon conception, design, and execution of media works. Choice of media and types of forms and genres vary from year to year. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

No more than six credits may be taken in Apprenticeships or Directed Study. The appropriate Cluster for Apprenticeship and Directed Study courses is determined by the course content as outlined in the student proposal.

COMS 496  Directed Study I (3 credits)
Prerequisite: Registration in a Communication Studies program. Towards the end of their second year, students enrolled in a Communication Studies program who have demonstrated scholarly and creative ability may be selected for major research or production in a communications area of special interest. During the third year, individually or in teams, the project is realized in close collaboration with faculty directors.
NOTE: Students who have received credit for COMS 495 may not take this course for credit.

COMS 497  Directed Study II (3 credits)
Prerequisite: Registration in a Communication Studies program.
NOTE: Students who have received credit for COMS 496 may register for COMS 497.

COMS 498  Advanced Topics in Communication Studies (3 credits)

COMS 499  Advanced Topics in Communication Studies (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
Faculty

Chair
GREG LEBLANC, PhD  Queen's University; Associate Professor

Distinguished Professor Emeritus
GORDON FISHER, PhD  University of Southampton

Professors
SYED AHSAN, PhD  McMaster University
PAUL GOMME, PhD  University of Western Ontario
NIKOLAY GOSPODINOV, PhD  Boston College
IAN IRVINE, PhD  University of Western Ontario
JAMES McINTOSH, PhD  London School of Economics
FRANK MÜLLER, PhD  Ruhr University
ECKHARD SIGGEL, PhD  University of Toronto
WILLIAM A. SIMS, PhD  University of Toronto

Associate Professors
BRYAN CAMPBELL, PhD  Université de Montréal
EFFROSYNI DIAMANTOUDI, PhD  McGill University
JORGEN HANSEN, PhD  University of Gothenburg
NURUL ISLAM, PhD  McGill University
TATYANA KORESHKOVA, PhD  University of Western Ontario
MING LI, PhD  University of Wisconsin-Madison
DIPJYOTI MAJUMDAR, PhD  Indian Statistical Institute
DAN OTCHERE, PhD  McGill University
SZILVIA PÁPAI, PhD  California Institute of Technology
MICHAEL SAMPSON, PhD  Queen’s University
ARTYOM SHNEYEROV, PhD  Northwestern University
CHRISTIAN SIGOUIN, PhD  University of British Columbia

Assistant Professors
PROSPER DOVONON, PhD  Université de Montréal
DAVID FULLER, PhD  University of Iowa
DAMBA LKHAGVASUREN, PhD  University of Rochester
HUAN XIE, PhD  University of Pittsburgh

Senior Lecturers
CAROL CHUI-HA LAU, PhD  University of Calgary
IVAN TCHINKOV, PhD  Simon Fraser University

For the complete list of faculty members, please consult the Department website.

Location

Sir George Williams Campus
Hall Building, Room: H 1155
514-848-2424, ext. 3900

Department Objectives

The Department aims to educate students in economics, both at the graduate and undergraduate level, and to contribute to the advancement of the discipline through research and teaching. Economists study the production, distribution, and consumption of goods and services — essential knowledge for today’s business people and policy makers. Blending both theory and practical applications, the Department of Economics serves students preparing for related specialized professions (honours, specialization, co-operative) as well as those interested in a generalized understanding of the discipline (major, minor programs).
Students are responsible for satisfying their particular degree requirements. Students seeking admission to the honours program may apply either for direct entry on the University application form or, once in the program, to the departmental honours advisor normally following the completion of 30 credits. The superscript indicates credit value.

NOTE: Calculus I is a prerequisite for many Economics courses. Students who have not taken MATH 209 or equivalent must take it as an elective within their first 15 credits.

Undergraduate Program Director
CAROL CHU-HAI LAU

### BA DEGREE PROGRAMS IN ECONOMICS

#### 60 BA Honours in Economics

<table>
<thead>
<tr>
<th>Stage</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>6 ** ECON 201&lt;sup&gt;1&lt;/sup&gt;, 203&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>6 ** ECON 221&lt;sup&gt;1&lt;/sup&gt;, 222&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>II</td>
<td>6 ECON 301&lt;sup&gt;2&lt;/sup&gt;, 302&lt;sup&gt;2&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>6 ECON 303&lt;sup&gt;3&lt;/sup&gt;, 304&lt;sup&gt;3&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>6 ECON 325&lt;sup&gt;4&lt;/sup&gt;, 326&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>3 ECON 324&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>3 Chosen from ECON 318&lt;sup&gt;5&lt;/sup&gt;, 319&lt;sup&gt;5&lt;/sup&gt;</td>
</tr>
<tr>
<td>III</td>
<td>6 ECON 401&lt;sup&gt;5&lt;/sup&gt;, 403&lt;sup&gt;5&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>6 ECON 421&lt;sup&gt;5&lt;/sup&gt;, 422&lt;sup&gt;5&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>12 400-level ECON elective credits</td>
</tr>
</tbody>
</table>

#### 60 BA Specialization in Economics

<table>
<thead>
<tr>
<th>Stage</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>6 ** ECON 201&lt;sup&gt;1&lt;/sup&gt;, 203&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>6 ** ECON 221&lt;sup&gt;1&lt;/sup&gt;, 222&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>II</td>
<td>6 ECON 301&lt;sup&gt;2&lt;/sup&gt;, 302&lt;sup&gt;2&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>6 ECON 303&lt;sup&gt;3&lt;/sup&gt;, 304&lt;sup&gt;3&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>3 Chosen from ECON 318&lt;sup&gt;5&lt;/sup&gt;, 319&lt;sup&gt;5&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>6 ECON 324&lt;sup&gt;4&lt;/sup&gt;, 325&lt;sup&gt;4&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>3 300-level ECON elective credits</td>
</tr>
<tr>
<td>III</td>
<td>3 ECON 421&lt;sup&gt;5&lt;/sup&gt; or 423&lt;sup&gt;5&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>21 400-level ECON elective credits</td>
</tr>
</tbody>
</table>

#### 42 BA Major in Economics

<table>
<thead>
<tr>
<th>Stage</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>6 ** ECON 201&lt;sup&gt;1&lt;/sup&gt;, 203&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>6 ** ECON 221&lt;sup&gt;1&lt;/sup&gt;, 222&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>II</td>
<td>6 ECON 301&lt;sup&gt;2&lt;/sup&gt;, 302&lt;sup&gt;2&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>6 ECON 303&lt;sup&gt;3&lt;/sup&gt;, 304&lt;sup&gt;3&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>3 Chosen from ECON 318&lt;sup&gt;5&lt;/sup&gt;, 319&lt;sup&gt;5&lt;/sup&gt;, 324&lt;sup&gt;5&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>3 300-level ECON elective credits</td>
</tr>
<tr>
<td>III</td>
<td>12 400-level ECON credits</td>
</tr>
</tbody>
</table>

#### 30 Minor in Economics

<table>
<thead>
<tr>
<th>Stage</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>6 ** ECON 201&lt;sup&gt;1&lt;/sup&gt;, 203&lt;sup&gt;1&lt;/sup&gt;</td>
</tr>
<tr>
<td>II</td>
<td>6 ECON 318&lt;sup&gt;5&lt;/sup&gt;, 319&lt;sup&gt;5&lt;/sup&gt;</td>
</tr>
<tr>
<td></td>
<td>6 200- or 300-level ECON elective credits</td>
</tr>
<tr>
<td>III</td>
<td>12 300- or 400-level ECON elective credits</td>
</tr>
</tbody>
</table>

*Students exempted from ECON 201 and/or 203 are required to replace these courses with ECON elective credits.

**Any equivalent six credits satisfy this component of the program. See §200.7.
Minor in Analytical Economics

NOTE: MATH 203 or 209; MAST 221; or equivalent are prerequisites for this program. ECON 201, 203, and 325 are waived as prerequisites only for those courses which are taken as part of the minor.

3 ECON 222
12 ECON 301, 302, 303, 304
3 Chosen from ECON 318, 319
3 ECON 324
3 Chosen from ECON 421, 423

NOTE: This program is intended for students in Science, Mathematics/Statistics, or Engineering.

BCOMM DEGREE PROGRAMS IN ECONOMICS

• BComm Major in Economics
  (See §61.60)

BUSINESS STUDIES

• Certificate in Business Studies
• Minor in Business Studies
  (See §61.140)

Economics Co-operative Program

Director
MICHAEL SAMPSON, Associate Professor

The Economics co-operative program is offered to students who are enrolled in the BA Honours or Specialization in Economics. Students interested in applying for the Economics co-op should refer to §24 where a full description of the admission requirements is provided.

Academic content is identical to that of the regular program, but six study terms are interspersed with three work terms. Students are supervised personally and must meet the requirements specified by the Faculty of Arts and Science and the Institute for Co-operative Education in order to continue their studies in the co-op format.

Liaison between the student, the employers, and the Institute for Co-operative Education is provided by the Economics co-op committee, which includes the student’s advisors.

Please refer to §4 for the schedule of study and work terms and the full description of admission requirements.

Courses

Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.

ECON 201 Introduction to Microeconomics (3 credits)
Introduction to the functioning of the market system; concepts of supply and demand, the role of prices in resource allocation; production decisions by firms. Analysis of differences between competition and monopoly, and the implications for economic efficiency; theories of labour markets and wage determination.

NOTE: Students who have received credit or exemption for ECON 200 may not take this course for credit.

ECON 203 Introduction to Macroeconomics (3 credits)
An introductory analysis of aggregate economic activity. The focus is on the principles of determination of the level of employment, national income, real output, inflation, and international balance of payments. The course also analyzes the principles which govern trade relations among countries. These topics are integrated by a discussion of government monetary and fiscal policies to stabilize economic activity.

NOTE: Students who have received credit or exemption for ECON 200 may not take this course for credit.

ECON 221 Statistical Methods I (3 credits)
Prerequisite: Cegep Mathematics 311 or MATH 201 or 206. This course examines elementary probability, permutations and combinations, binomial and normal distribution, as well as analysis and organization of economic data, tests of hypotheses, confidence limits, introduction into linear regression and correlation with applications to economics. NOTE See §200.7

ECON 222 Statistical Methods II (3 credits)
Prerequisite: ECON 221; MATH 203 or 209; or equivalent. The course is an introduction to the application of statistical techniques to economic data. Topics discussed include time series, statistical inference, analysis of variance, correlation, regression, and access to economic databases. NOTE See §200.7

ECON 251 Economic History Prior to the Industrial Revolution (3 credits)
This course is an introduction to the economic development of the Western world prior to the Industrial Revolution. The emphasis is on economic factors in history: evolution of economic systems, economic growth, development and regression within the context of changing institutional constraints. Interconnections among economic, social, and intellectual change are highlighted.

NOTE: Students who have received credit for ECON 250 may not take this course for credit.
ECON 252  **Economic History After the Industrial Revolution** (3 credits)
This course is an introduction to the main economic trends in the era of sustained growth and development which accelerated with the Industrial Revolution and continues to the present. The emphasis is on Europe with some coverage of North America and the colonial/developing world.

*NOTE:* Students who have received credit for ECON 250 may not take this course for credit.

ECON 298  **Selected Topics in Economics** (3 credits)
ECON 299  **Selected Topics in Economics** (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

ECON 301  **Intermediate Microeconomic Theory I** (3 credits)
Prerequisite: ECON 201, 203; MATH 203 or 209 or equivalent. Theory and measurement of demand, theory of consumer behaviour, production, theory of the firm, and cost and revenue analysis.

ECON 302  **Intermediate Microeconomic Theory II** (3 credits)
Prerequisite: ECON 301. Market structures (perfect competition, monopoly, oligopoly), industrial concentration, factor markets, income distribution, economic efficiency, general equilibrium, welfare economics.

ECON 303  **Intermediate Macroeconomic Theory I** (3 credits)
Prerequisite: ECON 201, 203; MATH 203 or 209 or equivalent. The course introduces basic aggregative models to explore different theories on the determination of national income, interest rates and exchange rates. Topics covered include the definitions and measurements of indicators of economic activity; the components of aggregate supply and aggregate demand; the supply and demand for money; and the dynamics of national debt and deficit. The role of macroeconomic policy, such as fiscal and monetary policy, is also examined.

ECON 304  **Intermediate Macroeconomic Theory II** (3 credits)
Prerequisite: ECON 303. This course builds on the concepts developed in ECON 303 by introducing additional features to the basic models, such as the formation of expectations and attributes of the labour market, and then using these models to explore different theories concerning the determination and the evolution of major aggregate variables, economic growth and business cycles. The role of macroeconomic policy, with an emphasis on Canada, is also examined.

ECON 311  **Economic Development** (3 credits)
Prerequisite: ECON 201, 203. The course investigates comparative economic development, with special attention to problems of capital formation, population growth, quality of labour force, and social and cultural attitudes towards economic modernization. Theories of economic development are evaluated in the context of the realities of historical patterns and the varying degrees of ability to achieve modernization.

ECON 318  **Canadian Economic Policy and Institutions** (3 credits)
Prerequisite: ECON 201, 203. This course focuses on economic policies and institutions related to contemporary issues in the domestic economy. It is guided by the application of economic principles to such issues as regional disparities, income distribution and inequality, intra-provincial trade, social security policies, welfare programs, foreign ownership and control, competition policy, government regulation of business, unemployment, inflation, and environmental policy.

*NOTE:* Students who have received credit for ECON 316 may not take this course for credit.

ECON 319  **International Economic Policy and Institutions** (3 credits)
Prerequisite: ECON 201, 203. This course focuses on economic policies and institutions related to issues such as protectionism, regionalism, and globalization. Selected topics in exchange rate and currency convertibility, liberalization of economic systems, and international economic development are also covered.

*NOTE:* Students who have received credit for ECON 317 may not take this course for credit.

ECON 324  **Economic Data Analysis** (3 credits)
Prerequisite: ECON 201, 203, 222. The objective of this course is to familiarize students with the techniques of data retrieval, manipulation, and analysis. Particular emphasis is placed on the CANSIM retrieval system, database programs, spreadsheet analysis, and statistical packages. Students learn how to apply the linear regression model to economic data.

*NOTE:* Students who have received credit for ECON 323 may not take this course for credit.

ECON 325  **Mathematics for Economists I** (3 credits)
Prerequisite: ECON 201, 203; MATH 203 or 209 or equivalent. This course introduces students to core topics in algebra and optimization techniques. The topics covered include vector spaces and linear transformations; matrix operations; characteristic values and vectors; matrix differentiation. In addition, the course covers a review of constrained and unconstrained optimization with economic applications; Taylor series representation, implicit function theorem, and related topics.

*NOTE:* Students who have received credit for MAST 234 or MATH 251 may not take this course for credit.

ECON 326  **Mathematics for Economists II** (3 credits)
Prerequisite: ECON 325. This course covers more advanced topics in optimization methods and introduces students to techniques in economics dynamics, as well as applications of integration. Topics include quadratic forms and second-order
conditions, Kuhn-Tucker theory, the maximum principle, difference and differential equations, discounting and the rudiments of probability theory. 

**NOTE:** Students who have received credit for MAST 235, MATH 252 or 283 may not take this course for credit.

**ECON 331 Money and Banking (3 credits)**

**ECON 337 Public Sector Economics (3 credits)**
Prequisite: ECON 201, 203. This course examines government fiscal activity within the context of a market economy. Rationale for public intervention is reviewed in terms of market failure and the consequent inefficiency in resource allocation. An overview of the spending and taxation policies in the Quebec-Canada context is presented. This is followed by an examination of topics such as public-spending growth, public goods, externalities and collective decision making.

**ECON 350 Economic History of Canada (3 credits)**
Prequisite: ECON 201, 203. This course introduces the student to Canadian economic development focusing on the period after Confederation. The course treats the subject in a thematic, rather than a chronological, fashion and places emphasis on conflicting schools of thought and their reflection in government policies.

**ECON 351 Industrial Organization (3 credits)**
Prequisite: ECON 201, 203. This course develops the relationship of the firm to various forms of market structure. The course focuses on the objectives of the corporation, corporate interdependence, and the government control of industry. A study of policy matters centres on anti-trust and corporate regulation, with respect to both the legislative and economic aspects.

**ECON 361 Economics of the Firm (3 credits)**
Prequisite: ECON 201, 222. This course stresses the application of economic principles and methodologies to the decision-making process of the firm, with an emphasis on the role of risk and uncertainty. Topics include decision-making criteria, demand analysis and estimation, cost analysis and estimation, pricing theory under various market structures, applied topics in pricing, and the impact of government on the firm. This course is primarily of interest to Commerce students, but is open to others as well.

**ECON 362 The Asia-Pacific Rim Economies (3 credits)**
Prequisite: ECON 201, 203. This course focuses primarily on those Asia-Pacific Rim countries that have achieved relatively high growth, and have undergone significant economic transformations over the past two decades. Among other things, it investigates China's transformation towards a market economy, Japanese industrial development strategies, and economic development in Taiwan and South Korea. As well, institutions and associations that reinforce these trends will be studied.

**ECON 377 The Irish Economy and the European Union (3 credits)**
Prequisite: ECON 201, 203. This course has a dual objective: to examine economic developments and recent growth in the Irish economy, and to examine the structure and importance of Ireland's participation in the European Union in a global and European context. Particular issues addressed are: high growth in developed economies, migration, taxation policy, integration and trade, currency areas and capital mobility.

**ECON 381 Labour Economics (3 credits)**
Prequisite: ECON 201, 203. The general objective of this course is to acquaint the student with various theoretical and empirical issues in the area of labour economics. Particular emphasis is placed upon the relation between theoretical frameworks and their empirical counterparts in Canada. Topics include the theory of wage determination, the effects of minimum wages, human capital theory, the economics of discrimination, and the economics of the household.

**ECON 382 Industrial Relations I (3 credits)**
Prequisite: ECON 201, 203. A study of the general and practical problems that arise in the labour field, such as collective bargaining, the legal framework for the settlement of industrial disputes, the weapons of industrial conflict; the labour movement; contemporary labour issues, such as automation, cost-push inflation, and structural employment.

**ECON 386 Economics of Human Resources (3 credits)**
Prequisite: ECON 201, 203. A study of recent contributions by economists to the understanding of and solution to social problems which society currently faces in the areas of crime, health, education, and welfare. In addition, specific federal and provincial governmental policies in these areas are analyzed with the standard tools of economics.

**ECON 390 Economics of the Environment (3 credits)**
Prequisite: ECON 201, 203. The subject of this course is environmental quality. It proceeds through an analysis of the relationships among the natural environment, economics, and institutions. The objective is to depict the problem of environmental quality as an economic problem whose solution demands major changes in economic, political, and legal institutions. Attention is also given to
policies of collective environmental actions in which the effective management of common property resources is discussed. The course concludes with a discussion of some broader issues, such as the consistency of improved environmental quality with continued economic and population growth.

ECON 392 Urban Economics (3 credits)
Prerequisite: ECON 201, 203. This course focuses on the basic issues of economic growth and stagnation, urban land use, the problems of the urban public economy, and special urban problems, such as transportation, congestion, poverty, housing, urban renewal, and zoning.

ECON 393 Economics of Uncertainty (3 credits)
Prerequisite: ECON 201, 203, 222. This course focuses on the basic rules governing the application of statistical concepts such as means, variances, covariances, to the economic aspects of the problem of uncertainty. Applications in micro-economic analysis include economic aspects of insurance as well as issues in finance such as portfolio selection, efficient markets, and the capital-asset pricing models. Applications in macroeconomics include the analysis of business cycles and problems associated with the characterization of expectations as in models of inflation.
NOTE: Students who have received credit for this topic under an ECON 398 number may not take this course for credit.

ECON 398 Selected Topics in Economics (3 credits)

ECON 399 Selected Topics in Economics (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

ECON 401 Advanced Microeconomic Theory (3 credits)
Prerequisite: ECON 222, 302, 326. Selected topics in microeconomic analysis including methodology, general equilibrium analysis, welfare economics; theory of the firm, factor pricing, and income distribution; capital theory. Primarily for major, specialization, and honours students.

ECON 403 Advanced Macroeconomic Theory (3 credits)
Prerequisite: ECON 222, 304, 326. Selected topics in macroeconomic analysis including construction of models of the economy encompassing the labour, product, and financial markets; the role of monetary and fiscal policies; classical, Keynesian, and post-Keynesian models. Primarily for major, specialization, and honours students.

ECON 409 History of Early Economic Thought (3 credits)
Prerequisite: ECON 222, 302, 304. This course covers the evolution of economic thought from the Greek philosophers up to (and including) Classical economics. It seeks to provide the student with an outline of the development of economic analysis in this period.
NOTE: Students who have received credit for ECON 408 may not take this course for credit.

ECON 410 History of Modern Economic Thought (3 credits)
Prerequisite: ECON 222, 302, 304. This course covers the evolution of economic thought from the Historical School to modern controversies in economic reasoning, which includes a comparative treatment of Keynesian economics and Monetarism.
NOTE: Students who have received credit for ECON 408 may not take this course for credit.

ECON 413 Economic Growth and Fluctuations (3 credits)
Prerequisite: ECON 222, 302, 304. A review of some theories of causes of economic fluctuations. Discussion of the economic climate and of stabilization policies.

ECON 414 Economic Development: Policy Analysis (3 credits)
Prerequisite: ECON 222, 302, 304. This course offers an advanced treatment of selected topics related to issues in economic development. Particular emphasis is placed on models of growth and structural change, such as the two-gap model, input-output analysis, and computable general equilibrium models. Trade and industrial policies, fiscal and financial policies, as well as public-sector policies including taxation, spending, and cost-benefit analysis are also discussed.
NOTE: Students who have received credit for ECON 312 or 411 may not take this course for credit.

ECON 421 Econometrics I (3 credits)
Prerequisite: ECON 324, 325 or equivalent. This course develops the simple and multiple classical regression models. The problems of mis-specified structures, multi-collinearity, and forecasting are also presented.

ECON 422 Econometrics II (3 credits)
Prerequisite: ECON 421. This course is a continuation of ECON 421. It deals with the problems of random-error correlation, stochastic regressors, and the simulation and the estimation of multiple-equation models.

ECON 423 Applied Econometrics (3 credits)
Prerequisite: ECON 222, 302, 304, 325 or equivalent. This course is designed to enable students to apply econometric techniques through computer analysis of case studies in model building. Topics include the analysis of aggregate consumption, construction of price indices, the estimation of production and expenditure functions, estimation and forecasting with univariate time series processes, an application with discrete dependent variables.
ECON 425  Mathematics for Advanced Study in Economics (3 credits)
Prerequisite: ECON 222, 302, 304, 326. This course gives students the requisite mathematical background for graduate studies in economics. Topics include algebraic methods, and static and dynamic optimization techniques needed for the study of economic theory and econometrics. Difference and differential equations are also examined.

ECON 432  Advanced Monetary Theory (3 credits)

ECON 433  Financial Economics (3 credits)
Prerequisite: ECON 222, 302, 304, 325 or equivalent. This course introduces students to the theory and practice of finance as seen from the economist's point of view. In particular, it examines the following topics: the theory of decision making under uncertainty; the basic portfolio models, such as the CAPM and the APT; equilibrium aspects of financial markets, such as the role of arbitrage in the pricing of financial assets; the pricing of derivative securities, such as options.
NOTE: Students who have received credit for this topic under an ECON 496 number may not take this course for credit.

ECON 436  The Economics of Taxation (3 credits)
Prerequisite: ECON 222, 302, 304. This course focuses on the effects of taxation on economic behaviour. Major topics considered include the excess burden of taxation in decisions to supply effort, savings and investment, the incidence of corporate taxation, and the design of commodity taxation. Among policy issues, topics such as tax evasion, and the taxation of multinational enterprises are examined.
NOTE: Students who have received credit for ECON 435 may not take this course for credit.

ECON 437  Economics of Public Expenditure (3 credits)
Prerequisite: ECON 222, 302, 304. This course examines the economic consequences of public expenditure on the economy. Topics covered include public goods, externalities, the theory of welfare measurement, public investment criteria, pricing policy of public enterprises, public choice and intergovernmental fiscal relations.
NOTE: Students who have received credit for ECON 435 may not take this course for credit.

ECON 442  International Economics: Trade Theory (3 credits)
Prerequisite: ECON 222, 302, 304. The basis of international trade, gains from trade, factor-price equalization, the tariff, Canadian commercial policy, trade and development, economic integration.

ECON 443  International Economics: Finance (3 credits)
Prerequisite: ECON 222, 302, 304. This course is an introduction to theory of national income determination in open economies with capital mobility. It includes analyses of balance of payments, exchange rate, and the role of monetary and fiscal policies under different exchange rate regimes. Among other issues covered are international policy coordination, optimum currency areas, and features of the international monetary system.

ECON 450  Advanced Economic History (3 credits)
Prerequisite: ECON 222, 302, 304. Advanced topics in economic history, with emphasis on the application of economic theory to specific historical questions.

ECON 461  Industrial Organization (3 credits)
Prerequisite: ECON 222, 302. This course examines departures from the perfect competition paradigm to analyze economic behaviour in an industrial setting. An industry consists of a number of firms which interact strategically to maximize their profits. Topics addressed include measures of market structure, theories of oligopoly, effects of potential entry, product differentiation and advertising, technological change, vertical integration, and monopoly and merger issues.

ECON 462  The Corporate Economy (3 credits)
Prerequisite: ECON 222, 302. This course investigates the nature and behaviour of the firm. Economic rationalizations are presented for organizing production within a firm. The economic effects of various organization structures are examined. Topics addressed include team production, contractual models of the firm, principal-agent theory, tournaments, and the relationship between managers, shareholders, and the outside market.

ECON 463  Economics of Regulation (3 credits)
Prerequisite: ECON 222, 302. This course is devoted to an examination of the economic aspects of governmental regulations. Besides a critical review of the economic theories of regulation, the spectrum of the existing regulatory network, and empirical investigations aimed at discerning cost-benefits, the course focuses on the process of regulatory reforms in all aspects of the Canadian economy.

ECON 464  Game Theory, Information, and Economic Modelling (3 credits)
Prerequisite: ECON 222, 302, 304. This introductory course on game theory is a collection of mathematical tools to model and analyze strategic interactions in a variety of settings, from economic and social situations to politics and international relations. The course focuses on both non-co-operative and co-operative game theoretic modelling, in particular, strategic and extensive form games, Bayesian games, and coalitional games. Students learn to solve games using the concepts of dominant strategies, Nash-equilibrium, subgame perfection, Bayesian equilibrium, and the core. Applications may include repeated games, auctions, bargaining, oligopoly games, entry deterrence, pricing strategies, and collusion.
ECON 465  The Economics of Professional Sport (3 credits)
Prerequisite: ECON 222, 302, 304. This is a course in applied microeconomic theory. Various observations on the state of professional sports are explained using economic theory. Evidence of the statistical relevance of such explanations is also investigated. Issues addressed include the magnitude of the earnings of professional sports stars; the impact of free agency on competitive balance in sports leagues; the value of professional sports teams to cities, and whether such valuation justifies public subsidization of franchises or arenas.
NOTE: Students who have received credit for this topic under an ECON 498 number may not take this course for credit.

ECON 481  Advanced Labour Economics I (3 credits)
Prerequisite: ECON 222, 302, 304. The course deals with advanced topics in labour economics. Consequently, a review of microeconomic concepts such as inter-temporal decision-making, uncertainty, moral hazard, adverse selection and market signalling is needed. The following topics are covered: labour supply and demand, wage differentials, human capital theory, employment relationship theory, unions and wage bargaining, job search theory, implicit contracts, and the theory of unemployment.

ECON 482  Economics of Personnel and Industrial Relations (3 credits)
Prerequisite: ECON 222, 302, 304. The main objective of this course is to describe how modern microeconomics and modern labour economics can be used to solve practical human resource and personnel issues. These include hiring and firing practices, optimal payment and compensation structure, unions and strike behaviour.

ECON 483  Advanced Labour Economics II (3 credits)
Prerequisite: ECON 222, 302, 304. This course covers a series of topics in labour economics. In the first part of the course, students analyze hiring standards of firms, pay and productivity, and the theory of human capital. The second part focuses on mobility and labour market discrimination.

ECON 485  Health Economics (3 credits)
Prerequisite: ECON 222, 302, 304. This course introduces students to the role of economics in health, health care, and health policy. It surveys the major topics in health economics and forms an introduction to the ongoing debate over health care policy. Topics include the economic determinants of health, the market for medical care, the market for health insurance, the role of government in health care, and health care reform.

ECON 491  Advanced Environmental Economics (3 credits)
Prerequisite: ECON 222, 302. This course provides a survey, from the perspective of economics, of public issues regarding the use of environmental resources, ecosystems and the management of environmental quality. The course covers both conceptual and methodological topics with recent and current applications. It begins with an introduction to the theory and methods of environmental and natural resource economics and concepts of sustainable development. Then the emphasis is shifted to the optimal use of natural resources, both non-renewable resources (mineral and energy) and renewable resources, and the valuation of environmental resources. In the last part of the course, we examine national and international environmental policy issues, including intergenerational equity and environmental ethics.

ECON 493  Regional Economics (3 credits)
Prerequisite: ECON 222, 302, 304. This course introduces the student to the methods and techniques of regional economic analysis, and their application to the problems of regional economies within Canada. Among the micro-economic topics covered are the location behaviour of firms and households, and the factors determining the allocation of land among alternative competing uses. Macroeconomic topics include the measurement and analysis of regional income and growth levels, cyclical changes in those levels, and interregional differences in growth rates. Policy problems pertinent to Canadian regions are stressed throughout the course.

ECON 495  Economics of Transportation and Communications (3 credits)
Prerequisite: ECON 222, 302. Congestion problems and solutions, pricing, costs, demand, and regulation in transportation. Some applications to communications.

ECON 496  Natural Resource Economics (3 credits)
Prerequisite: ECON 222, 302, 304. This course focuses on the problems of the finiteness of the natural resources base in Canada and in the world, and on an analysis of the demand for and supply of natural resources and energy. The course also discusses the economic aspects of a selected group of conservation measures (financial incentives, reallocation of property rights, regulation).
NOTE: Students who have received credit for ECON 396 or for this topic under an ECON 498 number may not take this course for credit.

ECON 497  Income Distribution and Economic Inequality (3 credits)
Prerequisite: ECON 222, 302, 304. This course examines the extent and dimensions of economic inequality among households both domestically and internationally. Topics covered include theories of income inequality, wealth inequality, recent trends in polarization, poverty, intergenerational bequests, the welfare state, and the role of government economic policy.

ECON 498  Advanced Topics in Economics (3 credits)
ECON 499  Advanced Topics in Economics (6 credits)

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
Faculty

Chair
RICHARD F. SCHMID, PhD Arizona State University, Professor

Associate Chair
WILL PENNY, PhD McGill University, Senior Lecturer

Distinguished Professors Emeriti
HAROLD ENTWISTLE, PhD University of London
ELLEN JACOBS, MEd Tufts University
PATSY M. LIGHTBOWN, PhD Columbia University
SANDRA WEBER, PhD University of Alberta

Professors
PHILIP ABRAMI, PhD University of Manitoba; Provost’s Distinction
JOYCE BARAKETT, PhD Université de Montréal
ROBERT BERNARD, PhD University of Washington
PAUL BOUCHARD, PhD Université de Montréal
AILIE CLEGHORN, PhD McGill University
MIRANDA D’AMICO, PhD McGill University
NINA HOWE, PhD University of Waterloo

Associate Professors
WALCIR CARDOSO, PhD McGill University
SAUL CARLINER, PhD Georgia State University; Provost’s Distinction
LAURA COLLINS, PhD Concordia University
ANN-LOUISE DAVIDSON, PhD University of Ottawa
ELIZABETH GATBONTON, PhD McGill University
ARPI HAMALIAN, MA American University of Beirut
MARLISE HORST, PhD University of Wales
LAURA COLLINS, MLS McGill University
SANDRA MARTIN-CHANG, PhD McMaster University
KIM MCDONOUGH, PhD Georgetown University
M. AYAZ NASEEM, PhD McGill University
HELENA P. OSANA, PhD University of Wisconsin-Madison
DIANE PESCO, PhD McGill University
HARICLIA PETRAKOS, PhD McGill University
STEVEN SHAW, PhD Concordia University
PAVEL TROFIMOVICH, PhD University of Illinois at Urbana-Champaign
VIVEK VENKATESH, PhD Concordia University
DAVID WADDINGTON, PhD Stanford University
JOANNA L. WHITE, PhD McGill University

Assistant Professors
ADEELA ARSHAD-AYAZ, PhD McGill University
SANDRA CHANG-KREDL, PhD McGill University
SARA KENNEDY, PhD McGill University
HOLLY RECCIA, PhD Concordia University

Senior Lecturer
SARA WEINBERG, MA Concordia University

Lecturers
TERESA HERNANDEZ-GONZALEZ, PhD Universidad Complutense de Madrid
HEIKE NEUMANN, MA Concordia University

For the complete list of faculty members, please consult the Department website.
Location

Sir George Williams Campus
J.W. McConnell Building, Room: LB 579
514-848-2424, ext. 2004

Department Objectives

The Department of Education offers general undergraduate programs as well as two teacher-training programs. The general programs focus on educational issues for lifelong learning, while the teacher-training programs are specifically for Early Childhood and Elementary Education and the Teaching of English as a Second Language. Students receive expert supervision in their field placements and are carefully guided in their methods courses. The Department values creativity and innovation in the teaching/learning environment and instills in its students a sense of responsibility with respect to equality, diversity and non-discrimination.

Programs

(For Teaching of English as a Second Language, see §31.090.1; for Adult Education, see §31.090.2)
Students are responsible for satisfying their particular degree requirements.
The superscript indicates credit value.

24 Minor in Education
24 Chosen from EDUC 210¹, 230¹, 240¹, 270¹, 298¹, 299¹, 305¹, 307¹, 321¹, 398¹, 399¹, 405¹, 411¹, 422¹, 426¹, 427¹, 450¹, 454¹, 498¹, 499¹

120 BA Specialization in Early Childhood and Elementary Education
93 Group A
ARTE 201¹; EDUC 210¹, 211¹, 222¹, 260¹, 264¹, 295¹, 296¹, 297¹, 301¹, 311¹, 355¹, 380¹, 381¹, 382¹, 384¹, 386¹, 387¹, 388¹, 395¹, 396¹, 400¹, 445¹, 450¹, 454¹, 493¹, 494¹, 495¹, 496¹; TESL 232¹
6 Group B
Chosen from EDUC 230³, 305¹, 307¹, 315¹, 321¹, 383¹, 385¹, 405¹, 406¹, 407¹, 411¹, 422¹, 423¹, 426¹, 427¹, 434¹, 498¹
21 Group C
Elective credits chosen from a list approved by the Department

NOTE 1: This program is open to full-time students only. In addition to the application submitted to the University, specialization applicants MUST complete an additional application which may be obtained from the Early Childhood and Elementary Education secretary.

NOTE 2: Students may be recommended to the Quebec Teachers Certification Service for a Quebec permanent teaching diploma, valid for teaching kindergarten and cycles 1 to 3 (Grades 1 to 6) provided they have met the following requirements: 1. successfully completing the degree and certification requirements for the BA Specialization in Early Childhood and Elementary Education; 2. satisfying the English language proficiency requirements of the MESRST; and 3. submitting an application to graduate to the Birks Student Service Centre.
To remain in the Early Childhood and Elementary Education Specialization program and to be recommended for certification, students must:
1. achieve at least a "B" grade in each of the following practicum courses: EDUC 295, 296, 297, 395, 396, 493, 494, 495, 496; and
2. achieve at least a "C+" grade in each of the following methods courses: EDUC 222, 301, 355, 380, 381, 382, 383, 384, 385, 386, 387, 388.
Students who obtain a grade that is below the above required level will be placed on conditional standing within the program and will be so informed in writing. Students will be allowed to repeat the course in question only once, the next time the course is given, in order to achieve the required grade. (For the status of this grade as part of the student record, see §16.3.13.) Students who fail to achieve the above minimum grades in two internships/methods courses (i.e. failing the same internship/methods course twice or two different internships/methods courses) cannot continue in the program and will be required to withdraw from the Early Childhood and Elementary Education Specialization program (see §16.3.13).

45 BA Major in Child Studies
24 EDUC 210¹, 211¹, 250¹, 280¹, 311¹, 374¹, 492¹
9 From area of primary concentration*
6 From area of secondary concentration*
6 Chosen from EDUC 230³, 315¹, 321¹, 406¹, 411¹, 422¹, 426¹, 498¹
*See areas of concentration.
Areas of Concentration
A. Administration in Childhood Settings (9 credits)
  9 EDUC 302\(^n\), 303\(^n\), 402\(^n\)
B. Exceptional Children in Childhood Settings (9 credits)
  9 EDUC 450\(^n\), 480\(^n\), 491\(^n\)
C. Children and Technology (9 credits)
  9 EDUC 305\(^n\), 307\(^n\), 405\(^n\)

For other programs which may be of particular interest to teachers, see §23.

Courses

Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.

EDUCATION

EDUC 200  English Exam for Teacher Certification (0 credit)
Prerequisite: Enrolment in Early Childhood and Elementary Education Specialization, Teaching English as a Second Language Specialization, or Art Education Specialization. The regulation governing the awarding of teaching authorization of the Ministère de l’Enseignement supérieur, de la Recherche, de la Science et de la Technologie (MESRST) requires that all students admitted to a teacher education program demonstrate their proficiency in the language of instruction as a condition for certification. To fulfill this requirement, students are required to register and write the exam approved by the MESRST. Students must pass this exam prior to the start of the following internships: EDUC 493, TESL 486 or 487, and ARTE 423.

EDUC 201  The Nature and Function of Teaching (6 credits)
An introduction to the purpose, theories, and methods of teaching.

EDUC 210  Psychology of Education (6 credits)
This course introduces students to a broad range of content in educational psychology, including its scope and methods, learning motivation, growth and development, adjustment, individual differences, guidance, and concept of self.

EDUC 211  Child Development I (3 credits)
Prerequisite: Enrolment in Early Childhood and Elementary Education Specialization, or Major in Child Studies. This course provides an introduction to current theory (e.g., cognitive, social-cognitive, social learning) about children’s development and covers various domains of development (social, emotional, cognitive, physical) from conception to age 12. The implications of children’s development in relation to various contexts (e.g., family, neighbourhood, peers, education) are discussed.

EDUC 222  Exploring Movement with Children (3 credits)
Prerequisite: Enrolment in Early Childhood and Elementary Education Specialization. From a multidisciplinary perspective, this course examines the following topics: the relationship between movement and self-knowledge, psychomotor development, and the role of physical activity in primary education. The course addresses the teacher’s role in incorporating movement into the curriculum for all children, including those with special needs through the use of specific techniques and activities.

EDUC 230  Introduction to Philosophy of Education (3 credits)
This course introduces the student to the content and form of several major educational theories, and to conceptual and logical procedures of philosophizing about education, with particular reference to teaching and learning.

NOTE: Students who have received credit for EDUZ 230 may not take this course for credit.

EDUC 240  Introduction to Training and Development (3 credits)
This course provides an overview of the design and development of training in organizations by introducing students to theoretical and practical concepts. Topics explored include the organizational and personal benefits of training, different modes of delivery including e-learning (an instructional systems design approach to training development), the transfer of learned skills to the workplace environment, the evaluation of training, the management of the development process, and trends and successful practices in the field.

NOTE: Students who have received credit for this topic under an EDUC 298 number may not take this course for credit.

EDUC 250  Introductory Information Literacy Skills in Education (3 credits)
This course is designed to introduce students to basic research practices used in the field of education and its related disciplines. It familiarizes students with a variety of information sources in both print and non-print formats. Emphasis is placed on developing a systematic search strategy and the use and evaluation of the information sources. Topics such as outlining and bibliographic formats are covered as part of the research process.

NOTE: Students who have received credit for INST 250 may not take this course for credit.

EDUC 260  Historical and Philosophical Foundations of Early Childhood and Elementary Education (3 credits)
Prerequisite: 30 credits or permission of the Department; enrolment in Early Childhood and Elementary Education Specialization, or Major in Child Studies. This course is an introduction to the historical and philosophical foundations of early childhood education. The development of institutions for the care and education of young children is discussed in relation to changes in the family.
concepts of childhood, and educational theories. Students use methods of historical and philosophical inquiry to examine current issues in early education, including school readiness, early literacy, integration, multiculturalism, and public policy. The objective is to provide students with the basis for identifying and critiquing problems in education.

**EDUC 264 Communication: Child, Parent and Teacher (3 credits)**
Prerequisite: 30 credits or permission of the Department; enrolment in Early Childhood and Elementary Education Specialization.
This course focuses on the role parents play in the various stages of the child’s academic, social, and emotional development. The format for this course is unique in that parents of the children in the observation nursery are involved, and students interact with them by conducting and participating in parent-teacher seminars. Topics include parenting, the impact of the family on the child’s classroom behaviour, child abuse, cultural issues, disciplinary measures at home and in school, the coordination of home-and-school academic goals, and achievement motivation.

**EDUC 270 Educational Communication (3 credits)**
In this course, students study fundamental communication skills used by effective instructors. By examining how to write the most basic types of instructional content, including definitions, objectives, descriptions and procedures, and the most common forms of written instructional content, including how-to articles and lesson plans, this practical, writing-intensive course emphasizes effective instructional communication methodologies.
NOTE: Students who have received credit for this topic under an EDUC 298 number may not take this course for credit.

**EDUC 295 Internship I: Prekindergarten Teaching (3 credits)**
Prerequisite: Enrolment in Early Childhood and Elementary Education Specialization; students must be enrolled in EDUC 296 in the same term and in their first year of the ECEE program. This internship gives students first-hand knowledge of the importance of early education. It permits students to develop preliminary skills in observing, assessing, and meeting the needs of individual children, articulating educational objectives, working effectively with small groups, and planning and implementing a play-based curriculum. Students are placed in a prekindergarten class one day a week for a total of 60 hours.
NOTE: Students who have received credit for EDUC 271 may not take this course for credit.

**EDUC 296 Prekindergarten Teaching Seminar (3 credits)**
Prerequisite: Enrolment in Early Childhood and Elementary Education Specialization; students must be enrolled in EDUC 295 in the same term. This course supports EDUC 295 by offering a thorough introduction to theoretical and applied aspects of early childhood education through a weekly seminar consisting of lectures, discussions, and video presentations on such topics as the educational and developmental needs of young children, models of education, the role of the teacher, play-based curriculum and instruction, health and safety issues, and the design of appropriate prekindergarten learning environments.
NOTE: Students who have received credit for EDUC 272 may not take this course for credit.

**EDUC 297 Internship II: Observation and Evaluation in Education (3 credits)**
Prerequisite: EDUC 295, 296; enrolment in Early Childhood and Elementary Education Specialization. The purpose of this course is to teach students how to conduct evaluations at the elementary-school level. Students learn observation techniques, documentation procedures, authentic assessment, and formative and summative evaluation. Students learn how to create a dynamic profile of the child and how to prepare reports for parents, administrators, and specialists. Students conduct observations in recognized educational institutions (40 hours).
NOTE: Students who have received credit for EDUC 371, 373, and 375 may not take this course for credit.

**EDUC 298 Selected Topics in Education (3 credits)**

**EDUC 299 Selected Topics in Education (6 credits)**
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

**EDUC 301 Integrating Computers into the Elementary Classroom (3 credits)**
Prerequisite: Enrolment in Early Childhood and Elementary Education Specialization. This course provides an introduction to theoretical and practical knowledge regarding the use of computers in elementary school classrooms. Assignments are designed to provide students with hands-on experience with the computer. Topics include social interaction and equity, problem-solving skills, software evaluation, interactive technologies, and curriculum planning.
NOTE: Students are expected to have some basic computer skills (at least word processing) prior to enrolling in this course. Students with no previous experience in using computers are advised to take INTE 290 before enrolling in this course.

**EDUC 302 Administration in Childhood Settings (3 credits)**
This course provides students with a foundation in administering services for children with a focus on child care. Issues reviewed include quality, the role of government, curriculum, staffing, leadership styles, financial matters, and the organizational framework.

**EDUC 303 Children, Families, and Social Policy (3 credits)**
This course examines social policy as it relates to children and families in Canada. Policies may include such areas as children’s rights, child care, education, health, and social welfare.

**EDUC 305 Technology for Educational Change (3 credits)**
Prerequisite: Enrolment in Education or permission of the Department. This course provides an introduction to advances in the theory, research, and practice of educational technology. Projects and activities allow for a diversity of interests.
EDUC 307  Integrating Digital Technologies and Social Media in Learning Environments (3 credits)
This course introduces students to the social and cognitive theories of digital technologies in learning and training environments. These technologies include hardware such as interactive tablets and screens, mobile devices, and software such as online multimedia, video, serious games and social media. This course discusses these technologies using problem-based learning approaches. Students also engage in practical project-based activities.

EDUC 311  Child Development II (3 credits)
Prerequisite: EDUC 211; enrolment in Early Childhood and Elementary Education Specialization; or Major in Child Studies; 30 credits. This course is designed to provide students with an in-depth review of the developmental, psychological, and socio-cultural aspects of the child and the family. Emphasis is placed on structural elements related to the modern family (e.g. family size, developmental tasks, family relations) e.g. transition to parenthood, parenting styles, early relationships) and problems and issues (e.g. employed mothers, divorce, child care, cultural differences, teenage mothers).
NOTE: Students who have received credit for EDUC 262 may not take this course for credit.

EDUC 315  Sexual Health Education for Children and Youths (3 credits)
Prerequisite: Enrolment in the Specialization in Early Childhood and Elementary Education; or 30 university credits and enrolment in the Major in Child Studies or the Minor in Interdisciplinary Studies in Sexuality. By evaluating available resources, practical tools, and curricula in today's Canadian society, this course familiarizes students with approaches to sexual health education that are suitable for working with children and youth in a variety of educational settings, including the home, community agencies, and schools. The importance of gearing education to accommodate different developmental stages, ages, and local social contexts is stressed.

EDUC 321  Sex Role Socialization in the School (3 credits)
This course focuses upon how children at the elementary- and secondary-school level are socialized for different work roles, and how work segregation has occurred on the basis of this process. The role of schools and curriculum is examined in relation to cultural changes in social roles.

EDUC 355  Teaching Ethics and Religious Culture (3 credits)
Prerequisite: Enrolment in Early Childhood and Elementary Education Specialization. This course enables students to develop a stimulating and sensitive ethics and religious culture program that promotes children’s ability to (a) reflect on ethical questions, (b) demonstrate an understanding of the phenomenon of religion, and (c) engage in dialogue with others. Relevant resource materials are examined and assignments focus upon development of activities for the elementary-level classroom.
NOTE: Students who have received credit for THEO 355 may not take this course for credit.

EDUC 374  Child Studies Field Experience: Child and Youth Settings (3 credits)
Prerequisite: 30 credits in the major program; EDUC 302 (recommended). This course is designed to provide students with experience in working with groups of young children and with strategies and techniques to critically examine their own practice and that of experienced educators. The course material focuses on learning how to employ different observational techniques, as well as guiding students in reflective practices so as to connect their fieldwork to theory in child studies. Students are required to participate in a one half-day per week field placement in addition to the regularly scheduled class time. Possible field placements for this course include recreation/community centres, hospitals, daycare centres, libraries, museums, and fine arts centres.
NOTE: Students who have received credit for EDUC 371 may not take this course for credit.

EDUC 380  Teaching Language Arts I (3 credits)
Prerequisite: 30 credits; enrolment in Early Childhood and Elementary Education Specialization. This course enables students to acquire the necessary skills for developing a stimulating and appropriate language arts program for kindergarten and primary grades. Current theories of literacy development and implications for planning and instruction are addressed. The course focuses on listening, speaking, reading, and writing, emphasizing the integration of language arts activities into other subject areas.

EDUC 381  Teaching Language Arts II (3 credits)
Prerequisite: 30 credits including EDUC 380; enrolment in Early Childhood and Elementary Education Specialization. This course is a continuation of EDUC 380 with special emphasis on teaching language arts in Grades 3 to 6. Students become familiar with MESRST program guidelines, and various ways to organize and evaluate their implementation.

EDUC 382  Teaching Science Concepts in the Elementary Classroom (3 credits)
Prerequisite: 30 credits; enrolment in Early Childhood and Elementary Education Specialization. This course examines areas of science which are relevant to elementary education and emphasizes the development of the spirit of scientific inquiry. Resource materials, teaching methodology, and classroom activities are examined and evaluated in light of the MESRST guidelines. Assignments emphasize developing activities for classroom use.

EDUC 383  Promoting Moral and Spiritual Attitudes and Values in Children (3 credits)
Prerequisite: 30 credits; enrolment in Early Childhood and Elementary Education Specialization. This course is designed to introduce students to the various issues involving the development of moral judgment and reasoning in children. Cultural, social, cognitive, and emotional factors influencing the growth of morality are discussed. The major focus is on examining methods and techniques to enhance the personal development of positive social behaviours (i.e. helping, sharing, and caring).

EDUC 384  Teaching Social Studies in Elementary Schools (3 credits)
Prerequisite: 30 credits; enrolment in Early Childhood and Elementary Education Specialization. This course examines the teaching of social studies to elementary-school-age children.
EDUC 385  **Teaching a Second Language in Early Childhood and Elementary School** (3 credits)
Prerequisite: 30 credits; enrolment in Early Childhood and Elementary Education Specialization. This course is designed to give teachers a background in current theories of language acquisition and second language learning. Teaching methodologies such as immersion, enrichment, and core/complementary curricula are studied and resource materials are examined and evaluated. Assignments include the development of appropriate classroom activities at the elementary level.

EDUC 386  **Teaching Mathematics I** (3 credits)
Prerequisite: 15 credits; enrolment in Early Childhood and Elementary Education Specialization. This course introduces a conceptual analysis of school mathematics and its application to the early childhood and elementary education classrooms. Topics include numeracy acquisition, counting, whole number operations, and problem solving. Emphasis is placed on the development of children’s thinking and pedagogical practices aimed at assisting students to think mathematically. Current mathematics curricula are examined and evaluated in this context.

EDUC 387  **Teaching Mathematics II** (3 credits)
Prerequisite: 30 credits; enrolment in Early Childhood and Elementary Education Specialization; EDUC 386. This course continues a conceptual analysis of school mathematics and its application to the elementary classroom. Topics include fractions, decimals, proportions, per cents, algebraic reasoning, and geometry. Emphasis is placed on the development of children’s thinking and pedagogical practices aimed at assisting students to think mathematically. Current mathematics curricula are examined and evaluated in this context.

EDUC 388  **Teaching Mathematics III** (3 credits)
Prerequisite: 30 credits; enrolment in Early Childhood and Elementary Education Specialization; EDUC 387. This course continues a conceptual analysis of school mathematics and its application to the elementary classroom. Topics include algebra, geometry, probability, statistics, and data analysis. Emphasis is placed on the development of children’s thinking and pedagogical practices aimed at assisting students to think mathematically. Current mathematics curricula are examined and evaluated in this context.

EDUC 395  **Internship III: Kindergarten Teaching** (3 credits)
Prerequisite: Enrolment in Early Childhood and Elementary Education Specialization; 30 credits including EDUC 295, 296, 297; students must be enrolled in EDUC 396 in the same term. This internship is an eight-week (200 hours) supervised student-teaching experience in a full-day kindergarten classroom. Students share in the daily work of their co-operating teachers, and progress gradually from being participant observers working with small groups to taking charge of the whole class. Students practise their skills in activity planning, intervention strategies, the evaluation of student learning, and the management of classroom routines.

**NOTE:** Students who have received credit for EDUC 473 may not take this course for credit.

EDUC 396  **Kindergarten Teaching Seminar** (3 credits)
Prerequisite: Enrolment in Early Childhood and Elementary Education Specialization; 30 credits including EDUC 295, 296, 297; students must be enrolled in EDUC 395 in the same term. This seminar complements EDUC 395 by providing the opportunity, means, and impetus for students to reflect critically on their teaching philosophy and practice. Topics include the development of appropriate and stimulating learning environments, Ministère de l’Enseignement supérieur, de la Recherche, de la Science et de la Technologie (MESRST) kindergarten program guidelines, planning and implementation of learning centres, teaching centres, teaching the “whole” child, teacher-parent relationships, and other current issues in kindergarten education.

**NOTE:** Students who have received credit for EDUC 474 may not take this course for credit.

EDUC 398  **Selected Topics in Education** (3 credits)
EDUC 399  **Selected Topics in Education** (6 credits)

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

EDUC 400  **Teaching Across the Curriculum** (3 credits)
Prerequisite: Enrolment in Early Childhood and Elementary Education Specialization; EDUC 380. Using language arts and the social sciences as the starting point, this course outlines different models for integrating school subjects in curriculum programming. Special attention is given to social science methodology, thematic planning and project work, and to the use of literature and drama. Students examine the links between the different programs of study developed for Quebec schools by the MESRST, and their overall implications for curriculum planning.

EDUC 402  **Diversity Issues in Childhood** (3 credits)
Prerequisite: 30 credits. This course explores the diversity of contemporary Canadian childhood, including issues related to immigrant children and families, multilingual issues, and cultural differences in child-rearing. The course reviews theoretical and applied approaches for providing services to children and families from culturally diverse backgrounds.

EDUC 405  **Children and Technology** (3 credits)
Prerequisite: 30 credits. This course examines the interaction between children and technology from a socio-cultural perspective, including the effects of media such as television, computers, and the Internet. Emphasis is placed on the developing child in the context of communication and technology as related to informal educational activities and play.
EDUC 406  **Educational Aspects of Physical Activity, Health and Wellness** (3 credits)
Prerequisite: EDUC 210 or PSYC 200 or equivalent; 30 credits. This course examines the promotion of physical health and well-being of both adults and children. Using an educational approach, principles from the Psychology of Sports, including stress management, motivation, mental training and goal-setting serve as the foundation from which students learn how to enhance sport or exercise performance and general lifeskills.

EDUC 407  **Enhancing Performance in Sport and Exercise** (3 credits)
Prerequisite: Enrollment in an Education program or permission of the Department. The course covers the application of theory, research, and practice in the field of sport and exercise psychology. Topics covered include attention and concentration, anxiety and arousal, psychological skills training (PST), motivation, the psychology of physical activity and children, as well as the psychology of dealing with injury. A major theme is the development of life skills. Goals of the course include acquiring basic knowledge of concepts, theories, and principles related to the psychology of sports and exercise; learning about research and intervention in the field of applying the knowledge to students' own life course.

NOTE: Students who have received credit for this topic under an EDUC 398 number may not take this course for credit.

EDUC 411  **Toys, Media Literacy and Children's Popular Culture** (3 credits)
Prerequisite: Enrollment in an Education program or permission of the Department. This interdisciplinary course examines the multiple roles that toys and the popular culture of childhood and adolescence can play in relation to development, learning, socialization and identity processes. Topics addressed include cultural and personal meanings constructed around toys, media literacy, the increasing role of new technologies, and issues related to the branding and marketing of toys through the media.

NOTE: Students who have received credit for this topic under an EDUC 498 number may not take this course for credit.

EDUC 422  **Sociology of Education I** (3 credits)
Prerequisite: 30 credits. This course emphasizes sociological concepts and their theoretical and practical applications to the study of education. The focus is on the following: how the education system is structured, how schooling and education fit into the overall social structure, how educational experiences vary for members of different social groups, the role education plays in gender, class, and racial inequalities, the complexity of issues relating to student evaluation and performance, and the role education plays in social change.

NOTE: Students who have received credit for EDUC 421 may not take this course for credit.

EDUC 423  **Sociology of Education II** (3 credits)
Prerequisite: EDUC 422. This course considers how a particular sociological viewpoint contributes to our understanding of school life. Topics include family, socialization patterns, teacher and pupil perspectives, and how these are interrelated.

NOTE: Students who have received credit for EDUC 421 may not take this course for credit.

EDUC 426  **Comparative Education I** (3 credits)
Prerequisite: Six credits in Education. This course undertakes the study of the impact of political and cultural differences upon educational systems (for example, the impact of language differences, nationalism, colonialism, neocolonialism, political socialization). The approach is comparative, with particular emphasis on contrasting educational systems and practice in selected countries.

EDUC 427  **Comparative Education II** (3 credits)
Prerequisite: Six credits in Education. This course examines the sources and impacts of educational change from a comparative perspective. Topics include pedagogical alternatives; socio-political alternatives; educational implications of technological change and economic policy; policies of elitism and egalitarianism. Methods include comparative case study and analysis of specific theories of educational innovation.

EDUC 432  **Seminar in Epistemology and Education** (3 credits)
Prerequisite: Six credits in Education, or permission of the Department. Theories of knowledge are considered in this course, with special attention being given to the bearing of such topics as perception, evidence, truth, knowledge, and belief as relating to educational thought and practice. Students are expected to become familiar with recent periodical and other literature in the field.

EDUC 434  **Aesthetics and Education** (3 credits)
Prerequisite: EDUC 230 or permission of the Department. The nature of aesthetic value and experience, and theories of art and beauty are examined. The development of the emotions and imagination, and their functions in aesthetic awareness are central concerns of this course. Students are expected to become familiar with the relevant literature in the field.

EDUC 445  **Education in Quebec** (3 credits)
Prerequisite: 30 credits in a teacher certification program, or holder of a provisional teaching authorization, or permission of the Department. This course covers the history, the contemporary movements, and the structures of Quebec education. The historical section covers the period from 1609 until the present. Topics included are the legislation, regulations, rules, and directives pertaining to the respective roles of the Ministère de l’Enseignement supérieur, de la Recherche, de la Science et de la Technologie (MESRST), the school boards, the teachers, the parents, and the students in Quebec’s educational system.

NOTE: Because this is a required course for all individuals enrolled in a Quebec program of teacher training, the content is controlled by the MESRST.

EDUC 450  **The Inclusive Classroom: Educating Exceptional Children** (3 credits)
Prerequisite: 30 credits including EDUC 210 or 211. This course focuses on the education of children with special needs. Emphasis is placed on ways in which classroom teachers can provide appropriate help or instruction to meet the needs of
exceptional children. Topics include identification and assessment of learning needs; adaptation of curriculum and activity design, service delivery models; parent-professional relationships; legislative policies.

**EDUC 454 Diversity in the Classroom** (3 credits)
Prerequisite: 30 credits including EDUC 210 or 211. Students examine the implications of diversity in the classroom for teaching, curriculum, and children's educational experience. Various theoretical approaches are analyzed, including critical pedagogy, multicultural education, and intercultural education. The importance of inclusive curricula is discussed.

**EDUC 471 Supervised Internship** (6 credits)
This course is offered only to students enrolled in the Certificate in Education program. Teaching internship is carried out in the school where the student is employed. The students are supervised and their teaching performance evaluated. The students are expected to demonstrate positive evidence of teaching competence and professional behaviour.

**EDUC 480 Special Methods of Teaching — Elementary** (3 credits)
This course is offered only to students enrolled in the Certificate in Education program. It deals with methods of teaching in the elementary school. Emphasis is placed on the practical application of educational theories.

**EDUC 481 Special Methods of Teaching — Secondary** (3 credits)
This course is offered only to students enrolled in the Certificate in Education program. This course deals with methods of teaching in a high school subject. The course is designed to suit the individual student’s field of specialization.

**EDUC 490 The Exceptional Child I** (3 credits)
Prerequisite: EDUC 211 or equivalent; 30 credits in Education, or permission of the Department. This course is an introduction to the educational issues concerning children with special needs. The focus is on inclusive childhood settings. Theoretical models, intervention strategies, and advocacy are issues that are explored.

**EDUC 491 The Exceptional Child II** (3 credits)
Prerequisite: EDUC 490, or permission of the Department. This course is an in-depth exploration of children’s experience with intellectual, emotional, and physical disability, and specific interventions that can foster coping, healthy development, and family systems approach.

**EDUC 492 Child Studies Field Experience: Adaptations and Accommodations in Special and Inclusive Settings** (3 credits)
Prerequisite: EDUC 450 (recommended); 30 credits in the major program. This course is designed to provide students with experience in working with children exhibiting a range of developmental, emotional, learning, and social delays. Subject matter is designed to provide links between practical fieldwork and previously studied theory related to the inclusive classroom and children with special needs. Students examine methods of best practice in working with these children, and are required to participate in a one half-day per week field placement in addition to the regularly scheduled class time. Possible field placements for this course include hospitals, elementary schools, and school or community centres for children with psychological, intellectual, or other developmental special needs.

**EDUC 493 Internship IV: Primary Teaching** (3 credits)
Prerequisite: Enrolment in Early Childhood and Elementary Education Specialization; EDUC 200 and 60 credits including EDUC 295, 296, 297, 395, 396; students must be enrolled in EDUC 494 in the same term. The internship is an eight-week (200 hours) supervised student-teaching experience in a primary classroom (Grades 1 to 3). Students share in the daily work of their co-operating teachers, and progress gradually from being participant observers working with small groups to taking charge of the whole class as independent, creative practitioners. Students perfect their skills in activity planning, intervention strategies, the evaluation of student learning, and the management of classroom routines.

*NOTE: Students who have received credit for EDUC 473 may not take this course for credit.*

**EDUC 494 Primary Teaching Seminar** (3 credits)
Prerequisite: Enrolment in Early Childhood and Elementary Education Specialization; 60 credits including EDUC 295, 296, 297, 395, 396; students must be enrolled in EDUC 483 in the same term. The seminar complements EDUC 493 by providing the opportunity, means, and impetus for students to reflect critically on their teaching philosophy and practice. Topics include the development of appropriate and stimulating learning environments, Ministère de l'Enseignement supérieur, de la Recherche, de la Science et de la Technologie (MESRST) primary program guidelines, planning and implementation of curriculum units, teacher-parent relationships, and other current issues in primary education.

*NOTE: Students who have received credit for EDUC 474 may not take this course for credit.*

**EDUC 495 Internship V: Upper Elementary Teaching** (3 credits)
Prerequisite: Enrolment in Early Childhood and Elementary Education Specialization; 90 credits including EDUC 222, 295, 296, 297, 301, 380, 381, 382, 383, 385, 387, 388, 395, 396, 493, 494; students must be enrolled in EDUC 496 in the same term. Students are placed in an elementary classroom (Grades 4 to 6) for an eight-week student-teaching experience (200 hours). They are provided with the opportunity to continue to develop their own teaching strategies and enhance their skills in curriculum planning and implementation, preparing and evaluating classroom materials, and monitoring student progress. Students participate in the daily routines and educational duties of their co-operating teachers and become involved in student activities.

*NOTE: Students who have received credit for EDUC 475 may not take this course for credit.*
EDUC 496  Upper Elementary Teaching Seminar (3 credits)
Prerequisite: Enrolment in Early Childhood and Elementary Education Specialization; 90 credits including EDUC 295, 296, 297, 395, 396, 493, 494; students must be enrolled in EDUC 495 in the same term. The main focus of EDUC 496 is the discussion, review, and analysis of relevant material in the context of students’ internship placements. Topics include curriculum development and diversity in the classroom population, involvement of parents in their children’s education, Ministère de l’Enseignement supérieur, de la Recherche, de la Science et de la Technologie (MESRST) guidelines, teaching strategies, self-reflection and evaluation.
NOTE: Students who have received credit for EDUC 476 may not take this course for credit.

EDUC 498  Advanced Topics in Education (3 credits)
EDUC 499  Advanced Topics in Education (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

INFORMATION STUDIES

INST 250  Introductory Information Literacy Skills (3 credits)
This course is designed to introduce students to basic research practices. It familiarizes students with a variety of information sources in both print and non-print formats. Emphasis is placed on developing a systematic search strategy in the use and evaluation of the information sources. Topics such as outlining and bibliographic format are covered as part of the research process.
NOTE: Students who have received credit for EDUC 250 may not take this course for credit.

LIBRARY STUDIES

LIBS 495  Field Practice (3 credits)
Prerequisite: Completion of all other required Library Studies courses. In consultation with the appropriate supervising librarian, the student is placed in a local library system other than the library in which the student is employed. The duration of the field practice is five weeks. Field practice includes a wide variety of library tasks. In addition the student is required to complete a written research project on a topic approved by the professor.

31.090.1  TEACHING OF ENGLISH AS A SECOND LANGUAGE

BEd (Teaching English as a Second Language)
The Centre for the Teaching of English as a Second Language offers the BEd degree (Teaching English as a Second Language).

Program

Students are responsible for satisfying their particular degree requirements.
The superscript indicates credit value.

120  BEd Specialization in Teaching English as a Second Language
60  TESL 221, 231, 236, 330, 331, 341, 351, 415, 426, 427, 428, 427, 466, 467, 471, 486, 487, 488
15  EDUC 210, 445, 450, 454
15  ENGL 212 or 213; any nine ENGL credits in English literature, of which three credits must be from Canadian Literature
6  Credits in a third language other than English or French
24  Elective credits chosen from a list approved by the Department

Certificate in the Teaching of English as a Second Language

This 30-credit program is offered to individuals whose native language is English or whose proficiency in English meets native-user standards.

Program

30  Certificate in the Teaching of English as a Second Language
6  ENGL 212 or 213 or 396
24  TESL 221, 231, 324, 331, 341, 415, 424, 433

Information Relevant to Programs in the Teaching of English as a Second Language

NOTE: Upon successful completion of the BEd (TESL) program and after application to the Office of the Registrar, a graduate may be recommended to the Quebec Teachers Certification Service for a “Brevet d’enseignement : autorisation personnelle permanente” (a teaching diploma). Graduates who wish to teach ESL in francophone schools, the only schools in Quebec where ESL may be taught, must satisfy the French proficiency requirements of the school board to which they apply.
There is no comparable certification process for teaching ESL at the Cegep level — Collège d’enseignement général et professionnel (junior college) or other adult level.

To be recommended for certification, students must achieve at least a “C” grade in methodology and teaching practice courses: that is, TESL 326, 330, 331, 426, 427, 466, 467, 471, 486, and 487.

Students who obtain a passing grade that is below the level required for recommendation for certification will be placed on conditional standing within the program and will be so informed in writing by the TESL program director. Students will be allowed to repeat the course(s) in question only once in order to achieve the required grade. (For the status of this grade as part of the student record, see Calendar §16.3.13.)

Students who fail to achieve the above minimum grade in two methodology/practice teaching courses (i.e. failing to achieve a grade of “C” in the same methodology/practice teaching course twice or two different methodology/practice teaching courses) will be withdrawn from the Teaching English as a Second Language Specialization program and will also be so informed in writing by the TESL program director (see Calendar §16.3.13).

Students who obtain a failing grade (F, R, or NR) in any of the courses listed above as methodology and practice teaching will be withdrawn from the program and will also be so informed in writing by the TESL program director.

In the event that a student meets regular university standards but does not satisfy the requirements for recommendation for certification, the student may apply to receive the university degree but will not be recommended to the Ministry.

Students must demonstrate proficiency in the language of instruction on an exam recognized by the MESRST prior to the start of their third internship.

NOTE II: Upon admission, students may be granted exemptions from courses in TESL programs if they have completed equivalent work at the university level.

Replacement for these exemptions must be made in accordance with the guidelines established by the Department of Education and approved by the University. Copies of these guidelines may be obtained in the Department of Education.

NOTE III: Students in the TESL Certificate must achieve at least a “C” grade in the Practicum, that is, TESL 433. Students will be allowed to repeat the course in question only once in order to achieve the required grade (see Calendar §16.3.13).

---

**TESL Courses**

Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.

**TESL 201 Introduction to Teaching English as a Second Language** (3 credits)

This introductory course provides students with a comprehensive idea of what Teaching English as a Second Language entails. Activities are chosen to expose students to the wide range of possibilities of teaching English in Quebec and around the world. Students are initiated into this much-in-demand profession through project-based activities that require them to apply course concepts and put teaching skills into practice. They also develop skills in exploiting spoken and written texts as resources for language learning.

**NOTE:** Students currently enrolled in the BEd and Certificate in TESL programs may not take this course for credit.

**TESL 221 Phonology for Teachers** (3 credits)

Prerequisite: TESL 221 concurrently. The aim of this course is to provide students with a knowledge of the major features of the English sound system, and to prepare them, through practical teaching assignments with ESL students, to apply this knowledge in the language classroom. Contrasts and comparisons are made with French and other languages.

**TESL 231 Modern English Grammar** (3 credits)

Prerequisite: TESL 221 concurrently. The purpose of this course is to provide students with a current description of the English grammatical system at the text level, to make them aware of grammatical differences between English and French and other major languages, and to alert them to typical grammatical errors made by non-native speakers of English.

**NOTE:** Students who do not achieve at least a C+ grade in TESL 231 will be placed on conditional standing within the program and will be so informed in writing by the TESL program director. Students will be allowed to repeat this course only once in order to achieve the required grade.

**TESL 232 English Grammar** (3 credits)

Prerequisite: Enrollment in Early Childhood and Elementary Education or Art Education (Visual Arts). The purpose of this course is to familiarize students with the basic concepts and terminology of grammar in general and English grammar in particular, to examine the grammatical structures of English, to provide students with a coherent framework for analyzing English grammar, and to help students identify and correct their own — and their students’ errors — in written and spoken English.

**NOTE:** Students who have received credit for TESL 231 may not take this course for credit.

**TESL 298 Selected Topics in TESL** (3 credits)

**TESL 299 Selected Topics in TESL** (6 credits)

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>TESL 324</td>
<td>Methodology I</td>
<td>3</td>
<td></td>
<td>This course reviews current theory in applied linguistics which relates directly to teaching and learning ESL in the classroom. Techniques and methods appropriate to child, adolescent, and adult learners are discussed and demonstrated. In this course the emphasis is on classroom-oriented techniques and materials related to the teaching of listening and speaking. <strong>NOTE:</strong> Students enrolled in the BEd Specialization in Teaching English as a Second Language may not take this course for credit.</td>
</tr>
<tr>
<td>TESL 326</td>
<td>TESL Pedagogy: General</td>
<td>6</td>
<td>TESL 221, 231</td>
<td>The purpose of this course is to introduce students to the profession of teaching English as a second language to children, adolescents, and adults. Students examine a variety of approaches and methodologies that have been used in the past and how these have contributed to current thinking and practices. They have the opportunity to observe English-language instruction in a variety of settings through visits and video presentations. They discuss issues related to lesson planning, audio-visual aids, classroom organization and management techniques. Special attention is paid to the creation of lessons appropriate to adult learners. A minimum of 30 hours is spent observing and assisting in adult ESL classes. Assignments include classroom-based projects.</td>
</tr>
<tr>
<td>TESL 330</td>
<td>Computers in Language Learning</td>
<td>3</td>
<td>TESL 221, 231</td>
<td>The purpose of this course is to introduce students to the uses of the computer in the ESL class. Students acquire knowledge of computer applications for language learning and how to incorporate this knowledge into classroom practice.</td>
</tr>
<tr>
<td>TESL 331</td>
<td>Grammar for Teachers</td>
<td>3</td>
<td>TESL 231</td>
<td>The purpose of this course is to provide students with current approaches, methods, and materials in the teaching of grammar to children, adolescents, and adults of the ESL classroom. Students will be prepared to analyze critically and modify published classroom materials related to the teaching and learning of grammar.</td>
</tr>
<tr>
<td>TESL 341</td>
<td>Language Acquisition</td>
<td>3</td>
<td>TESL 221, 231</td>
<td>This course examines sociocultural and psycho-linguistic influences on the acquisition of a first and second language. These issues are examined in relation to the learning and teaching of a second language to children, adolescents, and adult learners.</td>
</tr>
<tr>
<td>TESL 351</td>
<td>History of the English Language</td>
<td>3</td>
<td>TESL 221, 231</td>
<td>The purpose of this course is to provide students with an overview of the significant changes which have taken place in the English language from Proto-Indo-European to the present. Students consider the evolving nature of English and its role as an international language.</td>
</tr>
<tr>
<td>TESL 361</td>
<td>Teaching English for Specific Purposes</td>
<td>3</td>
<td>TESL 324,</td>
<td>This course provides instruction in the teaching of language skills to those who require English either as an auxiliary to their scientific, technical, or professional skills or as a medium for training in these areas.</td>
</tr>
<tr>
<td>TESL 398</td>
<td>Selected Topics in TESL</td>
<td>3</td>
<td></td>
<td>Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.</td>
</tr>
<tr>
<td>TESL 399</td>
<td>Selected Topics in TESL</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TESL 415</td>
<td>Testing, Evaluation and Course Design</td>
<td>3</td>
<td>TESL 324</td>
<td>The purpose of this course is to prepare students to test and evaluate learners in different types of ESL programs. Students examine syllabi and evaluation systems used in the schools and in adult education settings, and become familiar with placement and proficiency testing materials.</td>
</tr>
<tr>
<td>TESL 424</td>
<td>Methodology II</td>
<td>3</td>
<td>TESL 324</td>
<td>This course continues the presentation of techniques and methods begun in TESL 324. In this course the emphasis is on classroom-oriented techniques and materials related to the teaching of reading and writing. <strong>NOTE:</strong> Students enrolled in the BEd Specialization in Teaching English as a Second Language may not take this course for credit.</td>
</tr>
<tr>
<td>TESL 426</td>
<td>Pedagogy: Primary</td>
<td>6</td>
<td>TESL 326, 330</td>
<td>The purpose of this course is to familiarize students with the principles of TESL pedagogy in regular and intensive ESL primary classrooms. This course emphasizes knowledge of MESRST primary-school programs and approved materials. Students learn classroom management techniques, assessment practices, and how to adapt materials to specific primary-school contexts.</td>
</tr>
</tbody>
</table>
TESL 427  **Pedagogy: Secondary** (3 credits)
Prerequisite: TESL 426, 466; TESL 467 concurrently. The purpose of this course is to familiarize students with the principles of TESL pedagogy in regular and Language Arts (ESL-LA) ESL secondary classrooms. This course emphasizes knowledge of MESRST secondary programs and approved materials. Students learn classroom management techniques, assessment practices, and how to adapt materials to specific secondary-school contexts.

TESL 433  **Practicum** (3 credits)
Prerequisite: ENGL 213; TESL 331, 341, 415, and 424 either previously or concurrently. This course is open only to students enrolled in the TESL Certificate. In this course, students practise techniques which were introduced in their methodology courses. There are opportunities for observation of ESL classes taught by experienced teachers. Techniques presented in TESL 324 and 424 are practised in micro-teaching, peer teaching, and sessions with groups of ESL students. Requirements include lesson planning and the evaluation of one's own teaching performance.

**NOTE I:** Students enrolled in the BEd Specialization in Teaching English as a Second Language may not take this course for credit.

**NOTE II:** Students in the TESL Certificate must achieve at least a "C" grade in this course. Students will be allowed to repeat this course only once in order to achieve the required grade (see Calendar §16.3.13).

TESL 466  **Internship: Primary I** (3 credits)
Prerequisite: TESL 330, 426, EDUC 210, 454 previously or concurrently. The purpose of this course is to apply the principles acquired in TESL 426 to the teaching of ESL to primary-school learners. Students attend on-campus seminars and spend a minimum of 140 hours observing and teaching in a primary school supervised by a co-operating teacher and a university professor.

TESL 467  **Internship: Secondary I** (3 credits)
Prerequisite: TESL 427 concurrently; TESL 466. The purpose of this course is to apply the principles acquired in TESL 427 to the teaching of ESL to secondary-school learners. Students attend on-campus seminars and spend a minimum of 140 hours observing and teaching in a secondary school supervised by a co-operating teacher and a university professor.

TESL 471  **Teaching Language Arts: Secondary** (3 credits)
Prerequisite: TESL 426, 466; TESL 427 previously or concurrently. The purpose of this course is to familiarize students with the principles and techniques of teaching comprehension and production skills to advanced secondary learners of ESL. Students are made familiar with current approaches to the teaching of high-level oral interaction skills, reading and writing skills, corrective feedback to writing, and the use of long-term projects and portfolios. The use of authentic English texts such as essays, novels, short stories, poetry, and drama is emphasized.

**NOTE:** Students who have received credit for TESL 318 or for this topic under a TESL 498 number may not take this course for credit.

TESL 486  **Internship: Primary II** (6 credits)
Prerequisite: ENGL 212, 213 with a grade of C+ or better; EDUC 200, 450, 454; TESL 330, 331, 341, 415, 426, 466, 471; TESL 487, 488 concurrently. Students must also have completed at least six of the required nine credits in English Literature. The purpose of this course is to further develop the skills required in teaching ESL to primary-school learners. Students teach a minimum of 210 hours supervised by a co-operating teacher and a university professor. In addition, students attend on-campus seminars in which they discuss and reflect upon their experiences in the schools.

TESL 487  **Internship: Secondary II** (6 credits)
Prerequisite: EDUC 200; TESL 467; TESL 486, 488 concurrently. The purpose of this course is to further develop the skills required in teaching ESL to secondary-school learners. Students teach a minimum of 210 hours supervised by a co-operating teacher and a university professor. In addition, students attend on-campus seminars in which they discuss and reflect upon their experiences in the schools.

TESL 488  **Internship Seminar** (3 credits)
Prerequisite: TESL 486, 487 concurrently. The purpose of this course is to integrate the knowledge gained during the BEd with the knowledge that students have acquired during practice in the field. Students reflect on and make explicit their own professional and personal development over the course of the four-year program and set goals for future long-term professional development.

TESL 491  **Study in a Special Subject** (3 credits)
Prerequisite: Permission of the Department. This course provides an opportunity for advanced students to intensify their study beyond the area of specialization already represented by the curriculum. The selected subject varies with the special interest of the instructor conducting the course in any given year.

TESL 492  **Study in a Special Subject** (3 credits)
Prerequisite: Permission of the Department. A student repeating TESL 49 registers for credits under TESL 492.

TESL 498  **Advanced Topics in TESL** (3 credits)

TESL 499  **Advanced Topics in TESL** (6 credits)

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
Courses in English as a Second Language — ESL Courses

Courses in English as a Second Language are designed for students who are not native speakers of English and who need further training in the effective use of English in the university setting. Students must be tested for placement in ESL 202 or 204 and 205 or 206. Information about placement testing schedules may be obtained from the English Language Proficiency Testing Office of the Department of Education, 2070 Mackay, Room: 200, 514-848-2424, ext. 2453. A special examination fee is charged. (See concordia.ca/admissions/tuition-and-fees)

Written work is required in English for these courses; please consult with the Department.

Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.

NOTE: Students enrolled in a regular degree or an Extended Credit degree program in the Faculty of Arts and Science may take ESL courses for degree credit, up to a maximum of six credits.

**ESL 202 Developing Academic English Language Skills** (6 credits)
Prerequisite: Placement by the Concordia Comprehensive ESL Placement Test (ConCEPT). This course helps non-native-speaking students develop the language skills necessary for academic work through an integrated program of grammar, vocabulary, reading, and writing. The coursework enables students to build a wide range of vocabulary and grammatical structures and apply them to essential university tasks such as paraphrasing, expository writing, and processing academic texts.

**ESL 204 Refining Academic English Language Skills** (6 credits)
Prerequisite: ESL 202 or placement by the Concordia Comprehensive ESL Placement Test (ConCEPT). This course helps non-native-speaking students strengthen their English language skills and apply them to high-level academic tasks such as critical reading, synthesizing, and integrated writing assignments. Attention is paid to analyzing patterns in written English and making appropriate language choices as well as identifying, integrating, and referencing appropriate academic source material.

**ESL 205 Academic Oral Communication I** (3 credits)
Prerequisite: Placement by the Concordia Comprehensive ESL Placement Test (ConCEPT). This course helps students develop the oral skills necessary for speaking and listening in an English-speaking academic environment. The focus of the course is the improvement of students’ overall pronunciation skills, including native-like production of English speech at the level of individual sounds, words, and sentences, as well as the development of the listening skills necessary for effective oral communication. This course includes a multimedia language lab component.

**ESL 206 Academic Oral Communication II** (3 credits)
Prerequisite: ESL 205 or placement by the Concordia Comprehensive ESL Placement Test (ConCEPT). This course helps students achieve greater intelligibility and fluency by practising oral communication skills in meaningful discourse, as part of communicative activities and public-speaking assignments. Emphasis is placed on the learning of speech phenomena at the discourse level such as production of native-like stress, rhythm, intonation, and speaking rate. This course includes a multimedia language lab component.

**ESL 298 Selected Topics in ESL** (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

---

**31.090.2 ADULT EDUCATION**

Students are responsible for satisfying their particular degree requirements. The superscript indicates credit value.

**30 Certificate in Adult Education**

**Certificate Admission Requirements**

General admission requirements are listed in §13. Applicants will be interviewed prior to admission.

Students must take:

- 9 ADED 201\(^1\), 202\(^2\), 220\(^3\)
- 12 Chosen from the Adult Education (ADED) offerings
- 3 Chosen from cognate courses with the permission of the program director
- 6 ADED 496\(^4\), 497\(^5\), Integrative Internships I and II

Students may transfer into the certificate program up to 12 credits earned in an incomplete degree or certificate program or as an Independent student provided they are students in good standing. The credits that may be so transferred are determined by the University at the point of entry into the program.

**24 Minor in Adult Education**

- 9 ADED 201\(^1\), 202\(^2\), 220\(^3\)
- 15 Chosen from Adult Education (ADED) course offerings with the prior approval of the Adult Education advisor.
Courses

Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADED 201</td>
<td>Concepts and Principles of Adult Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course consists of an overview of the field of adult education as a field of study with emphasis given to its philosophy, objectives, historical development, and the nature of adult learners. It also examines adult education as a field of practice with emphasis given to methods, techniques, roles, and competencies. This course stresses active student participation and self-directedness.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NOTE: Students who have received credit for ADED 200 may not take this course for credit.</td>
<td></td>
</tr>
<tr>
<td>ADED 202</td>
<td>The Scope and Nature of Adult Education Programs</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course is designed to help students develop an understanding of the scope and nature of adult education programs. Emphasis is placed on existing programs, and institutions and agencies providing them. The course stresses active student participation and self-directedness.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NOTE: Students who have received credit for ADED 200 may not take this course for credit.</td>
<td></td>
</tr>
<tr>
<td>ADED 220</td>
<td>Adults as Learners</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course examines the unique physiological, psychological, and sociological characteristics of adults, their influence on adult learning and development, and their implications for educational intervention. Attention is given to changes which occur at various stages of the adult life cycle, and particularly to the dimensions which affect the adult’s self-concept and orientation to learning, the motivations, needs, and interests which cause adults to participate in educational activities.</td>
<td></td>
</tr>
<tr>
<td>ADED 230</td>
<td>Roles and Competencies of Adult Educators</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The purpose of this course is to review the state of professionalization of adult education. General skills, knowledge, and attitudes expected of adult educators regardless of the setting in which they work are examined. In addition, according to the participants’ needs and interests, an opportunity is given to explore competencies related to the particular roles of, e.g., administrators, program developers, trainers, leaders, instructors, counsellors, and volunteer workers.</td>
<td></td>
</tr>
<tr>
<td>ADED 240</td>
<td>Introduction to Research in Adult Education</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course is designed to introduce students to how to gain access to and utilize major information sources in adult education. In addition, the course examines research interests and problem areas studied in adult education and related fields, along with current trends and various methods of inquiry used.</td>
<td></td>
</tr>
<tr>
<td>ADED 298</td>
<td>Selected Topics in Adult Education</td>
<td>3</td>
</tr>
<tr>
<td>ADED 299</td>
<td>Selected Topics in Adult Education</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.</td>
<td></td>
</tr>
<tr>
<td>ADED 302</td>
<td>Group Dynamics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course examines the processes, conditions, and skills involved when adults work in groups. Participants develop a knowledge and understanding of group dynamics and acquire the skills needed for using groups as a means of adult learning. One of the approaches this course takes is to have participants learn about group dynamics by being actively involved in various interactive group situations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NOTE: Students who have received credit for this topic under ADED 370 may not take this course for credit.</td>
<td></td>
</tr>
<tr>
<td>ADED 333</td>
<td>Methods and Techniques for Facilitating Adult Learning</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course is designed to give adult educators an opportunity to practise and improve their skills in facilitating adult learning. Different models of educational processes and optimal conditions for promoting adult learning are examined; attention is given to case studies, role plays, and simulation methods and techniques, as well as to individualized learning formats.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NOTE: Students who have received credit for ADED 330 or 331 may not take this course for credit.</td>
<td></td>
</tr>
<tr>
<td>ADED 344</td>
<td>Design of Adult Learning Projects</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The purpose of this course is to assist participants in developing a clear working concept of various models for planning and designing adult learning projects. To facilitate this understanding, the different steps of the process are closely examined and discussed. Participants are given an opportunity to design and conduct a learning activity in the area of subject matter speciality. A systems approach, including methods for evaluating the design of the learning project is emphasized.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NOTE: Students who have received credit for ADED 340 or 341 or 343 may not take this course for credit.</td>
<td></td>
</tr>
<tr>
<td>ADED 345</td>
<td>Evaluating Adult Learning Projects</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The purpose of this course is to assist participants in developing a clear working concept of various models for assessing the effectiveness of adult learning projects. The course emphasizes a systematic approach to evaluation, techniques for collecting information and providing feedback to program operation and impact. Participants are given the opportunity to conduct an evaluation of an adult learning project in the area of subject matter speciality.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>NOTE: Students who have received credit for ADED 342 or 343 may not take this course for credit.</td>
<td></td>
</tr>
</tbody>
</table>
ADED 370  Workshops for Adult Educators (3 credits)
These workshops examine a number of topics and problems related to the field of adult education. The issues considered may differ from year to year and will be stated in the Undergraduate Class Schedule. The workshop format is designed to provide adult educators with learning opportunities that are flexibly scheduled or in the form of a one-week intensive seminar.

ADED 398  Selected Topics in Adult Education (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

ADED 403  Diversity in Adults (3 credits)
It is the role of adult educators (agents of change) to confront issues of diversity and to challenge the forces of racism, sexism, classism, homophobia, and discrimination. By integrating notions of education, and by reflecting on the roles of practitioners, this course develops strategies to resist structural inequality and oppression.
NOTE: Students who have received credit for this topic under an ADED 498 number may not take this course for credit.

ADED 410  Adult Education in Canada and Quebec (3 credits)
The purpose of this course is to examine the historical development and current state of adult education in Canada, with special reference to Quebec. Various factors which influenced the development of adult education in our society are explored; the focus is on present status, role and structure, and socio-cultural and philosophical underpinnings of the field.

ADED 412  Concepts and Values in Adult Education (3 credits)
This seminar is designed to encourage adult educators to reflect upon and question what one is engaged in and why. A selection of conceptual and philosophical issues underlying adult educational practice is critically examined and discussed. Attention is given to the meaning of words, the nature of ideas and values, the implications of assumptions and principles which are deemed specific in the sphere of the education of adults.

ADED 440  Issues in the Practice of Adult Education (3 credits)
The purpose of this course is to study and discuss current issues relating to the field and profession of adult education in general, along with more specific and local concerns. Group and individual interests have an important bearing on the design of this course.

ADED 496  Integrative Internship I (3 credits)
Prerequisite: ADED 201; ADED 202 and 15 credits in the program. This internship is designed to assist individual students in achieving a synthesis of their own experiential learning in light of acquired knowledge, skills, values, and attitudes through the clarification of personal aims and the philosophy of adult education. Students will normally enrol in this internship near the end of their program.
NOTE: Students who have received credit for ADED 495 may not take this course for credit.
NOTE: Students will normally enrol in ADED 496 near the end of their program.

ADED 497  Integrative Internship II (3 credits)
Prerequisite: Successful completion of ADED 496. This internship is designed to extend the personal aims and philosophy of adult education arrived at in Integrative Internship I, and engage in a special project in an adult education facility where supervision is provided by the host institution.
NOTE: Students who have received credit for ADED 495 may not take this course for credit.

ADED 498  Advanced Topics in Adult Education (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
Faculty

Chair
JILL DIDUR, PhD York University; Associate Professor

Distinguished Professors Emeriti
HENRY BEISSEL, PhD University of Cologne
HOWARD FINK, PhD University College London
EDWARD PECHTER, PhD University of California, Berkeley

Professors
MARY DI MICHELE, MA University of Windsor
MARCIE FRANK, PhD Johns Hopkins University
BINA FREIWALD, PhD McGill University
JUDITH S. HERZ, PhD University of Rochester
JOSIP NOVAKOVICH, MPhil Yale University, MA University of Texas at Austin
ALAN SHEPARD, PhD University of Virginia

Associate Professors
DANIELLE BOBKER, PhD Rutgers University
STEPHANIE BOLSTER, MFA University of British Columbia
TERENCE BYRNES, MA Concordia University
JASON CAMLOT, PhD Stanford University
MARY ESTEVE, PhD University of Washington
MEREDITH EVANS, PhD Johns Hopkins University
ANDRE FURLANI, PhD University of Toronto
LAURA GROENING, PhD Carleton University
Mikhail Iossel, MSc Leningrad Shipbuilding Institute, MA University of New Hampshire
PATRICK LEROUX, PhD Université de Paris III – Sorbonne Nouvelle
OMRI MOSES, PhD University of California, Berkeley
NICOLA NIXON, PhD University of Toronto
DANIEL O’LEARY, PhD University of British Columbia
KEVIN PASK, PhD Johns Hopkins University
JONATHAN SACHS, PhD University of Chicago
MANISH SHARMA, PhD University of Cambridge
KATE STERNS, MA Johns Hopkins University, MFA University of Texas at Austin
DARREN WERSHLER, PhD York University

Assistant Professors
JOHN MILLER, PhD McMaster University
RITVA SEPPANEN, MA Concordia University
STEPHEN YEAGER, PhD University of Toronto

Lecturer
SINA QUEYRAS, MA Concordia University

For the complete list of faculty members, please consult the Department website.

Location

Sir George Williams Campus
J.W. McConnell Building, Room: LB 641
514-848-2424, ext. 2340

Department Objectives

The Department of English offers studies in literature, creative writing, and composition. Literary studies encourage appreciation and critical analysis of texts in their historical, literary, and cultural contexts. The Creative Writing program allows students to learn the craft involved in the production of original literary work. Professional Writing courses develop writing skills for use in business, technical, and other professional environments. Composition courses help to develop writing skills from basic to advanced levels.
Admission Requirements

TOEFL IBT REQUIREMENT
In order to be considered for admission to any of the programs offered by the Department of English, International applicants whose first language is not English must submit a recent TOEFL IBT score of 100 or higher with a minimum of 22 on the writing section. These tests must have been written within the past 24 months.

ADMISSION REQUIREMENTS FOR CREATIVE WRITING COURSES AND PROGRAMS
Creative Writing programs (Major, Minor, Honours in English and Creative Writing) are designed to develop the literary skills of students with a commitment to writing as an art form. Structured workshops guide students through the practice of their craft from introductory to advanced levels under the supervision of experienced writers. Enrolment is limited to permit constructive analysis of a student’s work.

Admission to the Creative Writing programs and courses requires approval of a creative portfolio and a letter of intent. Students wishing to enter any introductory genre course in Creative Writing (225, 226, 227) or the Creative Writing programs (Major, Minor, Honours in English and Creative Writing) must apply by submitting a letter of intent and a portfolio consisting of a maximum of 15 pages of their best writing in poetry, drama, and/or fiction (short stories or novel excerpts). For students applying to the Creative Writing programs, submission in more than one genre is required.

Portfolios and letters of intent must be submitted directly to the English Department office. Application deadlines for students new to Concordia or in Concordia degree programs other than the BA are November 1 (for January admission) and March 1 (for September admission). Applications in these cases will be received as early as September and January, respectively. For students currently in a BA program in another discipline, the portfolio and letter of intent must be submitted by June 1 for courses starting in September and by November 7 for courses starting in January. Since student demand regularly outpaces enrolment capacity, early application is advisable in all cases.

For further details on, and updates to, admission procedures, please consult the Department of English website. Students are required to complete the appropriate entrance profile for entry into the program (see §31.002 — Programs and Admission Requirements — Profiles).

REQUIREMENTS FOR ENGLISH LITERATURE PROGRAMS
All students entering the English Literature Major must take a special composition placement test which includes a literary component. Depending on the results of the test, students will be placed according to their levels in, initially, one of ENGL 206, ENGL 207, or ENGL 212. (Some sections of ENGL 212 are specially designated for English majors.) ENGL 212 and ENGL 213 do not count towards an English Literature or Creative Writing program, but may be claimed as general electives. The composition requirement must be satisfied in the first year of enrolment in the program. Students should note the required introductory courses in each of the programs.

NOTE: Students seeking admission to the honours program may apply either for direct entry on the University application form or, once in the program, to the departmental honours advisor normally following the completion of 30 credits.

Programs

Students are responsible for satisfying their particular degree requirements. The superscript indicates credit value.

60 BA Honours in English Literature
3 ENGL 260\(^1\)
6 ENGL 261\(^1\), 262\(^1\)

NOTE: The above nine credits to be taken within first 24 credits

18 Chosen from the following four groups; at least three credits must be taken from each group. A course can only be counted in one group, even if it is listed in more than one.
1) Early, medieval, and 16th century from ENGL 302\(^6\), 304\(^6\), 305\(^6\), 310\(^6\), 316\(^6\), 430\(^6\), 432\(^6\), 434\(^6\)
2) 17th century from ENGL 311\(^2\), 318\(^2\), 319\(^2\), 320\(^2\), 435\(^2\), 436\(^2\), 437\(^2\)
3) 18th century from ENGL 321\(^3\), 322\(^3\), 323\(^3\), 324\(^3\), 326\(^3\), 327\(^3\), 328\(^3\), 331\(^3\), 438\(^3\), 439\(^3\), 440\(^3\), 441\(^3\)
4) 19th century from ENGL 324\(^4\), 329\(^4\), 331\(^4\), 332\(^4\), 333\(^4\), 334\(^4\), 335\(^4\), 441\(^4\), 442\(^4\), 443\(^4\)

15 Chosen from the following four groups; at least three credits must be taken from each group. A course can only be counted in one group, even if it is listed in more than one.
1) Modern and contemporary from ENGL 303\(^6\), 336\(^6\) through 359\(^6\), 446\(^6\)
2) American from ENGL 360\(^6\) through 369\(^6\), 380\(^6\), 381\(^4\), 449\(^5\), 450\(^5\), 455\(^5\)
3) Canadian from ENGL 244\(^4\), 370\(^6\), 373\(^6\), 374\(^6\), 376\(^6\), 377\(^6\), 378\(^6\), 379\(^6\), 380\(^6\), 451\(^5\), 452\(^5\), 453\(^5\)
4) Postcolonial from ENGL 382\(^4\), 383\(^5\), 385\(^5\), 386\(^5\), 387\(^5\), 454\(^5\)
5) Literary Theory or History of Criticism chosen from ENGL 389\(^5\), 390\(^5\), 391\(^5\), 392\(^5\), 393\(^5\), 394\(^5\), 444\(^5\), 447\(^5\)
3 ENGL 470\(^7\)
12 Elective credits from ENGL 224\(^4\) through 499\(^9\)

NOTE: Honours students must take at least nine credits at the 400 level, including ENGL 470. However, a student, in consultation with the honours-majors advisor may substitute another 400-level course for ENGL 470.
ENGL 60

*Students are encouraged to consult with the Department in selecting their courses.

ENGL elective credits in literature courses*

ENGL 60

24 Minor in English Literature

3 ENGL 260

*Students are encouraged to consult with the Department in selecting their courses.
24 Minor in Professional Writing
12 ENGL 213\textsuperscript{3}, 214\textsuperscript{3}, 215\textsuperscript{3}, 216\textsuperscript{3}
6 ENGL 396\textsuperscript{3}
3 Chosen from ENGL 395\textsuperscript{3}, 397\textsuperscript{3}
3 Chosen from ENGL 233\textsuperscript{3}, 390\textsuperscript{3}, 395\textsuperscript{3}, 397\textsuperscript{3}

*Students are encouraged to consult with the Department in selecting their courses.

60 BA Joint Specialization in English and History
6 ENGL 261\textsuperscript{3}, 262\textsuperscript{3}
6 Periods before 1800 (British) from ENGL 302\textsuperscript{3}, 304\textsuperscript{3} through 328\textsuperscript{3}, 430\textsuperscript{3} through 441\textsuperscript{3}
6 Canadian, American, and postcolonial from ENGL 244\textsuperscript{3}, 360\textsuperscript{3} through 388\textsuperscript{3}, 449\textsuperscript{3} through 455\textsuperscript{3}
6 19th century and 20th century (British and European) from ENGL 324\textsuperscript{3}, 331\textsuperscript{3} through 359\textsuperscript{3}, 394\textsuperscript{3}, 442\textsuperscript{3}, 443\textsuperscript{3}, 446\textsuperscript{3}
6 Elective credits from ENGL 224\textsuperscript{3} through 499\textsuperscript{3}
6 History of Europe (HIST 201\textsuperscript{3}, 202\textsuperscript{3})
9 HIST 200- level courses
9 HIST 300-level courses
6 HIST 300- or 400-level courses

Courses

200-level courses and 300-level courses without prerequisite are open to all students and may be used as English electives unless otherwise indicated.

These courses may require students to submit all written work in English only. Please consult the Department.

Not all courses listed here are offered in a given year. The Department will make an effort to offer the 200- and 300-level courses that are required for specific programs on a regular basis. General electives (230-254) and courses at the 400 level will be offered on a rotating basis. Students should consult the Concordia University web page and follow the links to the Department of English.

Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.

ENGL 206 **Fundamentals of Written English – Stage I** (3 credits)
Prerequisite: ESL 204 or placement test. This course provides training in grammar and idiomatic usage, through practice with articles and plurals, verb forms and tenses, prepositions and verb-preposition combinations, sentence structure, and punctuation, as well as reading comprehension and vocabulary development through practice in paraphrasing short texts.

*NOTE 1: This course does not count for credit within any English program.*

*NOTE 2: Students who have received credit for this course may not subsequently take any ESL course for credit.*

ENGL 207 **Fundamentals of Written English – Stage II** (3 credits)
Prerequisite: ENGL 206 or placement test. This course continues the work begun in ENGL 206 by providing additional training and practice in grammar and idiomatic usage, sentence structure and punctuation, as well as vocabulary development and reading comprehension through practice in paraphrasing and summarizing.

*NOTE 1: This course does not count for credit within any English program.*

*NOTE 2: Students who have received credit for this course may not subsequently take any ESL course or English course earlier in the composition sequence for credit.*

ENGL 208 **Introduction to English Composition and Literary Analysis** (3 credits)
Prerequisite: Placement test. This course is intended for students who wish to improve their writing skills through written analysis of fiction, drama, and literary essays.

*NOTE 1: This course does not count for credit within any English Literature, Creative Writing, or Professional Writing program.*

*NOTE 2: Students who have received credit for this course may not subsequently take any ESL course for credit.*

ENGL 210 **Introduction to Essay Writing** (3 credits)
Prerequisite: ENGL 207 or placement test. The course provides further practice in English composition by focusing on diction, sentence structure, punctuation, paragraph development, and essay writing.

*NOTE 1: This course does not count for credit within any English program.*

*NOTE 2: Students who have received credit for this course may not subsequently take ENGL 206 or 207 for credit.*

ENGL 212 **English Composition – Stage I** (3 credits)
Prerequisite: ENGL 210 or placement test. This course is intended to help students produce clear, concise, logically organized essays and reports. Emphasis is placed on purpose, organization, and development through analysis and integration of information from a variety of sources.

*NOTE: Students who have received credit for this course may not subsequently take any ESL course or English course earlier in the composition sequence for credit.*

ENGL 213 **English Composition – Stage II** (3 credits)
Prerequisite: ENGL 212 or placement test. This course develops further the writing skills acquired in ENGL 212 by familiarizing students with the processes and techniques necessary for the preparation of research papers and academic reports. Emphasis is
ENGL 214  Grammar, Usage, and Style (3 credits)
Prerequisite: ENGL 212. This course offers a practical analysis of the conventions governing contemporary English grammar and usage, punctuation, sentence structure, and syntax. It focuses on means for identifying and analyzing stylistic effectiveness and persuasive power in diverse professional situations.
NOTE: Students who have received credit for this course may not subsequently take any ESL course or ENGL 206–212 for credit.

ENGL 215  Principles and Practice of Editing (3 credits)
Prerequisite: ENGL 214 previously or concurrently. This course includes basic copy editing and techniques for eliminating errors in style, mechanics, and facts, and substantive editing for identifying structural problems and reorganizing, reworking, and rewriting documents.
NOTE: Students who have received credit for this course may not subsequently take any ESL course or ENGL 206–212 for credit.

ENGL 216  Writing for Diverse Audiences (3 credits)
Prerequisite: ENGL 213 previously or concurrently. This course examines the ways that information is presented to different audiences through writing and the interaction of texts and images. Assignments include analysis of informational and persuasive strategies in model discourses for form, content, style, and design, and the application of such techniques to developing and producing documents.
NOTE: Students who have received credit for this course may not subsequently take any ESL course or ENGL 206–212 for credit.

ENGL 224  The Creative Process (3 credits)
This course introduces students to some options for developing their own process of literary creation, from the development of an idea through to the writing and editing of works of prose fiction, poetry, and/or drama. Coursework may include writing assignments, in-class exercises, readings, group presentations, and discussions. This course is open to all students.
NOTE: Students who have received credit for ENGL 242 may not take this course for credit.

ENGL 225  Creative Writing: Poetry (6 credits)
This is an introductory workshop in the writing of poetry. The first half of the course is an introduction to poetic forms and techniques. Required readings of poetry and critical essays, and exercises and assignments based on these readings, develop a common critical language and an understanding of poetry from a writer’s point of view. This knowledge is applied during the second half of the course, during which the class is conducted as a writing workshop. Students submit their original work for class discussion and evaluation.
NOTE: Students wishing to register for ENGL 225, 226, or 227, should refer to admission requirements for Creative Writing.

ENGL 226  Creative Writing: Prose Fiction (6 credits)
This is an introductory workshop in the writing of prose fiction. The first half of the course is an introduction to prose forms and techniques. Required readings of fiction and critical essays, and exercises and assignments based on these readings, develop a common critical language and an understanding of fiction from a writer’s point of view. This knowledge is applied during the second half of the course, during which the class is conducted as a writing workshop. Students submit their original work for class discussion and evaluation.
NOTE: Students wishing to register for ENGL 225, 226, or 227, should refer to admission requirements for Creative Writing.

ENGL 227  Creative Writing: Drama (6 credits)
This is an introductory workshop in the writing of plays. The first half of the course is an introduction to dramatic forms and techniques. Required readings of drama and critical essays, and exercises and assignments based on these readings, develop a common critical language and an understanding of drama from a writer’s point of view. This knowledge is applied during the second half of the course, during which the class is conducted as a writing workshop. Students submit their original work for class discussion and evaluation.
NOTE: Students wishing to register for ENGL 225, 226, or 227, should refer to admission requirements for Creative Writing.

ENGL 231  Medieval Literature in Translation (3 credits)
This course studies influential texts in the Western tradition written between 400 and 1500, with emphasis on the innovations in the various genres of narrative (epic, saga, romance, tale) and erotic and ethical discourse. Texts by such writers as Marie de France, Chrétien de Troyes, Dante, and Petrarch, may be studied, as well as anonymous works such as Icelandic sagas and The Song of Roland.

ENGL 233  Critical Reading (3 credits)
This course is an introduction to the practice of close reading of selections chosen from poetry, fiction, drama, and non-literary prose with the aim of developing the skills necessary to respond to written texts.

ENGL 234  Poetry (3 credits)
Through a detailed examination of the various forms of poetry, this course is designed to familiarize students with the vocabulary and critical and technical concepts of the genre.
ENGL 235  **Short Fiction** (3 credits)
Through a detailed examination of the various forms of short fiction and the novella, this course is designed to familiarize students with the vocabulary, critical concepts, and history of the genre.

**NOTE:** Students who have received credit for ENGL 235N may not take this course for credit.

ENGL 237  **Tragedy** (3 credits)
This course is an introduction to the nature and varieties of tragic forms and sensibilities in Western literature. The course includes writers from antiquity to the present such as Sophocles, Euripides, Shakespeare, Behn, Racine, Hardy, Ibsen, Lorca, and Chopin.

ENGL 238  **Comedy** (3 credits)
This course is an introduction to the nature and varieties of comic forms and sensibilities in Western literature. The course includes writers from antiquity to the present such as Aristophanes, Cervantes, Jonson, Molière, Sterne, Gogol, Wilde, Leacock, and Amis.

ENGL 240  **Drama** (3 credits)
This course is an introduction to dramatic literature, principally in the Western tradition, and is designed to familiarize students with a selection of major works in this genre. Plays include ancient Greek dramas and works written for the stage by such writers as Aeschylus, Sophocles, Aristophanes, Shakespeare, Calderón, Webster, Racine, Molière, Büchner, Chekhov, Ibsen, Beckett, Handke, Stoppard, and Soyinka.

ENGL 241  **The Novel** (3 credits)
This course is an introduction to the varieties of novelistic forms in world literature. It familiarizes students with critical approaches to the novel and the history of the novel as a literary genre.

ENGL 243  **Satire** (3 credits)
This course is an introduction to the nature, varieties, and functions of satire, including writers from antiquity to the present, such as Juvenal, Horace, Erasmus, Swift, Voltaire, Butler, Orwell, Waugh, Spark, Richler, Vonnegut, and Atwood.

ENGL 244  **Quebec/Montreal Writing in English** (3 credits)
This course surveys the literature of Quebec written in English, with emphasis on Montreal writing. It includes such writers as F.R. Scott, MacLennan, Klein, Dudek, Layton, Symons, Gallant, Richler, Cohen, Allen, Anderson, Glassco, and Mouré.

ENGL 246  **Science Fiction** (3 credits)
This introductory course explores the development of science fiction from Mary Shelley to H.G. Wells to the present day. Along with works by such authors as Huxley, Clarke, Dick, Delany, Le Guin, Atwood, or Gibson, translated works by such authors as Verne, Zamyatin, and Lem may be studied.

**NOTE:** Students who have received credit for ENGL 246N may not take this course for credit.

ENGL 249  **Children’s Literature** (3 credits)
As an introductory survey of children’s literature, this course includes works written primarily for adults but traditionally also read by children, works specifically written for children, as well as fairy tales and other versions of folklore and myth written or adapted for children.

ENGL 250  **Forms of Popular Writing** (3 credits)
The topic of this course varies from year to year. It investigates such forms as spy novel, detective fiction, mystery, romance, travel writing, horror, and erotica in the context of the conventions, history, and popular appeal of the genre under discussion.

ENGL 251  **The Graphic Novel** (3 credits)
This course examines both literary and popular antecedents to the graphic novel, the variety of its forms, and its status in contemporary literature. Students are introduced to critical approaches that can take account of both verbal and visual aspects of the graphic novel.

**NOTE:** Students who have received credit for this topic under an ENGL 398 number may not take this course for credit.

ENGL 260  **Introduction to Literary Study** (3 credits)
This course introduces students to the practice of literary criticism at the university level through reading and writing about a variety of literary texts while developing the tools to analyze them in a close and critical fashion. This entails attention to the fundamentals and varieties of literary criticism — genre, rhetorical and figurative language, and narrative structure — as well as some attention to the role of theory in literary study.

ENGL 261  **British Literature to 1660** (3 credits)
Starting with selected Old English texts in translation, the course examines the literary production of the medieval period and the 15th to 17th centuries in Britain. Works are studied in their social and historical contexts and, where possible, in relation to the other arts. The course may discuss Beowulf, Chaucer, Julian of Norwich, medieval drama, Malory, Skelton, Wyatt, Spenser, the Sidneys, Shakespeare, Webster, Donne, Lanier, Burton, Browne, and Milton.

**NOTE:** Students who have received credit for ENGL 230 may not take this course for credit.
ENGL 262  British Literature from 1660 to 1900 (3 credits)
Prerequisite: ENGL 261 recommended. This course surveys literature written in Britain from the period following the Civil War and
Commonwealth to the end of the Victorian era, periods traditionally labelled Neo-Classic, Romantic, and Victorian. The course
considers such issues and forms as epic, mock-epic, satire, the development of the novel, the comedy of manners, the rise of the
professional writer, the romantic lyric, the increasing activity of women writers, the origins of modernism, and the interrelations
among the periods.
NOTE: Students who have received credit for ENGL 230 may not take this course for credit.

ENGL 298  Selected Topics in English (3 credits)

ENGL 299  Selected Topics in English (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

ENGL 302  History of the English Language (3 credits)
This course examines changes in the English language from the Anglo-Saxon era to the present, considering such matters as
pronunciation, inflections, syntax, vocabulary, and social distribution.

ENGL 303  Reading Women Writing (6 credits)
This course offers an historical and theoretical perspective on writings by women from different periods, cultural contexts, and
expressive forms. A close reading of selected novels, short stories, plays, and of polemical, poetic, and autobiographical works
raises such issues as class, race, and gender; sexuality and creativity; national, collective, and individual identity; literary and
political strategies of resistance; the use, transformation and subversion of literary forms; the popular and critical reception of
individual works.

ENGL 304  Chaucer (6 credits)
This course studies major texts of Geoffrey Chaucer with emphasis on Troilus and Criseyde and Canterbury Tales in terms of the
social, literary, and historical issues opened by these texts.

ENGL 305  Studies in Medieval English Literature (3 credits)
This course examines selected subjects in the history of Old English and Middle English literature. Specific topics and prerequisites
for this course will be stated in the Undergraduate Class Schedule.

ENGL 310  16th-Century Prose and Poetry (3 credits)
This course investigates developments in non-dramatic literature from the late-15th century to the 1590s, through an examination
of representative poems and prose works in their historical and cultural contexts. The course includes such writers as Skelton,
Wyatt, Nashe, Spenser, Sidney, and Shakespeare.

ENGL 311  17th-Century Prose and Poetry (3 credits)
This course examines the development of prose and lyric poetry from the 1590s through the Civil War and Commonwealth
periods. It considers such issues as genre, form, the representation of subjectivity and gender, the function of patronage, and the
shift to a print culture. The course includes such writers as Mary Sidney, Jonson, Lanyer, Donne, Browne, Walton, Herbert, Wroth,
and Marvell.
NOTE: Students who have received credit for ENGL 311N may not take this course for credit.

ENGL 316  Spenser (3 credits)
This course examines Spenser’s works, especially The Faerie Queene, in relation to such topics as genre, literary tradition, and
historical and cultural contexts.

ENGL 318  English Renaissance Drama (3 credits)
This course studies plays written in the period from the start of the English commercial theatre in 1576 until its closing in 1642,
in terms of the development of dramatic forms, court and popular culture, and social history. The course includes such writers as
Kyd, Marlowe, Middleton, Jonson, Cary, Webster, and Ford.
NOTE: Students who have received credit for ENGL 318N may not take this course for credit.

ENGL 319  Milton (3 credits)
This course examines Paradise Lost and selections from Milton’s early poetry, especially Lycidas, in the contexts of 17th-century
writing, politics, and religion.

ENGL 320  Shakespeare (6 credits)
This course examines a range of Shakespearean texts in relation to such matters as dramatic and theatrical conventions, social
history, poetic language, high and popular culture, critical history, and influence.

ENGL 321  Restoration and Early 18th-Century Literature (3 credits)
This course studies British literature from 1660, when the monarchy was returned to power, to 1730, when the court no longer
dominated British literary culture. The course examines the wide range of genres introduced or transformed by the period’s
restless literary imagination, including the novel, satire, the letter, and the essay. It situates these developments in the context of
changing ideas of status, gender, sexuality, science, politics, and economics.
ENGL 322  Restoration and 18th-Century Drama (3 credits)
This course examines the changing role of theatre in English culture after the re-opening of the theatres in 1660 to the middle years of the 18th century: from aristocratic heroism and libertine scandals to increasingly middle-class pleasures. It focuses on the transformation of dramatic conventions in such forms as the comedy of manners and sentimental tragedy and familiarizes students with the history of performance in the period, including the introduction of actresses and the codification of new acting styles.

ENGL 323  The Literature of Sensibility (3 credits)
This course examines the structure and nature of feeling in British literature of the mid- and late-18th century along with some consideration of concurrent developments in philosophy, historical and critical writing, and biography. It explores the contributions of concepts of sensibility and sympathy to aesthetic innovations such as realism, pornography, the gothic, and the sublime, and political developments such as feminism, abolitionism, and an emergent discourse of human rights.

ENGL 324  The 18th- and 19th-Century Novel (6 credits)
This course surveys developments in the British novel from its origins in documentary realism, satire, and romance, including the gothic, to the emergence of the novel as a dominant literary genre. The course includes works by such writers as Defoe, Fielding, Sterne, Radcliffe, Burney, Edgeworth, Austen, Dickens, the Brontës, Eliot, and Hardy.

ENGL 326  Studies in 18th-Century British Literature (3 credits)
This course examines selected subjects in the history of 18th-century British literature. Specific topics and prerequisites for this course will be stated in the Undergraduate Class Schedule.

ENGL 327  Restoration and 18th-Century Satire (3 credits)
This course examines the development of satirical poetry, prose, and drama in the Restoration and 18th century. It explores formal issues such as satire’s debts and contributions to pastoral, georgic, epic, comedy and the novel alongside such social, political, and intellectual concerns as the battle of the ancients and the moderns, libel, sedition, and copyright law, the rise of party politics, and changing gender roles. Writers may include Marvell, Rochester, Dryden, Swift, Pope, Manley, Gay, Fielding, and Sterne.

ENGL 328  The Rise of the Novel (3 credits)
This course examines the emergence and evolution of the novel and novel criticism from their beginnings in the 1680s until the end of the 18th century. It explores the reciprocal pressures of romance and realism in the formation of the novel in order to consider the ethical and aesthetic issues raised by this popular genre as well as the influences of other genres such as journalism, letters, diaries, and travel writing.

ENGL 329  Literature of the Romantic Period (6 credits)
This course examines the prose and poetry of the Romantic period (ca. 1790 to 1830s) in relation to such topics as the French Revolution, the Napoleonic wars, domestic politics, literary conventions, and the idea of the poet. Among the poets to be considered are Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Some attention may be given to such writers as Dorothy Wordsworth, De Quincey, Hazlitt, the Lambs, Austen, Scott, Mary Shelley, and Peacock.
NOTE: Students who have received credit for ENGL 325 may not take this course for credit.

ENGL 331  18th- and 19th-Century Writing by Women (3 credits)
This course examines the poetry, prose, and drama of such writers as Astell, Manley, Finch, Haywood, Burney, Radcliffe, Edgeworth, Austen, Wollstonecraft, Shelley, the Brontës, and Eliot in such contexts as the gendering of authorship, the making of literary history, and the uses and transformations of literary conventions.

ENGL 332  Studies in 19th-Century British Literature (3 credits)
This course examines selected subjects in the history of 19th-century British literature. Specific topics and prerequisites for this course will be stated in the Undergraduate Class Schedule.

ENGL 333  Studies in 19th-Century British Poetry (3 credits)
This course examines selected subjects in the history of 19th-century poetry in Britain. Specific topics and prerequisites for this course will be stated in the Undergraduate Class Schedule.

ENGL 334  Studies in 19th-Century British Prose (3 credits)
This course examines selected subjects in the history of 19th-century British prose literature, including possibly non-fiction and fiction. Specific topics and prerequisites for this course will be stated in the Undergraduate Class Schedule.

ENGL 335  Literature of the Victorian Period (6 credits)
This course studies the poetry, fiction and other prose writings of such writers as Carlyle, Tennyson, the Brownings, the Brontës, Dickens, George Eliot, Newman, Ruskin, and Arnold. These works are examined in relation to such issues as class divisions, gender roles, the erosion of the authority of institutional religion, the increasing prestige of scientific explanation, the growth of British imperial power.
NOTE: Students who have received credit for ENGL 330 may not take this course for credit.

ENGL 336  Late Victorian and Edwardian Writing (3 credits)
This course investigates such matters as late Victorian art and aesthetic theory, the rise of modernism, literary experimentation, and the interrogation of traditional values. Works are selected from such writers as Butler, Pater, Wilde, James, the Rossettis, Swinburne, Morris, Meredith, Schreiner, Hardy, Conrad, and Forster.
ENGL 337 20th-Century British Literature (6 credits)
This course examines modern and contemporary prose, poetry, and drama, and the formal, cultural, social, and political changes and upheavals of a century characterized as “the age of extremes.” Works are selected from such writers as Joyce, Yeats, Mansfield, Woolf, Lawrence, Eliot, Auden, Bowen, Lessing, Hill, Hughes, Stoppard, Carter, Byatt, and Rushdie.

ENGL 340 Modernism (6 credits)
The congeries of experimental movements collectively identified as Modernism, flourishing from prior to World War I until World War II, repudiated artistic conventions, revived neglected traditions, and tuned attention to the primary materials of art (sound, colour, language). In painting emerged a tendency to abstraction, in music a tendency to atonality, and in literature to non-mimetic forms. Experiments abounded in disjunctive, elliptical, impressionistic, allusive, and mythopoetic styles. Avant-garde artists organized into numerous schools, including the Imagists, Surrealists, Dadaists, Constructivists, Futurists, and Vorticists. The literature, often produced by expatriates, was cosmopolitan, elitist, and provocative. Much of the most important work, appropriately enough in an era of female enfranchisement, was written by women. It was also the “Jazz Age,” the nexus of which was the Harlem Renaissance. While the course focuses on the lively cross-fertilization of British and American writing, the international scope of Modernism is also emphasized, as well as its diversity (e.g. in ballet, cinema, music, and painting).

ENGL 341 Modern Fiction (3 credits)
This course examines a developing international literary culture from the early-20th century to the post-war period. Works are selected from such writers as Mann, Kafka, Proust, Stein, Camus, Borges, Nabokov, and Pynchon.

ENGL 345 Modern Drama (3 credits)
This course surveys the main currents of 20th-century drama in a study of such writers as Ibsen, Chekhov, Strindberg, Lorca, Lady Gregory, Ionesco, Barnes, Beckett; Albee, Pinter, Orton, Stoppard, and Handke.

ENGL 346 Modern European Literature (6 credits)
This course surveys late-19th- and 20th-century plays, poems, and novels in translation, chosen from such writers as Dostoevsky, Tolstoy, Ibsen, Chekhov, Gide, Sartre, Colette, Akhmatova, Svevo, Mann, Musil, Böll, and Calvino.

ENGL 349 Modern Poetry in English (3 credits)
This course studies the theory and practice of poets writing in English during the 20th century. Examples are chosen from such writers as Yeats, Pound, Eliot, Crane, Stein, Auden, Stevens, Moore, Bishop, and Merrill, as well as from some more recent poets.

ENGL 350 Contemporary Literature (6 credits)
This course examines the relation between the concepts of the contemporary and the postmodern, through an examination of such writers as Amis, Calvino, Pynchon, Rushdie, Desai, Auster, Kureishi, Winterson, Carter, DeLillo, Dove, Heaney, Wilson, Kushner, Durang, and Walcott.

ENGL 351 20th-Century Writing by Women (3 credits)
Through fiction, personal writings, poetry, and drama, this course examines gender and its discontents in turn-of-the-century and mid-century writing, in writing of the modernist period, and in writing of the politically oriented “second wave” of feminism of the 1960s and 1970s. Its concerns include the developing representation of race, class, and sexual orientation. Works are selected from such writers as Woolf, Hurston, Ní, Plath, Rich, Rule, Walker, Morrison, Cixous, Pollock, Gordimer, and El Saadawi.

ENGL 352 Contemporary Writing by Women (3 credits)
This course deals with fiction, personal writings, poetry, and drama from the late 1970s to the present. Its concerns may include the challenges and possibilities of postmodernism; experiments in writing the life, writing the body, writing between genres, between cultures; collaborative writing; the uses and transformations of traditional and popular forms of writing. Works are selected from such writers as Morrison, Desai, Munro, Marlatt, Scott, Maracle, Aidoo, Winterson, Gallant, Anzaldúa, and Rendell.

ENGL 353 Contemporary Irish Literature (3 credits)
This course examines a selection of Irish literary texts reflecting the social, economic, political, and cultural transformations in both the North and the South, written since 1960 by writers such as Brian Friel, Seamus Heaney, Deirdre Madden, Eavan Boland, Dermot Bolger, Patrick McCabe, John McGahern, and Hugo Hamilton.

ENGL 355 Joyce (3 credits)
This course will examine Joyce’s Ulysses in its formal, historical, and cultural contexts. Other writings of Joyce may receive some attention.

ENGL 356 The Irish Short Story Tradition (3 credits)
This course traces the development of the Irish short story from its roots in the Gaelic story-telling tradition and its origins as a literary form in the 19th century, in stories by such writers as James Joyce, Frank O’Connor, Elizabeth Bowen, Sean O’Faolain, Mary Lavin, Edna O’Brien, William Trevor, Ellis Ni Dhuibhne, and Bernard MacLaverty. Students discuss the narrative strategies used to explore various versions of Irish identity.

NOTE: Students have received credit for this topic under an ENGL 359 or IRST 398 number may not take this course for credit.

ENGLISH 2014-15 Concordia University Undergraduate Calendar • 235
ENGL 357  **The Irish Literary Revival** (3 credits)
This course traces the origins and nature of the extraordinary literary renaissance that occurred in Ireland from the 1880s to the 1920s. It examines issues such as the rise of Irish cultural nationalism and the concomitant turn to Ireland’s past, both mythic and historic, as well as the continuing influence of the Catholic Church and the British state. Writers studied include W.B. Yeats, Lady Gregory, J.M. Synge, James Joyce, and Sean O’Casey.

ENGL 358  **Emigrants and Immigrants: Writing the Irish Diaspora** (3 credits)
This course examines various forms of literary expression — novels, stories, poems, and life-writing (memoirs, autobiographies, letters) — from Ireland and the Irish Diaspora that address the experience of emigration, settlement, and integration of Irish migrants in various countries around the world. Issues explored include concepts of diasporic and transnational identities; the negotiation of forms of self-understanding and self-transformation in the context of hybridity, fluidity, and multiplicity; and the roles of landscape, memory, and cultural production as determining factors in the competing hegemonies of homeland and diaspora. A selection of texts by writers from Ireland (Brian Friel, Joseph O’Connor, Eavan Boland), Canada (O’Arty McGee, Brian Moore, Jane Urquhart), America (William Kennedy, Alice McDermott, Maeve Brennan), England (Patrick MacGill, Elizabeth Bowen, William Trevor) and Australia (Thomas Keneally, Vincent Buckley) is explored. A selection of letters, diaries, and personal reflections by Irish immigrants is also studied.

*NOTE: Students have received credit for this topic under an ENGL 359 number may not take this course for credit.*

ENGL 359  **Studies in Irish Literature** (3 credits)
This course examines selected subjects in the history of Irish literature. Specific topics and prerequisites for this course are stated in the Undergraduate Class Schedule.

ENGL 360  **American Literature** (6 credits)
A survey of American literature from the colonial period into the 20th century. Readings are drawn from such writers as Bradstreet, Emerson, Thoreau, Poe, Hawthorne, Melville, Whitman, Dickinson, Twain, James, Douglass, Chopin, Fitzgerald, and Faulkner.

ENGL 361N  **American Literature before 1800** (3 credits)
This course concentrates on American Colonial literature from the early Puritan settlements to the aftermath of the Revolution, drawing on the works of such writers as Bradford, Rowlandson, Taylor, Franklin, Paine, and Jefferson.

ENGL 362N  **American Literature 1800-1865** (3 credits)
This course focuses on American writing from shortly after the Revolution to after the Civil War, tracing the development of an American literary tradition through the works of such authors as Irving, Emerson, Hawthorne, Melville, Stowe, Douglass, Whitman, and Dickinson.

ENGL 363N  **American Literature 1865-1914** (3 credits)
This course traces American literature from the conclusion of the Civil War until World War I, examining such authors as Twain, James, Harte, Jewett, Crane, DuBois, and Wharton.

ENGL 364N  **American Literature from 1914 to Mid-20th Century** (3 credits)
This course traces American realism, modernism, and regionalism from World War I until the mid-20th century, emphasizing such writers as Cather, Frost, Stevens, Williams, Moore, Toomer, Faulkner, Fitzgerald, Hemingway, Welty, and Ellison.

ENGL 365  **American Literature from Mid-20th Century to the Present** (3 credits)
This course considers developments in American literature since World War II through the work of such writers as Plath, Bishop, Baldwin, O’Connor, Bellow, Nabokov, Pynchon, Updike, Oates, Morrison, Barthelme, and Walker.

ENGL 366N  **The American Novel** (3 credits)
This course concentrates on the American novel from its early emergence, through its experimental and sentimental periods, to its present range of forms, examining the works of such writers as Brockden Brown, Cooper, Stowe, James, Stein, Faulkner, Wright, Morrison, Updike, and Sorrentino.

ENGL 367  **American Poetry** (3 credits)
This course considers the theory and practice of American poetry from the 19th century to the present through the works of such writers as Whitman, Dickinson, Frost, H.D., Pound, Stevens, Williams, Olson, Ginsberg, Waldman, Bishop, and Ashbery.

ENGL 368N  **African-American Literature to 1900** (3 credits)
This course traces the emergence of African-American literature, from early poetry and slave narratives to later autobiographies and novels, examining such writers as Wheatley, Turner, Douglass, Jacobs, Harper, Chesnutt, Washington, and DuBois.

ENGL 369  **African-American Literature 1900 to Present** (3 credits)
This course considers African-American literature from the renewal of southern segregation laws, through the Harlem Renaissance, the Civil Rights Movement, and contemporary writing, tracing the works of such writers as Toomer, Hurston, Hughes, Wright, Ellison, Giovanni, Reed, Walker, Dove, and Morrison.
ENGL 370 Canadian Literature (6 credits)
This course examines the development of Canadian literature from its beginnings to the present day through a series of representative works of prose and poetry, written in or translated into English.

ENGL 373 19th-Century Canadian Literature (3 credits)
This course studies the literature written in Canada in a variety of genres as the country evolved from colony to nation. It explores such topics as the relations among discourse, nation building, gender, and genre.

ENGL 374 Canadian Fiction to 1950 (3 credits)
This course studies the themes and technical strategies of Canadian fiction from the 1890s to the mid-20th century by such authors as Roberts, Montgomery, Leacock, Callaghan, Ross, MacLennan, Mitchell, and Smart.

ENGL 376 Postwar Canadian Fiction (3 credits)
This course studies Canadian fiction from 1950 through the mid-1960s as it incorporates the lyrical and the documentary, the universal and the regional, the traditional and the experimental. Authors may include Roy, Wilson, Buckler, MacLennan, Watson, Wiseman, Cohen, and Richler.

ENGL 377 Contemporary Canadian Fiction (3 credits)
This course studies the continuity and development of Canadian fiction from the mid-1960s to the present. Authors may include Laurence, Davies, Carrier, Wiebe, Atwood, Munro, Kogawa, Shields, Gallant, and Ondaatje.

ENGL 378 Modern Canadian Poetry (3 credits)
This course examines the changes in Canadian poetry from the beginning of the 20th century to the mid-1960s by such authors as Pratt, Klein, Scott, Livesay, Birney, Page, Layton, Purdy, and Avison.

ENGL 379 Contemporary Canadian Poetry (3 credits)
This course examines the development of Canadian poetry from the mid-1960s to the present by such authors as Atwood, Ondaatje, Nichol, MacEwan, Kroetsch, Webb, Kogawa, Dewdney, and Brand.
NOTE: Students who have received credit for ENGL 379N may not take this course for credit.

ENGL 380 First Nations/North American Native Literature (3 credits)
This course studies the native literature of Canada and/or the United States, from oral performance traditions, transcriptions and translations into English, and writing in English by such authors as Johnston, Campbell, King, Highway, Momaday, Erdrich, Allen, and Silko.

ENGL 381 Literature of Ethnic America (3 credits)
This course examines questions of ethnicity in American literature, challenging what Crevecoeur described in the 18th century as the melting pot from the perspective of such writers as Cahan, (Henry and Philip) Roth, Baldwin, Cisneros, Kingston, Silko, Tan, and Hosseini.

ENGL 382 Postcolonial Literature (3 credits)
This course offers a historical and theoretical introduction to literature in English from formerly colonized regions. The course examines a selection of texts — from regions such as Africa, South Asia, and the Caribbean — that address such issues as the spread of English through British colonial contact and the development of writing in English both during and after the colonial period.

ENGL 383 African Literature (3 credits)
This course considers how literature in English by writers from sub-Saharan Africa is embedded in the history and experience of colonization and decolonization. The course includes such authors as Achebe, Soyinka, Saro-Wiwa, Emechehta, Okri, Amah, Aidoo, Farah, Dangarembga, Coetzee, and Gordimer. The focus is on the political and aesthetic issues raised by African writing in English.

ENGL 385 Studies in Postcolonial Literature (3 credits)
This course examines selected subjects in the field of postcolonial literature. Specific topics and prerequisites for this course will be stated in the Undergraduate Class Schedule.

ENGL 386 Caribbean Literature (3 credits)
This course explores how Caribbean literature in English from nations such as Barbados, Trinidad, Antigua, Jamaica, Grenada, St. Lucia, and Guyana is implicated in the history of slavery, colonialism, and postcolonialism. The work of such authors as Bennett, Walcott, Brathwaite, Goodison, James, Selvon, Lamming, Naipaul, Brodber, Cliff, and Kincaid is examined in relation to the writers’ socio-cultural contexts and to the political and aesthetic issues raised by their texts.

ENGL 387 South Asian Literature (3 credits)
This course studies literature from South Asia written in English by authors from India, Pakistan, Bangladesh, and Sri Lanka, such as Rushdie, Anand, Das, Narayan, Ghosh, Desai, Chaudhuri, Markandaya, Sahgal, Selvadurai, Sithwa, Rao, and Mistry. The focus is on the significance of precolonial, colonial, and postcolonial socio-cultural concerns as expressed in a variety of literary genres. Attention is given to English as a tool of colonization as well as a means for critiquing cultural hegemony.
ENGL 388  Literature from Australia and New Zealand (3 credits)
This course examines literature in English from Australia and New Zealand by such writers as White, Malouf, Jolley, Carey, Stead, Mudrooroo, Stow, Johnson, Frame, Hulma, Wedde, and Kenneally. Central to the course is a discussion of the impact of colonialism, and the ongoing relationship between settler and aboriginal communities as it inflects a variety of literary genres. Literature from the Pacific islands may also be considered.
NOTE: Students who have received credit for ENGL 388N may not take this course for credit.

ENGL 389  History of Criticism and Literary Theory (3 credits)
This course surveys and contrasts major theories of criticism, with attention to methodologies and historical contexts. Texts are chosen from such representative theorists as Plato, Aristotle, Augustine, Lessing, Bakhtin, and in English Sidney, Dryden, Johnson, Coleridge, Arnold, Eliot, Woolf, Empson, Burke, and Frye.

ENGL 390  Studies in Rhetoric (3 credits)
This course offers an inquiry into the nature and function of rhetoric, the art of convincing others, through an examination of such influential classical writers as Aristotle, Cicero, and Quintilian, as well as the place of rhetoric in contemporary critical discourse. This course offers, through written exercises, practical experience in the development of rhetorical techniques.
NOTE: Students who have received credit for ENGL 390N may not take this course for credit.

ENGL 391  Studies in Literature and Science (3 credits)
This course compares the modes of description, investigation, and analysis in science and literature as reflections of the division of modern knowledge into the arts and sciences. How have scientific discoveries enriched or impoverished literature or critical thinking? How have literary texts represented science and the scientist? In what ways has scientific investigation been informed by literature? How does the comparison with science make it possible to explore and question the methodologies that have been developed from the study of literature? The course may focus on such topics as the development of the microscope, the telescope, evolutionary theory and neuroscience.
NOTE: Students who have received credit for this topic under an ENGL 326 number may not take this course for credit.

ENGL 392  Aspects of Criticism and Literary Theory (3 credits)
This course examines selected subjects in criticism and literary theory.

ENGL 393  Gender and Sexuality in Literary Studies (3 credits)
This course examines the development of the terms “gender” and “sexuality” as categories of historical analysis and literary interpretation by reading feminist and queer theories of gender and sexuality such as those of Rubin, Butler, Sedgwick, and Foucault alongside a range of historical and contemporary literary texts.
NOTE: Students who have received credit for ENGL 445 may not take this course for credit.

ENGL 394  Contemporary Critical Theory (3 credits)
This course introduces students to various interpretive strategies in contemporary critical theory, through a study of such topics as structuralism, narratology, debates about genealogy, deconstruction, psychoanalytic theory, gender and performativity. Readings may include texts by Nietzsche, Saussure, Barthes, Foucault, Derrida, Eco, Austin, Cixous, and Sedgwick.
NOTE: Students who have received credit for ENGL 394N may not take this course for credit.

ENGL 395  Technical Writing (3 credits)
Prerequisite: ENGL 213. This course examines written and visual strategies for communicating information in technical fields. Practice includes experience in audience analysis and visual design in the preparation of such documents as technical abstracts, reports, proposals, descriptions, and instructional manuals.
NOTE: Students who have received credit for this course may not subsequently take ENGL 206–213 for credit.

ENGL 396  Advanced Composition and Professional Writing (6 credits)
Prerequisite: ENGL 213 or placement test. This course is intended for students already in control of the essentials of composition who wish to develop their ability to write effectively for professional purposes. Emphasis is placed on writing for specific audiences within a variety of rhetorical situations and on peer revision and editing in a workshop format.
NOTE: Students who have received credit for this course may not subsequently take ENGL 206–213 for credit.

ENGL 397  Business Writing (3 credits)
Prerequisite: ENGL 213. This course examines written and visual strategies for communicating information in business contexts. Practice includes experience in audience analysis and visual design in the creation of such business documents as letters, memos, minutes, brochures, press releases, and company newsletters.
NOTE: Students who have received credit for this course may not subsequently take ENGL 206–216 for credit.

ENGL 398  Selected Topics in English (3 credits)

ENGL 399  Selected Topics in English (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
ENGL 410  
**Creative Non-Fiction Writing** (6 credits)
Prerequisite: Enrolment in a Creative Writing program and ENGL 225 or 226 or 227, or permission of the Department. This course is a workshop in the writing of creative non-fiction (journal, personal essay, travel, biography and autobiography) including the reading of selected texts and discussion and criticism of students' work.

ENGL 411  
**Script Writing for Radio, Screen, and Television** (6 credits)
Prerequisite: Enrolment in a Creative Writing program and ENGL 225 or 226 or 227, or permission of the Department. This course is a workshop in the composition and development of creative scripts for radio, screen, and television. In any one year, the course may concentrate on one or two of these areas.

ENGL 412  
**Writing of Children's Literature** (6 credits)
Prerequisite: Enrolment in a Creative Writing program and ENGL 225 or 226 or 227, or permission of the Department. This course is a workshop in the writing of prose, poetry, and drama for children, including an exploration of the literary techniques appropriate to the sensibilities of children.

ENGL 413  
**Publishing and Editing** (6 credits)
Prerequisite: Enrolment in a Creative Writing program and ENGL 225 or 226 or 227, or permission of the Department. This course explores such topics as the process of founding and operating small presses or magazines, producing anthologies, and editing individual manuscripts and books.

ENGL 425  
**Advanced Creative Writing: Poetry** (6 credits)
Prerequisite: Enrolment in a Creative Writing program and ENGL 225 or permission of the Department. Through intensive analysis and discussion of students' work, experimentation with a variety of forms, and selected reading, this workshop helps students extend their grasp of poetics and their competence in the writing of poetry.

ENGL 426  
**Advanced Creative Writing: Prose Fiction** (6 credits)
Prerequisite: Enrolment in a Creative Writing program and ENGL 225 or permission of the Department. Through intensive analysis and discussion of submitted work and directed reading in modern fiction, this workshop extends the development of students' narrative skills and their understanding of fictional forms.

ENGL 427  
**Advanced Creative Writing: Drama** (6 credits)
Prerequisite: Enrolment in a Creative Writing program and ENGL 227 or permission of the Department. Through reading of contemporary playwrights and intensive discussion and analysis of submitted work, this workshop helps students refine their skills in the process of completing a full-length play.

ENGL 428  
**Advanced Studies in Creative Writing** (6 credits)
Prerequisite: Enrolment in a Creative Writing program, or permission of the Department. See current Undergraduate Class Schedule for specific workshop prerequisites. This course is an advanced workshop intended for students who have completed at least six credits of workshops at the 400 level in an appropriate field. The subject and prerequisites for each year are found in the current Undergraduate Class Schedule. Submission of a brief portfolio may be required for admission.

ENGL 429  
**Advanced Studies in Creative Writing** (3 credits)
Prerequisite: Enrolment in a Creative Writing program, or permission of the Department. See current Undergraduate Class Schedule for specific workshop prerequisites. This course is an advanced workshop intended for students who have completed at least six credits of workshops at the 400 level in an appropriate field. The subject and prerequisites for each year are found in the current Undergraduate Class Schedule. Submission of a brief portfolio may be required for admission.

ENGL 430  
**Old English** (6 credits)
Prerequisite: Nine credits at the 300 level or permission of the Department. This course studies the language, literature, and culture of the Anglo-Saxon era, including such texts as elegaic lyrics and sections of *Beowulf*.

ENGL 432  
**Middle English** (6 credits)
Prerequisite: Nine credits at the 300 level or permission of the Department. This course studies the variety of texts in English dialects from 1200 to 1500, including such works as *Sir Gawain and the Green Knight* and other romances, *Piers Plowman*, *Pearl*, the Showings of Julian of Norwich, other religious and social discourse, lyrics, and drama.

ENGL 434  
**Advanced Studies in Early English Literature** (3 credits)
Prerequisite: Nine credits at the 300 level or permission of the Department. This course is a seminar on a selected topic, text, or author.

ENGL 435  
**Women Writers of the Early Modern Period** (3 credits)
Prerequisite: Nine credits at the 300 level or permission of the Department. This course examines the emergence into print of women writers from the late-16th to the late-17th centuries, by exploring such issues as the construction of literary history, histories of gender and sexuality, the relations between gender and genre. Works are chosen from such writers as Sidney, Sowemam, Wroth, Cary, Lanyer, Philips, Cavendish, Behn, Killigrew, Manley, and Trotter.
ENGL 436  Literature of the Civil War and Commonwealth Period (3 credits)
Prerequisite: Nine credits at the 300 level or permission of the Department. This course studies the prose and poetry of the 1630s through the 1650s. It explores the ways in which the Civil War was represented by such writers as Herrick, Suckling, Cowley, Bradstreet, Milton and Marvell. Political tracts, journalism, and private papers and diaries may also form part of the material of the course.

ENGL 437  Advanced Studies in Renaissance and Early Modern Writing (3 credits)
Prerequisite: Nine credits at the 300 level or permission of the Department. This course is a seminar on a selected topic, text, or author.

ENGL 438  History, Politics, and Literature in the 18th Century (3 credits)
Prerequisite: Nine credits at the 300 level or permission of the Department. This course examines the relations among the categories of history, politics, and literature, and their development as distinct discourses over the course of the century, through a study of such topics as the status of religion, the rise of science, the expansion of empire, the development of aesthetic discourse, and the construction of the category of the neoclassical.

ENGL 439  The Rise of Criticism and Literary History (3 credits)
Prerequisite: Nine credits at the 300 level or permission of the Department. This course traces the joint development of the discourses of literary criticism and literary history from 1660 to the legislation assigning copyright to authors in the late-18th century. Examples are drawn from such writers as Dryden, Dennis, Addison, Shaftesbury, Hume, and Johnson.

ENGL 440  Advanced Studies in Late-17th- and 18th-Century Writing (3 credits)
Prerequisite: Nine credits at the 300 level or permission of the Department. This course is a seminar on a selected topic, text, or author.

ENGL 441  Forms of 18th- and 19th-Century Fiction (3 credits)
Prerequisite: Nine credits at the 300 level or permission of the Department. This course may focus on a single writer, a type of fiction such as the gothic or the epistolary, or a particular issue in the development of the novel, such as realism or the emergence of women’s fiction.

ENGL 442  Comparative 19th-Century Literature (3 credits)
Prerequisite: Nine credits at the 300 level or permission of the Department. This course studies literary developments in the United Kingdom, the United States, and Canada, including such issues as Romanticism, the development of national literatures, conceptions of place and landscape, and responses to cultural change.

ENGL 443  Advanced Studies in 19th-Century Literature (3 credits)
Prerequisite: Nine credits at the 300 level or permission of the Department. This course is a seminar on a selected topic, text, or author.

ENGL 444  Advanced Studies in Gender and Sexuality (3 credits)
Prerequisite: Nine credits at the 300 level or permission of the Department. This course is a seminar in the study of theories of gender and sexuality as they can be used in the interpretation of historical and/or contemporary texts.
NOTE: Students who have received credit for ENGL 445 may not take this course for credit.

ENGL 446  Advanced Studies in 20th-Century Writing (3 credits)
Prerequisite: Nine credits at the 300 level or permission of the Department. This course is a seminar on a selected topic, text, or author.

ENGL 447  Advanced Studies in Literary Theory (3 credits)
Prerequisite: Nine credits at the 300 level or permission of the Department. This course is a seminar on a selected topic, text, or author.

ENGL 449  The American Postmodern (3 credits)
Prerequisite: Nine credits at the 300 level or permission of the Department. This course focuses on postmodern American writers in the context of the critical debates about what constitutes the postmodern: formally, generically, and politically. It considers such writers as Antin, Ashbery, Waldman, Pynchon, Barthelme, Barth, Acker, Ford, and Morrison.

ENGL 450  Advanced Studies in American Literature (3 credits)
Prerequisite: Nine credits at the 300 level or permission of the Department. A seminar on a selected topic, text, or author. Specific content varies from year to year.

ENGL 451  History and Ideology in Canadian Literature (3 credits)
Prerequisite: Nine credits at the 300 level or permission of the Department. This course studies the treatment in Canadian literature of such historical and political events, issues, and ideologies as the Conquest, the railroad, the threat of American domination, immigration, and the Canadian west.
ENGL 452  Recent Experiments in Canadian Writing (3 credits)
Prerequisite: Nine credits at the 300 level or permission of the Department. This course studies contemporary writing that breaks with or interrogates traditional literary genres and forms. Examples are drawn from such authors as Kroetsch, Marlatt, Ondaatje, Highway, Dewdney, Mouré, and Nichol.

ENGL 453  Advanced Studies in Canadian Writing (3 credits)
Prerequisite: Nine credits at the 300 level or permission of the Department. This course is a seminar on a selected topic, text, or author.

ENGL 454  Advanced Studies in Postcolonial Writing (3 credits)
Prerequisite: Nine credits at the 300 level or permission of the Department. This course is a seminar on a selected topic, text, or author.

ENGL 455  The American Nation (3 credits)
Prerequisite: Nine credits of English literature at the 300 level or permission of the Department. This course focuses on such issues in American literature as the cosmopolitan, the regional, the local, and the transnational, exploring the theoretical and literary ways in which writers enshrine, consolidate, or call into question ideas of the American nation.

ENGL 470  Honours Seminar (3 credits)
Prerequisite: Enrolment in Honours English Literature and 30 credits in English. The topic of this course varies from year to year. The course provides the opportunity for final-year honours students to apply their experience of literature, literary theory, and criticism on a more advanced level.
NOTE: In consultation with the honours/majors advisor, honours students may substitute another course at the 400 level for ENGL 470.

ENGL 474  Honours Essay (3 credits)
Prerequisite: Enrolment in Honours English Literature and 30 credits in English. With the permission of the Department, an honours student may arrange a tutorial program with a faculty member, culminating in the writing of a long paper.

ENGL 480  Independent Studies (3 credits)
Prerequisite: Enrolment in an English program and nine credits at the 300 level. With the permission of the Department, a student may arrange a tutorial program with a faculty member.

ENGL 486  SLS-International Literary Seminars (3 credits)
Prerequisite: Permission of the coordinator of Creative Writing, or designate. This course, held at one of several locations around the world in conjunction with Summer Literary Seminars (SLS), offers intensive workshops in the writing of fiction, poetry, or drama, and includes discussion and written criticism of students’ work and a series of lectures. Students are expected to read widely and to submit their own work for discussion and analysis. Grading is based on participation, and on submission of a final portfolio and an essay.

ENGL 490  Joint Tutorial in History and English (6 credits)
Prerequisite: Enrolment in an English program or nine credits in English Literature. A tutorial for students in an English and History Joint Specialization program.

ENGL 498  Advanced Topics in English (3 credits)
ENGL 499  Advanced Topics in English (6 credits)

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
ÉTUDES FRANÇAISES

Section 31.110

Corps professoral

Directeur
PHILIPPE CAIGNON, PhD Université de Montréal; Professeur agrégé

Professeurs et professeurs titulaires
PAUL BANDIA, PhD Université de Montréal
DAVID GRAHAM, PhD University of Western Ontario
LUCIE LEQUIN, PhD Concordia University
FRANÇOISE NAUDILLON, PhD Université de Cergy-Pontoise
SHERRY SIMON, PhD Université de Montréal; Provost’s Distinction
JUDITH WOODSWORTH, PhD McGill University

Professeurs et professeurs agrégés
DAVY BIGOT, PhD Université du Québec à Montréal
PAULA BOUFFARD, PhD Université du Québec à Montréal
PIER-PASCALE BOULANGER, PhD Université de Montréal
MARC ANDRÉ BROUILLETTE, PhD Université de Paris III – Sorbonne nouvelle
SYLVAIN DAVID, PhD Université du Québec à Montréal
DEBORAH FOLARON, PhD Binghamton University
BENOÎT LÉGER, PhD McGill University
PATRICK LEROUX, PhD Université de Paris III – Sorbonne nouvelle
DENIS LIKIN, PhD University of Western Ontario
SOPHIE MARCOTTE, PhD McGill University
GENEVIEVE SICOTTE, PhD Université de Montréal
NATALIA TEPLOVA, PhD McGill University

Professeur adjoint
ADEL JEBALI, PhD Université du Québec à Montréal

Chargées et chargés d’enseignement
SVETLA KAMENOVA, MA Université de Genève, MA Sofia University
DANIELLE MARCOUX, PhD Université de Montréal
FABIEN OLIVRY, MA Université de Franche-Comté, Besançon
CHRISTINE YORK, MA Concordia University

For the complete list of faculty members, please consult the Department website.

Localisation

Campus Sir George Williams
J.W. McConnell, Salle : LB 601
514-848-2424, ext. 7500/7509

Objectifs du département

L’appellation Études françaises reflète le concept pluridisciplinaire sur lequel se fondent les deux volets de notre mission universitaire : l’enseignement et la recherche. La recherche pure et appliquée se pratique dans les domaines les plus variés de la discipline en étroite liaison avec l’enseignement. De plus, nous participons à la vie intellectuelle et professionnelle de la collectivité, à l’échelle nationale et internationale.

Le Département d’études françaises a une double vocation. Il offre d’une part des solides programmes de langue, littérature, traduction et rédaction aux étudiantes et étudiants qui y cherchent une formation spécialisée. Il joue d’autre part un rôle capital au sein de l’Université en offrant un large éventail de cours de langue, linguistique, littérature et civilisation aux étudiantes et étudiants qui souhaitent compléter la formation qu’elles ou ils reçoivent dans d’autres départements.
ÉTUDES FRANÇAISES
2014‑15 Concordia University Undergraduate Calendar

Programmes

Il appartient à chaque étudiante et étudiant de remplir toutes les conditions requises dans son programme. L’exposant 3 ou 6 indique le nombre de crédits.
N.B. : Chaque candidate et candidat aux programmes de traduction ou de rédaction professionnelle doit inclure à son dossier une lettre d’intention rédigée dans sa langue principale, soit le français pour l’étudiante ou l’étudiant en rédaction.
N.B. : Avant de s’inscrire, les étudiantes et étudiants devront faire approuver leur programme par un membre désigné du département.

NOTE: FRENCH AS A SECOND LANGUAGE
All students not admitted into a program in the Département d’études françaises are required to consult the Études françaises website for the placement test (which is also available at the Department) in order to determine the level of elective French courses for which they can obtain credit. If in doubt call the French Department at 514-848-2424, ext. 7500 or 7518.
FRAN 211 is restricted to students with no previous training in French. FRAN 212 is designed to follow FRAN 211, or may be taken if students have little previous training in French. FRAN 211 and 212 are not intended for students who have attended high school in Quebec.

NOTE: Some students with previous French language background are restricted to certain levels of French language courses at Concordia. These restrictions are indicated as “exemptions” on the transcript. Apart from any exemptions which may have been granted to undergraduate students, the following restrictions apply to ALL students:
1) Students who have completed any 602-900-level Cegep courses or who have graduated from Francophone secondary institutions may obtain a maximum of six credits in the range of FRAN 301-321 at Concordia. No credit is awarded for language courses numbered FRAN 211-221.
2) Students who have completed any 601-series Cegep courses or who have attended a Francophone Cegep may ONLY obtain credits for Concordia French Language courses at the 400 level (FRAA 400-441). No credit is awarded for language courses numbered 211-221 or 301-321.

THE DEPARTMENT RESERVES THE RIGHT TO TRANSFER A STUDENT TO A HIGHER- OR LOWER-LEVEL LANGUAGE COURSE IF IT IS DEEMED THAT THE COURSE FOR WHICH THE STUDENT HAS REGISTERED IS NOT APPROPRIATE FOR THE EXTENT OF HIS OR HER KNOWLEDGE OF THE LANGUAGE.

60 BA Spécialisation en études françaises
N.B. : Les principaux critères de classement sont la langue d’enseignement des études secondaires, les notes obtenues et les résultats du test d’auto-évaluation du département. Pour obtenir leur diplôme, les étudiantes et étudiants doivent suivre tous les cours du programme dans la voie (A ou B) où ils sont inscrits.
A. Pour les étudiantes et étudiants ayant effectué leurs études secondaires dans une langue autre que le français :
18 crédits à choisir parmi les suivants : FRAN 301, 302, 303, 306, 320, 321; FRAA 410, 411, 412, 413
15 crédits FLIT 300, 302, 303, 305, 308
27 crédits à choisir parmi les cours FLIT de niveaux 300 et 400; FTRA 304; FRAA 440, 441
B. Pour les étudiantes et étudiants ayant effectué leurs études secondaires en français :
12 crédits à choisir parmi les cours FRAA de niveau 400
15 crédits FLIT 300, 302, 303, 305, 308
33 crédits à choisir parmi les cours FLIT de niveaux 300 et 400; FTRA 304; FRAA 440, 441

45 BA Majeure en études françaises
Option : Langue ou littératures de langue française
N.B. : Les principaux critères de classement sont la langue d’enseignement des études secondaires, les notes obtenues et les résultats du test d’auto-évaluation du département. Pour obtenir leur diplôme, les étudiantes et étudiants doivent suivre tous les cours du programme dans la voie (A ou B) où ils sont inscrits.
A. Option : Langue ou littératures de langue française : français langue seconde
Pour les étudiantes et étudiants ayant effectué leurs études secondaires dans une langue autre que le français :
Troc commun
18 crédits à choisir parmi les cours FRAN 213 (ou 214 et 215), 218, 219, 221, 301, 302, 303, 305, 306, 320, 321; FRAA 410, 411, 412, 413
6 crédits à choisir parmi les cours FLIT 220, 230, 240, 250, 280, 298
Volet langue
21 crédits à choisir parmi les cours FRAN 318, 319, 320, 321; FRAA de niveau 400
OU
Volet littérature
21 crédits à choisir parmi les autres cours FLIT de niveaux 300 et 400; FTRA 304; FRAA 440, 441
B. Option : Langue ou littératures de langue française
Pour les étudiantes et étudiants ayant effectué leurs études secondaires en français :
Troc commun
15 crédits à choisir parmi les cours FRAN 306, 320, 321; FRAA 410, 411, 412, 413, 423, 440
9 crédits à choisir parmi les cours FLIT 300, 302, 308 ou 303, 305, 308, 382
Volet langue
21 crédits à choisir parmi les cours FRAN 320\textsuperscript{0}, 321\textsuperscript{0}; FRAA de niveau 400; FTRA 304\textsuperscript{0}; ou parmi 6 crédits FLIT
OU
Volet littérature
21 crédits à choisir parmi les autres cours FLIT du département de niveaux 300 et 400; FTRA 304\textsuperscript{0}; FRAA 440\textsuperscript{0}, 441\textsuperscript{1}

45 BA Majeure en études françaises*
Option : Rédaction professionnelle
N.B. : Cette majeure est destinée à celles et ceux qui possèdent déjà une bonne maîtrise du français et qui souhaitent acquérir une formation professionnelle en rédaction. La majeure débute au niveau 400. L'étudiante ou l'étudiant dont le résultat au test d'évaluation du département n'atteint pas le niveau nécessaire pourra s'y préparer en suivant, hors majeure, un maximum de 12 crédits de niveau 300, choisis parmi les cours FRAN 301\textsuperscript{0}, 302\textsuperscript{0}, 303\textsuperscript{0}, 306\textsuperscript{0}, 318\textsuperscript{1}, 319\textsuperscript{1}, 320\textsuperscript{1}, 321\textsuperscript{1}.
15 crédits FRAA 410\textsuperscript{1}, 411\textsuperscript{1}, 412\textsuperscript{1}, 413\textsuperscript{1}, 432\textsuperscript{1}
3 crédits à choisir parmi les cours FTRA 204\textsuperscript{2}; FRAA 403\textsuperscript{1}, 404\textsuperscript{1}
3 crédits à choisir parmi les cours FLIT de niveaux 300 et 400
3 crédits à choisir parmi les cours FRAA 440\textsuperscript{0}, 441\textsuperscript{1} et FLIT de niveau 400
21 crédits FRAA 420\textsuperscript{2}, 421\textsuperscript{2}, 422\textsuperscript{2}, 423\textsuperscript{0}, 430\textsuperscript{1}, 431\textsuperscript{1}, 493\textsuperscript{1}

48 BA Majeure en études françaises
Option : Traduction
Les étudiantes et étudiants inscrits à un programme de traduction doivent remettre leurs travaux en français dans les cours de littérature.
1\textsuperscript{ère} étape
6 crédits ENGL 212\textsuperscript{2} et 213\textsuperscript{2}
6 crédits à choisir parmi les cours FRAN 301\textsuperscript{0} ou 302\textsuperscript{0} et 303\textsuperscript{0}; FRAN 321\textsuperscript{1}; FRAA 410\textsuperscript{1}, 411\textsuperscript{1}, 412\textsuperscript{1}, 413\textsuperscript{1}
2\textsuperscript{e} étape
6 crédits à choisir parmi les cours FLIT de niveaux 300 et 400; FRAA 440\textsuperscript{0}, 441\textsuperscript{1}
6 crédits à choisir parmi les cours FRAN 306\textsuperscript{0} et 321\textsuperscript{1}; FRAA 410\textsuperscript{1}, 411\textsuperscript{1}, 412\textsuperscript{1}, 413\textsuperscript{1}, 423\textsuperscript{0}, 431\textsuperscript{1}, 432\textsuperscript{1}
9 crédits FTRA 200\textsuperscript{2}, et FTRA 201\textsuperscript{2} et 207\textsuperscript{2} ou FTRA 202\textsuperscript{2} et 208\textsuperscript{2}
3\textsuperscript{e} étape
6 crédits à choisir parmi les cours FTRA 203\textsuperscript{2} ou 204\textsuperscript{3}, 301\textsuperscript{0} ou 304\textsuperscript{3}, 305\textsuperscript{0} ou 306\textsuperscript{0}, 310\textsuperscript{1}, 303\textsuperscript{0} ou 404\textsuperscript{2}, 405\textsuperscript{1} ou 406\textsuperscript{2}, 408\textsuperscript{3}
3 crédits à choisir parmi les cours FTRA 412\textsuperscript{1}, 414\textsuperscript{1} et 418\textsuperscript{0}
6 crédits en littérature d’expression anglaise

24 Mineure en langue française
24 crédits de langue, dont un maximum de 12 crédits FRAN de niveau 200, choisis dans un ordre accepté par le département, parmi les cours suivants :
• Un maximum de 18 crédits à choisir parmi les cours FRAN 213\textsuperscript{1}, 214\textsuperscript{1}, 215\textsuperscript{1}, 218\textsuperscript{1}, 219\textsuperscript{1}, 221\textsuperscript{1}, 301\textsuperscript{0}, 302\textsuperscript{0}, 303\textsuperscript{0}, 305\textsuperscript{0}, 306\textsuperscript{0}, 318\textsuperscript{1}, 319\textsuperscript{1}, 320\textsuperscript{1}, 321\textsuperscript{1}, FLIT 230\textsuperscript{1}, 240\textsuperscript{1}
• Un minimum de six crédits à choisir parmi les cours FRAN 321\textsuperscript{1}; FRAA de niveau 400

24 Mineure en littératures de langue française
24 crédits en littératures de langue française choisis en consultation avec le département

30 Certificat en langue française
Ce programme est accessible soit aux vrais débutants soit à des personnes qui ont déjà une certaine connaissance du français. Dans les deux cas, il permettra d’accéder à un niveau relativement avancé de communication et d’expression en français.
30 crédits FRAN, choisis à un niveau et dans un ordre acceptés par le département,
• 18 crédits FRAN 211\textsuperscript{1}, 212\textsuperscript{1}, 213\textsuperscript{1} (ou 214\textsuperscript{1} et 215\textsuperscript{1}), 218\textsuperscript{1}, 219\textsuperscript{1}, 221\textsuperscript{1}, 301\textsuperscript{0} (ou 302\textsuperscript{0} et 303\textsuperscript{0}), 305\textsuperscript{0}, 306\textsuperscript{0}, 320\textsuperscript{1}, 321\textsuperscript{1}
• 12 crédits FRAN 301\textsuperscript{0} (ou 302\textsuperscript{0} et 303\textsuperscript{0}), 305\textsuperscript{0}, 306\textsuperscript{0}, 320\textsuperscript{1}, 321\textsuperscript{1}; FRAA 405\textsuperscript{0}, 410\textsuperscript{1}, 411\textsuperscript{1}, 412\textsuperscript{1}, 413\textsuperscript{1}, 440\textsuperscript{1}
N.B. : Ce certificat exige normalement plus d’une année de scolarité.

Programme de traduction (forme standard et coopérative)

69 BA Spécialisation en traduction
2. Le programme de BA Spécialisation en traduction se présente sous deux formules : la forme standard et la forme coopérative. Les conditions d’admission au BA spécialisé en traduction de formule coopérative comprennent, outre celles du programme spécialisé standard, d’autres filtrages du type lettre d’intention, examen écrit, entrevue. La formule coopérative comprend les mêmes cours, en nombre et en nature, que la formule standard, cependant, la séquence des

Pour plus de renseignements sur l’Institut d’enseignement coopératif, voir la §24 de cet annuaire.

3. Le programme comporte deux options : la traduction du français vers l’anglais ou de l’anglais vers le français.

Option A : français-anglais

1ère étape
6 crédits à choisir parmi les cours FRAA 410, 412, ou 413
N.B. : Une étudiante ou un étudiant qui, à l’examen d’admission, n’a pas obtenu une note lui permettant de suivre les cours de niveau 400 peut s’inscrire au(x) cours FRAN 301, 302, 303, 306, 310 et 311 et suivre les cours ci-dessus en 2e année au plus tard.

*6 crédits ENGL 212, 213, ou 396
6 crédits à choisir parmi les cours FLIT de niveaux 300 et 400 ; FRAA 440, 441
6 crédits en littératures de langue anglaise
9 crédits FTRA 200, 201 et 207

2e étape

15 crédits FTRA 203, 301, 305, 310 et 411
6 crédits de linguistique choisis en consultation avec la conseillère pédagogique ou le conseiller pédagogique

3e étape

6 crédits à choisir parmi les cours FTRA 401, 403, 405, 408
3 crédits FTRA 409
3 crédits à choisir entre les cours FTRA 412, 414 et 418
3 crédits à choisir parmi FTRA 416, 452, 455, 458

Option F : anglais-français

1ère étape

6 crédits à choisir parmi les cours FRAA 410, 412, 413, 423, 430, 431, 432

*6 crédits ENGL 212 et 213, ou 396
N.B. : Une étudiante ou un étudiant qui n’est pas admissible au cours ENGL 212 peut s’inscrire aux cours ESL 204 ou ENGL 206 et suivre les cours ENGL 212 et 213 en 2e année au plus tard.

9 crédits à choisir parmi les cours FLIT de niveaux 300 et 400 ; FRAA 440, 441
3 crédits à choisir parmi les cours de littérature de langue française FLIT 447 ou 449, ou parmi les cours FRAA 400, 401, 403, 404, 421, 423, 430, 431

9 crédits FTRA 200, 202 et 208

2e étape

15 crédits FTRA 204, 304, 306, 310 et 411
6 crédits en linguistique à choisir entre FRAA 400, 401, 403, 404, 421, 422

3e étape

6 crédits à choisir parmi les cours FTRA 402, 404, 406, 408
3 crédits FTRA 410
3 crédits à choisir entre les cours FTRA 412, 414 et 418
3 crédits à choisir parmi les cours FTRA 416, 452, 455, 458

*L’étudiante ou l’étudiant peut comptabiliser les 6 crédits d’ENGL 212 et 213, ou 396 dans les 24 crédits à réaliser hors département. Dans ce cas, pour les remplacer il devra effectuer 6 crédits parmi ceux offerts au département.

---

<table>
<thead>
<tr>
<th>Année</th>
<th>Automne</th>
<th>Hiver</th>
<th>Été</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cours I</td>
<td>Cours II</td>
<td>Cours III</td>
</tr>
<tr>
<td>2</td>
<td>Stage I</td>
<td>Cours IV</td>
<td>Stage II</td>
</tr>
<tr>
<td>3</td>
<td>Cours V</td>
<td>Stage III</td>
<td>Cours VI</td>
</tr>
</tbody>
</table>
Cours

Les cours du département ayant reçu de nouveaux numéros, les étudiantes et étudiants trouveront une liste d’équivalences à la section 200.1. 
Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.
Si une étudiante ou un étudiant s’inscrit à un cours de langue d’un niveau inférieur ou supérieur à ses connaissances, le département se réserve le droit de lui demander de s’inscrire à un cours d’un niveau plus approprié.
In cases where students are enrolled in language classes which do not match their linguistic skills, the Department reserves the right to advise them to transfer into a class at a more appropriate level.

Langue

• Français langue seconde

FRAN 211  French Language: Elementary (6 crédits)
This course is restricted to students having no previous training in French. It includes a comprehensive introduction to the basic structures and vocabulary of French and should enable students to acquire an ability to speak and understand simple conversational French. Both oral and written aspects of the language are presented, with special emphasis on oral skills. Laboratory sessions are included.
NOTE: Students who have received credit for FRAN 200 or FRAN 201 may not take this course for credit.

FRAN 212  French Language: Transitional Level (6 crédits)
Prerequisite: FRAN 211 or equivalent. The aim of this course is to provide students who have studied either one year of French at the university or post-secondary level, or two years of French at the secondary level or equivalent, with an opportunity to improve their levels of comprehension and expression so that they will be able to communicate with greater ease in written and oral French. Students will expand their repertory of linguistic structures and vocabulary through in-class directed conversation groups, homework, oral lab, and written exercises. Laboratory sessions are included.

FRAN 213  Langue française : niveaux intermédiaires I et II (6 crédits)
Préalable : FRAN 212 ou l’équivalent. Ce cours s’adresse aux étudiantes et étudiants ayant suivi soit quatre ans de français à l’école secondaire, soit deux ans de français au niveau collégial, soit 12 crédits de français à l’université, ou l’équivalent. Par un apprentissage et approfondissement de mécanismes grammaticaux, du vocabulaire, de techniques de compréhension et production écrites et orales, l’étudiant sera améné à développer les compétences nécessaires pour communiquer avec aisance en français.
N.B. : Les étudiantes et étudiants qui ont suivi FRAN 204 ou 205 ou 214 ou 215 ne peuvent obtenir de crédits pour ce cours.

FRAN 214  Langue française : niveau intermédiaire I (3 crédits)
Préalable : FRAN 212 ou l’équivalent. Ce cours s’adresse aux étudiantes et étudiants ayant suivi soit quatre ans de français à l’école secondaire, soit deux ans de français au niveau collégial, soit 12 crédits de français à l’université, ou l’équivalent. Par un apprentissage et approfondissement de mécanismes grammaticaux, du vocabulaire, de techniques de compréhension et production écrites et orales, l’étudiant sera améné à développer les compétences nécessaires pour communiquer avec aisance en français.
N.B. : Les étudiantes et étudiants qui ont suivi FRAN 204 ou 213 ne peuvent obtenir de crédits pour ce cours.

FRAN 215  Langue française : niveau intermédiaire II (3 crédits)
Préalable : FRAN 214 ou l’équivalent. Ce cours est la suite du FRAN 214. Il vise à donner à l’étudiant une plus grande aisance dans son utilisation du français oral et écrit. Les travaux prendront la forme d’exercices variés de grammaire, de vocabulaire, de compréhension et production de textes écrits, et d’interaction orale.
N.B. : Les étudiantes et étudiants qui ont suivi FRAN 205 ou 213 ne peuvent obtenir de crédits pour ce cours.

FRAN 218  Initiation au français oral (3 crédits)
Préalable : FRAN 213 ou l’équivalent. Ce cours de niveau intermédiaire s’adresse à des étudiantes et à des étudiants qui ont une connaissance de base du français qui désirent renforcer leur compétence en communication orale. Une démarche combinant compréhension auditive et expression orale permettra de développer aussi bien les habiletés à comprendre la langue parlée que l’aisance à prendre la parole.

FRAN 219  Initiation au français écrit (3 crédits)
Préalable : FRAN 213 ou l’équivalent. Ce cours de niveau intermédiaire s’adresse à des étudiantes et étudiants qui ont une bonne compétence en communication orale en français et qui désirent renforcer leur compétence en communication écrite. Il a principalement pour objectif d’amener les étudiantes et les étudiants à consolider leurs connaissances de la structure de la phrase de base et de ses transformations, et à enrichir leur vocabulaire. Les étudiantes et les étudiants seront également initiés à la composition de textes divers et à deux techniques d’expression : le plan et le résumé.

FRAN 221  Correction phonétique (3 crédits)
Préalable : FRAN 212 ou l’équivalent. Ce cours s’adresse à des étudiantes et des étudiants dont la langue maternelle n’est pas le français et qui souhaitent améliorer leur prononciation. Une approche systématique, qui combine des activités de perception et d’articulation allant des sons isolés à la phrase, leur permettra d’acquérir et de mettre en pratique les règles de la phonétique française (prononciation, liaison, intonation).
Langue française : niveaux d’approfondissement I et II (6 crédits)
Préalable : FRAN 213 ou 215 ou l’équivalent. Ce cours d’approfondissement est destiné aux étudiantes et étudiants qui possèdent déjà une bonne connaissance du français mais qui ont besoin d’améliorer leur expression écrite et orale. Le cours est essentiellement axé sur la pratique de la lecture, sur la compréhension de textes et de documents audiovisuels, ainsi que sur la pratique de la grammaire et de la rédaction.
N.B. : Les étudiantes et étudiants qui ont suivi FRAN 302 ou 303 ne peuvent obtenir de crédits pour ce cours.

Langue française : niveau d’approfondissement I (3 crédits)
Préalable : FRAN 213 ou 215 ou l’équivalent. Ce cours de français, niveau d’approfondissement I, est destiné aux étudiantes et étudiants qui possèdent déjà une bonne connaissance du français mais qui ont besoin d’améliorer leur expression orale et écrite. Le cours est essentiellement axé sur la pratique de la lecture, sur la compréhension de textes et de documents audiovisuels, ainsi que sur la pratique de la grammaire et de la rédaction.
N.B. : Les étudiantes et étudiants qui ont suivi FRAN 301 ne peuvent obtenir de crédits pour ce cours.

Communication orale (3 crédits)
Préalable : FRAN 301 ou 303 ou l’équivalent. Ce cours s’adresse à des étudiantes et des étudiants non francophones qui souhaitent améliorer les aptitudes nécessaires à une communication orale efficace en français. Des présentations théoriques et des activités pratiques exploitant des situations de communication variées leur permettront d’acquérir une plus grande aisance et de mieux organiser leur discours. Des activités d’écoute basées sur des documents authentiques leur permettront d’augmenter leur capacité de compréhension en français.

Communication écrite (3 crédits)
Préalable : FRAN 301, 303 ou l’équivalent. Acquisition des techniques nécessaires à la rédaction. Étude des différents styles de langue écrite par opposition à ceux de la langue parlée. Pratique de l’analyse et du commentaire de texte.

Correction Phonétique (Niveau avancé) (3 crédits)
Préalable : FRAN 221, 301, 303 ou l’équivalent. Ce cours s’adresse à l’étudiante ou l’étudiant qui peut s’exprimer clairement du point de vue phonétique et qui désire acquérir une performance en prononciation. Le cours est essentiellement axé sur les particularités prosodiques et phonétiques du français. Une importance est également accordée à l’intonation expressive.

Le français des affaires I (3 crédits)
Préalable : FRAN 306 ou l’équivalent. Ce cours vise à renforcer les compétences nécessaires à une présentation et à une rédaction soignées des communications d’affaires. Au moyen de documents authentiques et d’exercices d’application on étudie, d’une part, la mise en page de la lettre d’affaires et, d’autre part, le style de la correspondance d’affaires en fonction de diverses circonstances. Le cours familiarise également l’étudiant au vocabulaire spécialisé du domaine des affaires et lui offre l’occasion de consolider et d’approfondir, par des exercices oraux et écrits, ses connaissances de la langue française (grammaire, stylistique, anglicismes).

Le français des affaires II (3 crédits)
Préalable : FRAN 306 ou l’équivalent. Ce cours vise à faire acquérir à l’étudiante ou l’étudiant l’habileté à rédiger des textes administratifs dans le domaine des affaires. La révision du français (grammaire, stylistique, vocabulaire, anglicismes) fait également partie des objectifs du cours. Par l’étude de documents authentiques et la rédaction de textes administratifs, l’étudiante ou l’étudiant se familiarisera avec l’écriture professionnelle en affaires.

Le vocabulaire français (3 crédits)
Préalable : FRAN 303 ou l’équivalent. Ce cours propose une présentation méthodique des divers aspects du vocabulaire français. Il comporte quatre parties : introduction générale et présentation des outils bibliographiques; origine et évolution des mots; procédés de création lexicale; variation sémantique. Les travaux prendront la forme d’exercices variés de vocabulaire, d’analyses de textes et de recherches lexicales.
N.B. : Avec le cours FRAN 306, ce cours constituerait une bonne préparation aux cours de langue de niveau 400.
N.B. : Les étudiantes et étudiants qui ont suivi FRAN 334 ne peuvent obtenir de crédits pour ce cours.

Grammaire fonctionnelle du français (3 crédits)
Préalable : FRAN 301 ou 303 ou 306; ou l’équivalent. Ce cours de mise à niveau s’adresse à l’étudiante ou l’étudiant qui, possédant déjà des connaissances approfondies en français, veut développer des automatismes de correction adaptés aux différents types de communication. Axé sur la compréhension et l’expression écrite et orale, il permettra à l’étudiante ou à l’étudiant d’atteindre une meilleure utilisation de la langue française.

Étude d’un sujet particulier (3 crédits)
Les préalables de ces cours, ainsi que les sujets particuliers qui y sont évalués, sont indiqués dans le Undergraduate Class Schedule.
• Langue et linguistique françaises

FRAA 400  **Introduction à la linguistique française I** (3 crédits)
*N.B. : Les étudiantes et étudiants qui ont suivi FRAA 330 ne peuvent obtenir de crédits pour ce cours.*

FRAA 401  **Introduction à la linguistique française II** (3 crédits)
*N.B. : Les étudiantes et étudiants qui ont suivi FRAN 331 ne peuvent obtenir de crédits pour ce cours.*

FRAA 403  **Histoire de la langue française** (3 crédits)
Préalables : FRAA 400 ou 401 ou l’équivalent. Ce cours est une initiation à l’histoire interne et à l’histoire externe du français. On étudiera, d’une part, les origines de cette langue et ses transformations au cours des siècles, sur les plans phonétique, orthographique, morphologique, syntaxique, lexical et sémantique et, d’autre part, l’évolution de sa situation dans le monde considéré comme langue maternelle, langue seconde, langue de culture.
*N.B. : Les étudiantes et étudiants qui ont suivi FRAA 333 ne peuvent obtenir de crédits pour ce cours.*

FRAA 404  **Histoire de la langue française au Québec** (3 crédits)
Préalables : Six crédits parmi FRAA 320, FRAN 321, FRAA 400, FRAA 401, FRAA 403 ou l’équivalent. Aperçu de l’évolution du français au Québec, du XVIIe siècle à nos jours. Étude de la formation du français québécois et des influences internes et externes qu’il a subies au cours du temps. À l’aide de documents provenant d’époques successives, on s’attacherà à définir ce qui caractérise les différents états du français parlé et écrit au Québec.
*N.B. : Les étudiantes et étudiants qui ont suivi FRAN 466 ne peuvent obtenir de crédits pour ce cours.*

FRAA 405  **Le code oratoire** (3 crédits)
Préalables : FRAN 305 et 321 ou équivalent. Ce cours avancé de langue s’adresse aux étudiantes et étudiants cherchant à acquérir une habileté à parler en public ou à la développer. Il porte à la fois sur la transmission et la création de discours oraux : étude des caractéristiques de la langue « oratoire »; acquisition des techniques et des moyens linguistiques appropriés pour établir une communication structurée et vivante avec un auditoire; introduction à la rhétorique et création de discours argumentatifs. Les séances de travaux pratiques permettent aux étudiantes et étudiants d’approfondir les techniques enseignées pendant le cours.
*N.B. : Les étudiantes et étudiants qui ont suivi FRAN 404 ou 405 ou 408 ne peuvent obtenir de crédits pour ce cours.*

FRAA 409  **Cours libre de traduction** (3 crédits)
Préalables : Six crédits parmi FRAN 306, FRAN 321, FRAA 410, FRAA 413; ou autorisation du département. Étude systématique des anglicismes; notions de méthodologie de la traduction; étude de quelques aspects de la stylistique comparée du français et de l’anglais; travaux pratiques de traduction de l’anglais au français.
*N.B. : Ce cours est destiné particulièrement, mais non exclusivement, aux étudiantes et étudiants qui ne se spécialisent pas en traduction.*

FRAA 410  **Grammaire du français en contextes** (3 crédits)
Préalable : FRAN 321 ou l’équivalent. Ce cours vise le perfectionnement des connaissances grammaticales et l’acquisition d’une excellente compréhension du fonctionnement de la langue française en tant que système. En analysant des documents de diverses natures, en produisant des textes et en présentant des exposés oraux, l’étudiante et l’étudiant seront amenés à effectuer des choix langagiers adaptés à différents contextes de communication.
*N.B. : Les étudiantes et étudiants qui ont suivi FRAN 406 ne peuvent obtenir de crédits pour ce cours.*

FRAA 411  **Écriture assistée par ordinateur** (3 crédits)

FRAA 412  **Grammaire de texte** (3 crédits)
Préalable : FRAN 321. Ce cours de communication écrite vise l’approfondissement des connaissances de la structuration du texte. L’accent est mis sur l’acquisition des règles spécifiques de la grammaire du texte qui dépassent le cadre d’une grammaire de la phrase. Dans cette perspective seront abordés des éléments tels que la reprise lexicale et pronominale, les articulateurs textuels et le rôle des paragraphes. Différentes organisations textuelles seront également analysées et ce, dans une perspective élargie de communication écrite.
*N.B. : Les étudiantes et étudiants qui ont suivi FRAN 407 ne peuvent obtenir de crédits pour ce cours.*
Préalable : FRAA 4 ou autorisation du département. Ce cours vise l’acquisition de procédés et techniques permettant à l’étudiante ou l’étudiant d’élaborer un plan d’un projet d’étude, et de comprendre le traitement de l’information et des spécificités linguistiques et ergonomiques. Il vise à initier l’étudiante ou l’étudiant à la création et à la traduction de pages et de sites web.

Préalable : FRAA 4 ou l’équivalent. Ce cours vise l’apprentissage des exigences méthodologiques propres aux travaux universitaires en abordant l’élaboration d’un plan et d’une bibliographie ainsi que la rédaction de textes informatifs et argumentatifs. Par le biais d’exercices de lecture, de rappels grammaticaux et d’ateliers de rédaction, l’étudiante ou l’étudiant pourra corriger ses lacunes et apprendre à nuancer son expression.

Préalable : FRAA 4 ou 440 ou l’équivalent. Ce cours vise l’approfondissement des compétences rédactionnelles par l’apprentissage de techniques de recherche documentaire et de synthèse textuelle, et par l’écriture de textes combinant ces techniques comme le compte rendu critique, le dossier ou le texte de vulgarisation.

Préalable : FRAA 4 ou l’équivalent. Ce cours vise l’approfondissement des compétences rédactionnelles par l’apprentissage de techniques de recherche documentaire et de synthèse textuelle, et par l’écriture de textes combinant ces techniques comme le compte rendu critique, le dossier ou le texte de vulgarisation.

Préalable : FRAA 4 ou l’équivalent. Ce cours vise l’apprentissage de compétences propres à la rédaction professionnelle. Il aborde les différentes étapes d’élaboration d’un document ainsi que la rédaction de textes variés. Par le biais d’exercices grammaticaux, d’ateliers de rédaction et de travaux inspirés de situations réelles, l’étudiante ou l’étudiant pourra acquérir de l’autonomie dans la production de documents professionnels.

Préalables : FRAN 321 ou l’équivalent. Ce cours vise à familiariser l’étudiante ou l’étudiant aux techniques d’écriture pour le web et aux technologies associées à ce média. Il permettra de mieux comprendre ce que l’hypertexte et l’écrit sur support numérique impliquent du point de vue du traitement de l’information et des spécificités linguistiques et ergonomiques. Il vise à initier l’étudiante et l’étudiant à la création et à la traduction de pages et de sites web.

Préalable : FRAA 4 ou l’équivalent. Ce cours vise à sensibiliser l’étudiante ou l’étudiant aux exigences de l’écriture fictionnelle. Par le biais d’ateliers et de travaux d’écriture, il aborde, entre autres, les questions de langage, de rythme, de forme et de pensée qui sousentendent l’élaboration d’un univers fictionnel, que ce soit dans une nouvelle, un poème, une pièce de théâtre ou un autre genre.

Préalable : FRAA 4 ou 440 ou l’équivalent. Ce cours vise à approfondir les exigences de la création littéraire par le biais de lectures et d’ateliers d’écriture ainsi que par l’élaboration d’un projet individuel.
FRAA 491  Tutorat en langue, linguistique ou rédaction (3 crédits)
Préalables : 12 crédits de langue, de linguistique ou de rédaction au niveau « 400 ». Étude d’un sujet particulier dans le domaine de la langue, de la linguistique ou de la rédaction.
N.B. : Les étudiantes et étudiants qui ont suivi FRAN 491 ne peuvent obtenir de crédits pour ce cours.

FRAA 492  Tutorat en langue, linguistique ou rédaction (3 crédits)
Préalables : 12 crédits de langue, de linguistique ou de rédaction au niveau « 400 ». Étude d’un sujet particulier dans le domaine de la langue, de la linguistique ou de la rédaction.

FRAA 493  Projet de rédaction (3 crédits)
Préalables : FRAA 430 et autorisation du département. Ce cours n’est ouvert qu’aux étudiantes et étudiants de la majeure en rédaction professionnelle. Il offre l’occasion d’approfondir un aspect particulier du domaine de la rédaction en permettant à l’étudiante ou l’étudiant de présenter un projet individuel en accord avec une professeure ou un professeur du département qui supervisera son travail tout au long de la session.

FRAA 498  Étude avancée d’un sujet particulier (3 crédits)
Les préalables de ces cours, ainsi que les sujets particuliers qui y sont étudiés, sont indiqués dans le Undergraduate Class Schedule.
N.B. : Les étudiantes et étudiants qui ont suivi le même sujet sous le numéro FRAN 498 ne peuvent obtenir de crédits pour ce cours.

Littérature

FLIT 220  Introduction aux textes littéraires (3 crédits)
Préalable : FRAN 213 ou 215 ou l’équivalent. Introduction à la lecture critique et aux caractéristiques des différents genres littéraires au moyen d’un choix de nouvelles, romans, pièces de théâtre, essais et poèmes de la francophonie.
N.B. : Les étudiantes et étudiants qui ont suivi FRAN 220 ne peuvent obtenir de crédits pour ce cours.
N.B. : Ce cours est réservé aux étudiantes et étudiants ayant effectué leurs études secondaires dans une langue autre que le français.

FLIT 230  Introduction aux cultures de la francophonie (3 crédits)
Préalable : FRAN 213 ou 215 ou l’équivalent. Introduction aux diverses cultures de la francophonie et à leurs spécificités historiques, sociales et linguistiques.
N.B. : Les étudiantes et étudiants qui ont suivi FLIZ 230 ou FRAN 270 ne peuvent obtenir de crédits pour ce cours.
N.B. : Ce cours est réservé aux étudiantes et étudiants ayant effectué leurs études secondaires dans une langue autre que le français.

FLIT 240  Introduction aux littératures de la francophonie (3 crédits)
Préalable : FRAN 213 ou 215 ou l’équivalent. Étude des littératures de la francophonie, lecture d’œuvres représentatives de leur diversité.
N.B. : Les étudiantes et étudiants qui ont suivi FLIZ 240 ou FRAN 271 ne peuvent obtenir de crédits pour ce cours.
N.B. : Ce cours est réservé aux étudiantes et étudiants ayant effectué leurs études secondaires dans une langue autre que le français.

FLIT 250  Cultures populaires (3 crédits)
N.B. : Ce cours est réservé aux étudiantes et étudiants ayant effectué leurs études secondaires dans une langue autre que le français.

FLIT 280  Introduction aux études littéraires (3 crédits)
Préalable : FRAN 213 ou 215 ou l’équivalent. Initiation aux études littéraires et notions et formation à l’analyse des œuvres. Apprentissage et formation aux approches, aux notions et aux outils qui permettent de développer l’appréciation des faits textuels en une démarche qui mène à mieux lire et comprendre les œuvres.
N.B. : Ce cours est réservé aux étudiantes et étudiants ayant effectué leurs études secondaires dans une langue autre que le français.

FLIT 298  Étude d’un sujet particulier (3 crédits)
Préalable : FRAN 213 ou 215 ou l’équivalent. Les sujets particuliers qui sont étudiés sont indiqués dans le Undergraduate Class Schedule.
N.B. : Les étudiantes et étudiants qui ont suivi un cours FRAN 298 ayant le même contenu ne peuvent obtenir de crédits pour ce cours.

FLIT 300  Littérature et culture françaises du Moyen Âge au XVIIe siècle (3 crédits)
Aperçu général de la littérature française du Moyen Âge, de la Renaissance et du XVIIe siècle et du contexte historique, social et culturel qui a donné naissance aux œuvres de l’époque.
FLIT 302  Littérature et culture françaises du XVIIIe siècle à aujourd'hui (3 crédits)
Aperçu général de la littérature française du XVIIIe siècle à aujourd'hui et du contexte historique, social et culturel qui a donné naissance aux œuvres de ces diverses époques.
N.B. : Les étudiantes et étudiants qui ont suivi FRAN 322 ne peuvent obtenir de crédits pour ce cours.

FLIT 303  Littérature et culture québécoises de 1534 à 1900 (3 crédits)
Panorama de la littérature québécoise, de la Nouvelle-France à la fin du XIXe siècle, vue dans une perspective socio-historique. Par l'étude de textes significatifs, on retracera le processus historique de différenciation et d'affirmation collective des Québécoises et Québécois.
N.B. : Les étudiantes et étudiants qui ont suivi FRAN 251 ou 252 ne peuvent obtenir de crédits pour ce cours.

FLIT 305  Littérature et culture québécoises de 1900 à aujourd'hui (3 crédits)
Panorama de la littérature québécoise du début du XXe siècle à aujourd'hui vue dans une perspective socio-historique. Étude des grandes étapes de la production littéraire avec, comme toile de fond, un aperçu général de l'histoire politique, économique, sociale et culturelle du Québec. Étude des principaux courants de pensée.
N.B. : Les étudiantes et étudiants qui ont suivi FRAN 251 ou 253 ne peuvent obtenir de crédits pour ce cours.

FLIT 308  Littératures et cultures de la Francophonie (3 crédits)
Étude de la culture de pays francophones (principalement de l'Afrique, des Antilles ou d'autres pays entièrement ou partiellement francophones). Ce cours a pour but, au moyen de documents imprimés et audio-visuels, de faire connaître les conditions socio-politiques de ces pays plutôt que l'histoire des faits exceptionnels.
N.B. : Les étudiantes et étudiants qui ont suivi FRAN 364 ne peuvent obtenir de crédits pour ce cours.

FLIT 310  Le Moyen Âge (3 crédits)
Introduction à la lecture des premières œuvres de la littérature française : chansons de geste, lais, romans, poésie, théâtre, fabliaux et nouvelles, chroniques et écrits didactiques. Présentation de leur contexte culturel : le monde féodal et la société urbaine, la culture savante et la culture populaire, les milieux intellectuels et artistiques.
N.B. : Les étudiantes et étudiants qui ont suivi FRAN 420 ne peuvent obtenir de crédits pour ce cours.

FLIT 312  La Renaissance (3 crédits)
Étude des mythes, des valeurs, des symboles qui structurent le monde mental des « acteurs » de la Renaissance française. Les cercles et les foyers de rayonnement intellectuel notables (la Cour, Lyon, les collèges) sont étudiés en détail.
N.B. : Les étudiantes et étudiants qui ont suivi FRAN 425 ne peuvent obtenir de crédits pour ce cours.

FLIT 314  Le XVIe siècle (3 crédits)
Étude de la littérature du XVIe siècle (baroque et classicisme) et de ses principales thématiques, à travers des œuvres de divers genres, notamment dramatique, romanesque et poétique.
N.B. : Les étudiantes et étudiants qui ont suivi FRAN 429 ne peuvent obtenir de crédits pour ce cours.

FLIT 316  Lumières en France (3 crédits)
Analyse de l'émergence d'un pouvoir intellectuel de plus en plus autonome en France au XVIIIe siècle, par rapport à l'Église, par rapport à l'État. Étude du cadre historique et littéraire dans lequel s'est formée et affirmée la philosophie des Lumières.
N.B. : Les étudiantes et étudiants qui ont suivi FRAN 432 ne peuvent obtenir de crédits pour ce cours.

FLIT 318  Le XIXe siècle I (3 crédits)
Étude des principaux courants de la littérature de la première moitié du XIXe siècle (romantisme, réalisme) et de leurs principales thématiques telles que les transformations sociales, historiques, politiques et économiques.
N.B. : Les étudiantes et étudiants qui ont suivi FLIT 418 ou FRAN 440 ne peuvent obtenir de crédits pour ce cours.

FLIT 319  Le XIXe siècle II (3 crédits)
Étude des des principaux courants de la littérature de la seconde moitié du XIXe siècle (réalisme, naturalisme, Parnasse, décadence et symbolisme) et de leurs principales thématiques telles que le progrès, la science, les débats politiques, le rôle des femmes et le satir de la littérature.
N.B. : Les étudiantes et étudiants qui ont suivi FLIT 420 ne peuvent obtenir de crédits pour ce cours.

FLIT 320  Le XXe siècle I (3 crédits)
Aperçu de la littérature française de la première moitié du XXe siècle, une période marquée par une remise en question du roman réaliste, une succession tapageuse d'avant-gardes esthétiques et un désir de témoigner des angoisses existentielles suscitées par les bouleversements majeurs qui agitent l'Europe.
N.B. : Les étudiantes et étudiants qui ont suivi FLIT 422 ou FRAN 446 ne peuvent obtenir de crédits pour ce cours.

FLIT 321  Le XXe siècle II (3 crédits)
Aperçu de la littérature française de l'après-guerre à aujourd'hui, une période marquée par un désemparrement croissant face aux « grands récits » historiques, une reconfiguration ludique des genres et des structures ainsi qu'une volonté de décloisonnement et de métissage (législation des parallittératures, emergence de revendications identitaires, ouverture à la littérature migrante et mondiale).
N.B. : Il n'est pas nécessaire d'avoir suivi le FLIT 320 pour s'inscrire à ce cours.
Étude des évolutions et des orientations de la production littéraire québécoise depuis les années 1980 à travers l’analyse modernité et post-modernité; poétique et politique; diversité des pratiques : des recherches formelles aux « belles histoires »; éclatement de l’espace fictionnel, sous la poussée notamment des écritures de femmes et des écritures (im)migrantes. La lecture de textes marquants sera proposée aux étudiants et étudiantes.

N.B. : Les étudiantes et étudiants qui ont suivi FRAN 352 ne peuvent obtenir de crédits pour ce cours.

FLIT 345 Littérature québécoise depuis 1980 (3 crédits)
Étude des évolutions et des orientations de la production littéraire québécoise depuis les années 1980 à travers l’analyse d’œuvres de différents genres (roman, théâtre, poésie, essai).

FLIT 349 L’essai au Québec (3 crédits)

N.B. : Les étudiantes et étudiants qui ont suivi FRAN 358 ne peuvent obtenir de crédits pour ce cours.

FLIT 351 Le théâtre québécois (3 crédits)

N.B. : Les étudiantes et étudiants qui ont suivi FLIT 345 ou 347 ne peuvent obtenir de crédits pour ce cours.

FLIT 360 Littérature de la francophonie au féminin (3 crédits)

N.B. : Les étudiantes et étudiants qui ont suivi FRAN 360 ne peuvent obtenir de crédits pour ce cours.

FLIT 362 Littérature maghrébine (3 crédits)
Histoire de la littérature marocaine, algérienne et tunisienne écrite directement en français par des écrivains d’origine arabe ou berbère. Marquée par les influences combinées de la culture française et de l’Islam, cette littérature sera étudiée dans son développement et sa spécificité. Lecture et analyse d’œuvres marquantes datant de l’époque coloniale jusqu’à nos jours.

N.B. : Les étudiantes et étudiants qui ont suivi FLIT 345 ou 347 ne peuvent obtenir de crédits pour ce cours.

FLIT 364 Littératures africaine et antillaise (3 crédits)
Histoire et développement de la littérature de langue française des Antilles et d’Afrique subsaharienne au XXe siècle. Issue de l’époque coloniale, cette littérature sera étudiée en fonction de la grande mutation des années soixante et de la problématique géopolitique des années qui ont suivi les indépendances. Lecture et analyse d’œuvres marquantes provenant de divers pays membres de la francophonie.

N.B. : Les étudiantes et étudiants qui ont suivi FRAN 256 ne peuvent obtenir de crédits pour ce cours.

FLIT 382 Le monde du cinéma français (3 crédits)
Ce cours, abondamment illustré de films ou d’extraits de films, étudie à la fois la relation qui s’est établie, depuis plus de cent ans, entre le cinéma français et les cultures de langue française, et l’impact de ce cinéma sur celle-ci. Ce cours analyse aussi les différences, similitudes, points de tension et de rencontre entre ce cinéma et les autres cinémas nationaux.

N.B. : Les étudiantes et étudiants qui ont suivi FRAN 373 ou 374 ne peuvent obtenir de crédits pour ce cours.

FLIT 398 Étude d’un sujet particulier (3 crédits)
Les préalables de ces cours, ainsi que les sujets particuliers qui y sont étudiés, sont indiqués dans le Undergraduate Class Schedule.

N.B. : Les étudiantes et étudiants qui ont suivi un cours FRAN 398 ayant le même contenu ne peuvent obtenir de crédits pour ce cours.

FLIT 424 La littérature française actuelle (3 crédits)
Aperçu de la littérature française des trente dernières années, marquée par plusieurs phénomènes, dont la reconfiguration des genres et des structures, la post-modernité, l’écriture au féminin, la revendication de la différence, la réhabilitation du « polar », la remise en question de la théorie et l’émergence d’une multi-culture qui témoigne des phénomènes migratoires inhérents au « village global ».

N.B. : Les étudiantes et étudiants qui ont suivi FRAN 448 ne peuvent obtenir de crédits pour ce cours.
FLIT 443  La poésie québécoise (3 crédits)
N.B. : Les étudiantes et étudiants qui ont suivi FRAN 354 ou 355 ne peuvent obtenir de crédits pour ce cours.

FLIT 446  Littératures populaires (3 crédits)
Ce cours propose l'étude des littératures populaires d'expression française à travers l'analyse des thématiques, des structures et des modalités de réception.
N.B. : Les étudiantes et étudiants qui ont suivi FLIT 445 ne peuvent obtenir de crédits pour ce cours.

FLIT 447  Les Voix de Montréal (3 crédits)
À travers des textes d'écrivaines et d'écrivains montréalais, on cherchera à rendre compte de la dimension plurielle de l’écriture et de la culture québécoises. On privilégiera les parcours transculturels des auteures et auteurs venus d’un ailleurs géographique et culturel, mais qui inscrivent leurs différences dans le texte québécois par la publication ou la traduction de leurs œuvres en français.
N.B. : Les étudiantes et étudiants qui ont suivi FRAN 460 ne peuvent obtenir de crédits pour ce cours.

FLIT 449  Littérature québécoise – Canadian Literature (3 crédits)
N.B. : Les étudiantes et étudiants qui ont suivi FRAN 455 ou 456 ne peuvent obtenir de crédits pour ce cours.

FLIT 451  Imaginaires, mythes et symboles (3 crédits)
Ce cours décrit et analyse l’évolution de grands symboles et archétypes de l’imaginaire des littératures d’expression française.
N.B. : Les étudiantes et étudiants qui ont suivi FLIT 441 ne peuvent obtenir de crédits pour ce cours.

FLIT 452  Littérature pour la jeunesse (3 crédits)
Évolution de la littérature produite ou adaptée pour la jeunesse, du XVIIe siècle à aujourd’hui. Son état actuel, rapports avec la littérature générale : aspects éthiques, esthétiques et didactiques. Étude approfondie d’œuvres marquantes de la francophonie, particulièrement au Québec.

FLIT 454  Histoire du livre et de l’édition (3 crédits)

FLIT 456  Textes et résonances médiatiques (3 crédits)
Étude de la relation entre le texte et ses dimensions médiatiques en abordant une ou plusieurs périodes historiques ainsi qu’une thématique particulière (relations aux images, supports, médias, hypertexte, etc.). Analyse des rapports entre l’écrit et sa diffusion en posant la question de la relation de l’un à l’autre, de leur influence mutuelle et des transformations qui résultent de leur enchevêtrement.
N.B. : Les étudiantes et étudiants qui ont suivi FLIT 380 ne peuvent obtenir de crédits pour ce cours.

FLIT 462  Littératures coloniales et postcoloniales (3 crédits)
Analyse de textes clés publiés au cours du XIXe et du XXe siècle, en contexte colonial français, mais aussi à la lumière du courant postcolonial, et de textes publiés de la fin de l’empire colonial français à nos jours, ouvrant à des réflexions sur la tradition anti-impérialiste, les subaltern studies et une lecture de la mondialisation.

FLIT 464  Littératures mondiales contemporaines (3 crédits)
Étude de quelques textes littéraires fondamentaux (d’expression française ou en traduction) qui sous-tendent les interrogations contemporaines.

FLIT 466  Littératures des Amériques (3 crédits)
Ce cours étudie des textes littéraires francophones ou en version française des Amériques (Québec, Canada, États-Unis, Caraïbes, Amérique latine) et analyse des représentations, interactions, hybridations et évolutions de ces littératures.

FLIT 471  La littérature québécoise au féminin (3 crédits)
N.B. : Les étudiantes et étudiants qui ont suivi FRAN 451 ne peuvent obtenir de crédits pour ce cours.

FLIT 472  La littérature française au féminin (3 crédits)
N.B. : Les étudiantes et étudiants qui ont suivi FLIT 474 ou FRAN 476 ne peuvent obtenir de crédits pour ce cours.
FLIT 475  **Idées sur le monde contemporain** (3 crédits)
Étude de textes de théoriciens et essayistes francophones reconnus dont les travaux et la pensée ont marqué la critique littéraire contemporaine.
*N.B.* : Les étudiantes et étudiants qui ont suivi FRAN 479 ne peuvent obtenir de crédits pour ce cours.

FLIT 477  **Corpus contemporains** (3 crédits)
Étude d’œuvres de langue française et de pratiques actuelles qui explorent divers aspects du texte littéraire : formes d’écriture, supports autres que le livre, modalités d’interaction, statuts de l’auteur et du texte.

FLIT 494  **Tutorat en littérature** (3 crédits)
Préalables : 12 crédits en littérature et autorisation du département. Étude d’un sujet particulier dans le domaine de la littérature.
*N.B.* : Les étudiantes et étudiants qui ont suivi FRAN 494 ne peuvent obtenir de crédits pour ce cours.

FLIT 495  **Tutorat en littérature** (3 crédits)
Préalables : 12 crédits en littérature et autorisation du département. Étude d’un sujet particulier dans le domaine de la littérature.  
*N.B.* : Toute étudiante et tout étudiant s’inscrivant pour la seconde fois au cours FLIT 494 obtient les crédits FLIT 495.  
*N.B.* : Les étudiantes et étudiants qui ont suivi FRAN 495 ne peuvent obtenir de crédits pour ce cours.

FLIT 496  **Recherche dirigée** (6 crédits)
Préalables : 12 crédits dans la spécialité et autorisation du département. Ce cours n’est ouvert qu’aux étudiantes et étudiants des programmes de majeure, de spécialisation ou d’honneurs. Il offre l’occasion d’approfondir l’étude d’un sujet à déterminer par l’étudiante ou l’étudiant en accord avec sa conseillère ou son conseiller et/ou une professeure ou un professeur du département.
Chaque étudiante et étudiant exécute des travaux individuels sous le contrôle de la professeure ou du professeur spécialiste de la matière.
*N.B.* : Les étudiantes et étudiants qui ont suivi FRAN 496 ne peuvent obtenir de crédits pour ce cours.

FLIT 498  **Étude d’un sujet particulier** (3 crédits)
Les préalables de ces cours, ainsi que les sujets particuliers qui y sont étudiés, sont indiqués dans le Undergraduate Class Schedule.
*N.B.* : Les étudiantes et étudiants qui ont suivi un cours FRAN 498 ayant le même contenu ne peuvent obtenir de crédits pour ce cours.

**Traduction**

FTRA 200  **Méthodologie de la traduction** (3 crédits)
*N.B.* : Ce cours comporte plusieurs sections, les unes réservées aux étudiantes et étudiants de l’option française, les autres à celles et ceux de l’option anglaise.
*N.B.* : Les étudiantes et étudiants qui ont suivi TRAD 200 ne peuvent obtenir de crédits pour ce cours.

FTRA 201  **Traduction générale du français à l’anglais I** (3 crédits)
Préalable : FTRA 00. Traduction du français à l’anglais de textes généraux et analyse des problèmes liés au transfert linguistique. (A)
*N.B.* : Les étudiantes et étudiants qui ont suivi TRAD 201 ou 202 ne peuvent obtenir de crédits pour ce cours.

FTRA 202  **Traduction générale de l’anglais au français I** (3 crédits)
Préalable : FTRA 00. Traduction de l’anglais au français de textes généraux et analyse des problèmes liés au transfert linguistique. (F)
*N.B.* : Les étudiantes et étudiants qui ont suivi TRAD 201 ou 202 ne peuvent obtenir de crédits pour ce cours.

FTRA 203  **L’anglais en contact avec le français au Québec** (3 crédits)
Ce cours s’adresse aux étudiantes et étudiants anglophones en traduction, langue, littérature et rédaction. Il les sensibilisera aux problèmes liés au contact de l’anglais avec le français au Québec et leur permettra de corriger leurs propres erreurs de façon systématique. Le cours est axé sur la langue écrite et on travaillera uniquement sur des textes journalistiques.

FTRA 204  **Le français en contact avec l’anglais au Québec** (3 crédits)
Ce cours s’adresse aux étudiantes et étudiants francophones en traduction, langue, littérature et rédaction. Il les sensibilisera aux problèmes liés au contact du français avec l’anglais au Québec et leur permettra de corriger leurs propres erreurs de façon systématique. Le cours est axé sur la langue écrite et on travaillera uniquement sur des textes journalistiques.

FTRA 207  **Traduction générale du français à l’anglais II** (3 crédits)
Préalable : FTRA 00. Ce cours s’adresse aux étudiantes et étudiants anglophones et porte sur la traduction du français à l’anglais de textes généraux, et sur l’analyse des problèmes liés au transfert linguistique. (A)
FTRA 208 Traduction générale de l’anglais au français II (3 crédits)
Préalable : FTRA 200. Ce cours s’adresse aux étudiantes et étudiants francophones et porte sur la traduction de l’anglais au français de textes généraux, et sur l’analyse des problèmes liés au transfert linguistique. (F)

FTRA 298 Étude d’un sujet particulier (3 crédits)
N.B. : Les étudiantes et étudiants qui ont suivi un cours TRAD 298 ayant le même contenu ne peuvent obtenir de crédits pour ce cours.

FTRA 299 Étude d’un sujet particulier (6 crédits)
Les préalables de ces cours, ainsi que les sujets particuliers qui y sont étudiés, sont indiqués dans le Undergraduate Class Schedule.  
N.B. : Les étudiantes et étudiants qui ont suivi un cours TRAD 299 ayant le même contenu ne peuvent obtenir de crédits pour ce cours.

FTRA 301 Traduction littéraire du français à l’anglais (3 crédits)
Préalable : FTRA 201. Sensibilisation aux problèmes spécifiques à la traduction littéraire. Travaux pratiques : traduction de textes de genres variés. (A)
N.B. : Les étudiantes et étudiants qui ont suivi TRAD 301 ou 302 ne peuvent obtenir de crédits pour ce cours.

FTRA 304 Traduction littéraire de l’anglais au français (3 crédits)
Préalable : FTRA 202. Sensibilisation aux problèmes spécifiques à la traduction littéraire. Travaux pratiques : traduction de textes de genres variés. (F)
N.B. : Les étudiantes et étudiants qui ont suivi TRAD 303 ou 304 ne peuvent obtenir de crédits pour ce cours.

FTRA 305 Initiation à la traduction économique du français à l’anglais (3 crédits)
Préalable : FTRA 207. Sensibilisation aux problèmes que pose dans le domaine de l’économie la traduction du français à l’anglais. (A)

FTRA 306 Initiation à la traduction économique de l’anglais au français (3 crédits)
Préalable : FTRA 208. Sensibilisation aux problèmes que pose dans le domaine de l’économie la traduction de l’anglais au français. (F)

FTRA 310 Initiation à la recherche documentaire et terminologique (3 crédits)
Préalable : FTRA 201 ou 202. Le cours fournit les outils permettant de repérer les problèmes de terminologie en traduction. Sont traités : les cheminement documentaire et terminologique (terminologie bilingue ou unilingue, langues de spécialités); la création de produits terminographiques (surtout thématiques), l’intervention linguistique et ses modalités (perspective sociolinguistique). (F/A)
N.B. : Les étudiantes et étudiants qui ont suivi TRAD 310 ne peuvent obtenir de crédits pour ce cours.

FTRA 398 Étude d’un sujet particulier (3 crédits)
N.B. : Les étudiantes et étudiants qui ont suivi un cours TRAD 398 ayant le même contenu ne peuvent obtenir de crédits pour ce cours.

FTRA 399 Étude d’un sujet particulier (6 crédits)
Les préalables de ces cours, ainsi que les sujets particuliers qui y sont étudiés, sont indiqués dans le Undergraduate Class Schedule.  
N.B. : Les étudiantes et étudiants qui ont suivi un cours TRAD 399 ayant le même contenu ne peuvent obtenir de crédits pour ce cours.

FTRA 401 Traduction littéraire avancée : du français à l’anglais (3 crédits)
Préalable : FTRA 301. Étude des différents principes et des différentes techniques de la traduction littéraire; aperçu de la traduction littéraire au Canada. Travaux pratiques : analyse critique et comparaison de traductions et de leur original; traduction de textes français. (A)
N.B. : Les étudiantes et étudiants qui ont suivi TRAD 401 ne peuvent obtenir de crédits pour ce cours.

FTRA 402 Traduction littéraire avancée : de l’anglais au français (3 crédits)
Préalable : FTRA 304. Étude des différents principes et des différentes techniques de la traduction littéraire; aperçu de la traduction littéraire au Canada. Travaux pratiques : analyse critique et comparaison de traductions et de leur original; traduction de textes anglais. (F)
N.B. : Les étudiantes et étudiants qui ont suivi TRAD 402 ne peuvent obtenir de crédits pour ce cours.

FTRA 403 Traduction scientifique et technique du français à l’anglais (3 crédits)
Préalable : FTRA 201. Initiation aux différents problèmes de la traduction dans les langues de spécialités scientifiques et techniques (français-anglais). Le cours est divisé en plusieurs parties, chaque partie correspondant à un domaine spécialisé en traduction. (A)
N.B. : Les étudiantes et étudiants qui ont suivi TRAD 403 ne peuvent obtenir de crédits pour ce cours.

FTRA 404 Traduction scientifique et technique de l’anglais au français (3 crédits)
Préalable : FTRA 202. Initiation aux différents problèmes de la traduction dans les langues de spécialités scientifiques et techniques (anglais-français). Le cours est divisé en plusieurs parties, chaque partie correspondant à un domaine spécialisé en traduction. (F)
N.B. : Les étudiantes et étudiants qui ont suivi TRAD 404 ne peuvent obtenir de crédits pour ce cours.
FTRA 405 Traduction commerciale et juridique du français à l'anglais (3 crédits)
Préalable : FTRA 201. Initiation aux différents problèmes de la traduction dans les langues de spécialités de l’administration, du commerce et du droit (français-anglais). Le cours est divisé en plusieurs parties, chaque partie correspondant à un domaine spécialisé en traduction. (A)
N.B. : Les étudiantes et étudiants qui ont suivi TRAD 405 ne peuvent obtenir de crédits pour ce cours.

FTRA 406 Traduction commerciale et juridique de l'anglais au français (3 crédits)
Préalable : FTRA 202. Initiation aux différents problèmes de la traduction dans les langues de spécialités de l’administration, du commerce et du droit (anglais-français). Le cours est divisé en plusieurs parties, chaque partie correspondant à un domaine spécialisé. (F)
N.B. : Les étudiantes et étudiants qui ont suivi TRAD 406 ne peuvent obtenir de crédits pour ce cours.

FTRA 408 Adaptation publicitaire (3 crédits)
Préalable : FTRA 201 ou 202. Initiation à l’adaptation de textes publicitaires. À partir d’exemples empruntés à la publicité écrite, radiophonique ou télévisée, les étudiantes et étudiants seront amenés à se familiariser avec les problèmes linguistiques, affectifs et sociaux soulevés par le travail d’adaptation. (F/A)
N.B. : Les étudiantes et étudiants qui ont suivi TRAD 408 ne peuvent obtenir de crédits pour ce cours.

FTRA 409 Révision et correction en traduction (3 crédits)
Préalable : FTRA 301 ou 305. Ce cours abordera les différentes méthodes de révision et de correction de textes rédigés ou traduits en anglais; il sensibilisera les étudiantes et étudiants aux aspects humains et techniques du métier de réviseur et réviseur; on touchera aussi aux problèmes de l’évaluation de la qualité des traductions. (A)
N.B. : Les étudiantes et étudiants qui ont suivi TRAD 409 ou 410 ne peuvent obtenir de crédits pour ce cours.

FTRA 410 Révision et correction en traduction (3 crédits)
Préalable : FTRA 304 ou 306. Ce cours abordera les différentes méthodes de révision et de correction de textes rédigés ou traduits en français; il sensibilisera les étudiantes et étudiants aux aspects humains et techniques du métier de réviseur et réviseur; on touchera aussi aux problèmes de l’évaluation de la qualité des traductions. (F)
N.B. : Les étudiantes et étudiants qui ont suivi TRAD 409 ou 410 ne peuvent obtenir de crédits pour ce cours.

FTRA 411 Terminologie et mondialisation (3 crédits)
Préalable : FTRA 310. Le cours porte sur certains points fins en terminologie et en terminographie modernes : synonymie, marques sociolinguistiques, néonymie, normalisation et internationalisation. Il traite spécifiquement du rôle de la terminologie dans la gestion de l’information unilingue et multilingue dans les entreprises et dans les organismes nationaux et internationaux. L’aspect pratique prend, entre autres, la forme de rédaction de rapports de recherche et l’utilisation d’outils terminologiques. (F/A)

FTRA 412 Théories de la traduction (3 crédits)
Préalable : FTRA 301 ou 304 ou 305 ou 306. Ce cours est une initiation aux différentes théories actuelles de la traduction. Est examiné l’apport de secteurs disciplinaires clés tels que la linguistique, la sémiotique, la sociocritique, dans le développement de la traductologie moderne. (F/A)
N.B. : Les étudiantes et étudiants qui ont suivi TRAD 412 ne peuvent obtenir de crédits pour ce cours.

FTRA 414 Histoire de la traduction (3 crédits)
Préalable : FTRA 301 ou 304 ou 305 ou 306. Cours d’initiation à l’histoire de la traduction où sont traités les grands courants de la traduction depuis l’Antiquité classique. Sera également abordée la traduction dans certaines sociétés non occidentales. On procédera par thèmes et par aires géographiques en mettant l’accent sur les époques clés de grands changements politiques et culturels. (F/A)
N.B. : Les étudiantes et étudiants qui ont suivi TRAD 414 ne peuvent obtenir de crédits pour ce cours.

FTRA 416 Informatique et traduction (3 crédits)
Préalables : FTRA 201 ou 202, et connaissance du traitement de textes. Ce cours porte sur la langue de l’informatique, la théorie et les concepts fondamentaux qui s’y rapportent. Il comporte des exercices de traduction, et une initiation aux outils informatisés pour les traducteurs : Internet, bases de données, systèmes de traduction assistée, utilitaires. (F/A)
N.B. : Les étudiantes et étudiants qui ont suivi TRAD 416 ne peuvent obtenir de crédits pour ce cours.

FTRA 418 Web, technologies, traduction : théories et critiques (3 crédits)
Préalable : FTRA 412 ou 414. Ce cours porte sur la réflexion théorique et épistémologique des pratiques contemporaines issues du contexte de la mondialisation par rapport aux technologies, au Web multilingue et à la traduction. Sont examinés les aspects et les enjeux sociaux, culturels, linguistiques, technologiques, philosophiques, institutionnels, politiques et idéologiques. Le cours comporte des discussions hebdomadaires et un travail approfondi de recherche sur l’analyse des courants actuels des technologies et du Web en mettant l’accent sur la traduction et la communication mondiale. (F/A)
N.B. : Les étudiantes et étudiants qui ont suivi le même sujet sous le numéro FTRA 498 ne peuvent obtenir de crédits pour ce cours.

FTRA 420 Stage de formation : de l’anglais au français (6 crédits)
Préalables : 60 crédits en traduction et autorisation de la coordinatrice ou du coordinateur des stages. Le stage a pour but d’initier l’étudiante ou l’étudiant à l’activité professionnelle dans le domaine de la traduction de l’anglais au français et de lui faire connaître le monde du travail. (Le département fera tout son possible pour faciliter l’obtention d’un stage mais ne peut s’engager à trouver un stage pour toutes les candidates et tous les candidats.) (F)
N.B. : Les étudiantes et étudiants qui ont suivi TRAD 420 ne peuvent obtenir de crédits pour ce cours.
Pratique de la localisation
Gestion de projets
Traduction automatique (TA) et traduction assistée par ordinateur (TAO)

Préalables : 60 crédits en traduction et autorisation de la coordinatrice ou du coordinateur des stages. Le stage a pour but d’initier l’étudiante ou l’étudiant à l’activité professionnelle dans le domaine de la traduction du français à l’anglais et de lui faire connaître le monde du travail. (Le département fera tout son possible pour faciliter l’obtention d’un stage mais ne peut s’engager à trouver un stage pour toutes les candidatures et tous les candidats.) (A)

N.B. : Les étudiantes et étudiants qui ont suivi TRAD 421 ne peuvent obtenir de crédits pour ce cours.

FTRA 422  Stage de formation : de l’anglais au français I (3 crédits)
Préalables : 60 crédits en traduction et autorisation de la coordinatrice ou du coordinateur des stages. Le stage a pour but d’initier l’étudiante ou l’étudiant à l’activité professionnelle dans le domaine de la traduction de l’anglais au français et de lui faire connaître le monde du travail. (Le département fera tout son possible pour faciliter l’obtention d’un stage mais ne peut s’engager à trouver un stage pour toutes les candidatures et candidats.) (F)

FTRA 423  Stage de formation : du français à l’anglais I (3 crédits)
Préalables : 60 crédits en traduction et autorisation de la coordinatrice ou du coordinateur des stages. Le stage a pour but d’initier l’étudiante ou l’étudiant à l’activité professionnelle dans le domaine de la traduction du français à l’anglais et de lui faire connaître le monde du travail. (Le département fera tout son possible pour faciliter l’obtention d’un stage mais ne peut s’engager à trouver un stage pour toutes les candidatures et candidats.) (A)

FTRA 424  Stage de formation : de l’anglais au français II (3 crédits)
Préalables : 60 crédits en traduction et autorisation de la coordinatrice ou du coordinateur des stages. Le stage a pour but d’initier l’étudiante ou l’étudiant à l’activité professionnelle dans le domaine de la traduction de l’anglais au français et de lui faire connaître le monde du travail. (Le département fera tout son possible pour faciliter l’obtention d’un stage mais ne peut s’engager à trouver un stage pour toutes les candidatures et candidats.) (F)

FTRA 425  Stage de formation : du français à l’anglais II (3 crédits)
Préalables : 60 crédits en traduction et autorisation de la coordinatrice ou du coordinateur des stages. Le stage a pour but d’initier l’étudiante ou l’étudiant à l’activité professionnelle dans le domaine de la traduction du français à l’anglais et de lui faire connaître le monde du travail. (Le département fera tout son possible pour faciliter l’obtention d’un stage mais ne peut s’engager à trouver un stage pour toutes les candidatures et candidats.) (F)

FTRA 452  Traduction automatique (TA) et traduction assistée par ordinateur (TAO) (3 crédits)
Préalables : FTRA 416. Ce cours permet d’analyser les aspects morphologiques, lexicaux, syntaxiques et sémantiques des systèmes de traduction automatisée. L’étudiante et l’étudiant apprennent à appliquer les concepts analysés à un système commercialisé. Ils évaluent des traductions machine, font des exercices simples de programmation portant sur des problèmes linguistiques; ils appliquent des outils de gestion et de traduction au matériel à localiser à l’aide de logiciels de localisation, de logiciels de terminologie, et de mémoires de traduction.

FTRA 455  Gestion de projets (3 crédits)
Préalables : 12 crédits FTRA. Ce cours traite de la gestion des projets de traduction/localisation multilingues, depuis la rédaction de l’offre de services, jusqu’au contrôle de la qualité et la livraison, en passant par la résolution de problèmes et la gestion en situation de crise. Il comprend une partie théorique et des mises en situation. Les étudiantes et étudiants se familiarisent avec l’évaluation des ressources (humaines et matérielles) nécessaires pour exécuter le travail, l’élaboration d’échéanciers et le suivi d’un budget. Ils apprennent à gérer les ressources affectées aux projets afin de pouvoir respecter le mandat qui leur est confié.

FTRA 458  Pratique de la localisation (3 crédits)
Préalables : 12 crédits FTRA. L’étudiante et l’étudiant étudieront dans ce cours les stratégies de localisation et les processus de localisation : la localisation de logiciels et la localisation de sites web; les acteurs dans les projets de localisation; la situation et le travail du traducteur dans les projets de localisation: les types de fichiers à localiser : ressources, code source, fichiers d’aide, guides imprimés, matériel marketing; les types de logiciels localisés : logiciels système, logiciels de gestion, logiciels client, logiciels multimédia, logiciels web.

FTRA 492  Tutorat en traduction (3 crédits)
Préalables : 12 crédits de traduction au niveau « 400 » et permission du département. Étude d’un sujet particulier dans le domaine de la traduction.

N.B. : Les étudiantes et étudiants qui ont suivi FRAN 492 ne peuvent obtenir de crédits pour ce cours.

FTRA 498  Étude avancée d’un sujet particulier (3 crédits)

N.B. : Les étudiantes et étudiants qui ont suivi un cours TRAD 498 ayant le même contenu ne peuvent obtenir de crédits pour ce cours.

FTRA 499  Étude avancée d’un sujet particulier (6 crédits)

Les préalables de ces cours, ainsi que les sujets particuliers qui y sont étudiés, sont indiqués dans le Undergraduate Class Schedule.

N.B. : Les étudiantes et étudiants qui ont suivi un cours TRAD 499 ayant le même contenu ne peuvent obtenir de crédits pour ce cours.
Faculty

Chair
RICHARD COURTEMANCHE, PhD Université de Montréal; Associate Professor

Professors
ROBERT D. KILGOUR, PhD Florida State University
ROBIN N. MICHEL, PhD Université de Montréal

Associate Professors
SIMON L. BACON, PhD University of Birmingham
RICHARD DEMONT, PhD University of Pittsburgh
ALAIN LEROUX, PhD McGill University
DAVID L. PARIS, PhD University of Oregon
VÉRONIQUE PÉPIN, PhD Arizona State University
NANCY ST-ONGE, PhD Université de Montréal

Assistant Professors
TRACIE BARNETT, PhD Université de Montréal
ANDREAS BERGDAHL, PhD Lund University
THANH DANG-VU, MD PhD Université de Liège
PETER J. DARLINGTON, PhD University of Western Ontario
GEOFFREY DOVER, PhD University of Florida
SYLVIA SANTOSA, PhD McGill University

Lecturer
ROBERT PANENIC, MA McGill University

Affiliate Professors
ROBERT BOUSHEL, DSc Boston University
KABERI DASGUPTA, MD McGill University
STELLA DASKALOPOULOU, MD, PhD Athens University
MARIE DUMONT, PhD Université de Montréal
KIM LAVOIE, PhD Concordia University
ANIL NIGAM, MD University of Ottawa
RICHARD POUND, LLD Concordia University
ANTONIO VIGANO, MD University of Milan

For the complete list of faculty members, please consult the Department website.

Location

Loyola Campus
Richard J. Renaud Science Complex, Room: SP 165
514-848-4424, ext. 3327

Department Objectives

The Department of Exercise Science is committed to teaching and research in the areas of exercise, health, and physical activity while emphasizing the fields of athletic therapy and clinical exercise physiology. The curriculum permits students to explore the biomechanical and physiological responses to physical activity of healthy individuals and persons with a variety of pathologies and disabilities. Lectures and laboratories are combined with supervised involvement in research, and community and professional activities. Students are provided with an education which is compatible with obtaining employment in the health and fitness field or continuing their studies in health-related professional or graduate schools.

The BSc Honours, Specialization, and Major programs in Exercise Science provide students with the opportunity to acquire essential knowledge and a strong foundation in the field of exercise science. Students are exposed to a concentrated series of courses that incorporate the application of biological sciences to exercise, physical activity, and health-related areas including athletic therapy and clinical exercise physiology.
The fundamental concepts associated with Clinical Exercise Physiology (CEP) include the adaptation of traditional exercise forms, assessment techniques, and training protocols which address the needs of individuals with a disease or functional disability (e.g. heart disease, diabetes, neurological disorders). Students entering the field of CEP acquire an appreciation of persons with a disability, their lifestyle, and their exercise possibilities. The form of exercise application ranges from adapted physical activities to competitive sports.

The BSc Specialization in Exercise Science/Athletic Therapy is accredited by the Canadian Athletic Therapists Association (CATA) and is directed toward the preparation of students seeking to become a Certified Athletic Therapist in Canada (CAT[C]). A CAT(C) is devoted to the health care of physically active individuals. The scope of practice of the CATA includes prevention, immediate care, and reconditioning of musculoskeletal injuries. Some of the techniques used to accomplish prevention of injury are postural evaluation, conditioning, and providing prophylactic support. Immediate care and rehabilitation of musculoskeletal injury consist of injury assessment, first aid and emergency care, exercise and modality therapy, and preparing individuals for safe return to physical activity or athletic participation. Student members (certification candidates) of the CATA must fulfill the academic and practical requirements of a program accredited by the CATA in order to enter the CATA certification exam process. The Department of Exercise Science offers one of seven such programs in Canada.

While the major offers core applied-science, health, and fitness courses, the BSc Honours also introduces undergraduate students to research concepts and protocols. The AT and CEP Specializations offer courses providing a theoretical knowledge base in the respective areas of study.

**Programs**

Students are required to complete the appropriate profile for entry into the Exercise Science programs (see §31.002 — Programs and Admission Requirements — Profile). Students entering the major and specialization programs should refer to §16.3.11 — Academic Performance, and §31.003.1 — WGPA Requirements. Students considering entry into the honours program should refer to §16.2.3 — Concentration Requirements.

**Application Procedures**

All newly admitted students enter the BSc Major in Exercise Science. Admission to the BSc Honours in Exercise Science, BSc Specialization in Exercise Science/Athletic Therapy or BSc Specialization in Exercise Science/Clinical Exercise Physiology is by internal transfer only. Upon completion of a specified list of courses, any student may submit a request for an internal transfer.

**Eligibility Requirements for Internal Transfer**

To be eligible to transfer from the BSc Major into the BSc Honours program, the following courses must be completed with a minimum GPA of 3.30: EXCI 250, 252, 253, 254, 257 and CATA 262.

To be eligible to transfer from the BSc Major into the BSc Specialization in Exercise Science/Athletic Therapy or the BSc Specialization in Exercise Science/Clinical Exercise Physiology, the following courses must be completed with a minimum GPA of 3.00: EXCI 210, 250, 252, 253, 254, 257; CATA 262 and 263. Due to the limited number of internship site placements in Athletic Therapy and Clinical Exercise Physiology, not all students with a minimum of 3.00 are guaranteed transfer into the specialization.

**Application Procedures**

To be eligible to register for an internship, students must complete the following internship eligibility requirements specific to each internship course.

To be eligible to register for the Athletic Therapy Field Internship I (CATA 365i) the following prerequisite courses must be completed: BIOL 201i or equivalent

CHEM 205i, 206i or equivalent

EXCI 250i, 252i, 253i, 254i, 257i

MATH 203i, 205i or equivalent

PHYS 204i, 224i or equivalent

To be eligible for the Athletic Therapy Field Internship II (CATA 485i) the following prerequisite course must be completed: CATA 365i

To be eligible to register for the Athletic Therapy Clinical Internship I (CATA 475i) the following prerequisite courses must be completed: CATA 335i, 339i, 348i, 365i

EXCI 351i, 352i, 355i, 357i, 358i

PHYS 205i, 225i or equivalent
To be eligible to register for the Athletic Therapy Clinical Internship II (CATA 495) the following prerequisite courses must be completed:
PHYS 206, 226 or equivalent
EXCI 445, 451
CATA 437, 439, 475

To be eligible to register for the Clinical Exercise Physiology Internship I (EXCI 383) the following prerequisite courses must be completed:
BIOL 201 or equivalent
CATA 262
CHEM 205, 206, or equivalent
EXCI 210, 250, 252, 253, 254, 257, 380
MATH 203, 205 or equivalent
PHYS 204, 224 or equivalent

To be eligible to register for the Clinical Exercise Physiology Internship II (EXCI 483) the following prerequisite courses must be completed:
EXCI 351, 352, 355, 357, 358, 383, 422 (previously or concurrently)
PHYS 205, 225 or equivalent

Students are responsible for satisfying their particular degree requirements. The superscript indicates credit value.

60 BSc Honours in Exercise Science
Stage I
18 EXCI 250, 252, 253, 254, 257; CATA 262
Stage II
21 EXCI 322, 323, 351, 352, 355, 357, 358
Stage III
18 EXCI 420, 424, 425, 426, 445
3 Chosen from EXCI 440, 453, 455, 458

NOTE: Students seeking admission to the honours program must apply to the Department Honours Committee normally following the completion of 24 program credits. Students must meet the University regulations concerning the honours degree (§16.2.3). For additional information concerning programs and courses, students should consult the Department.

96 BSc Specialization in Exercise Science/Athletic Therapy
Stage I
24 CATA 262, 263; EXCI 210, 250, 252, 253, 254, 257
Stage II
30 CATA 337, 339, 348, 365; EXCI 351, 352, 355, 357, 358
Stage III
18 CATA 437, 439, 475; EXCI 445, 451
3 Chosen from EXCI 420, 422, 423, 440, 461
Stage IV
15 CATA 441, 462, 485, 495; EXCI 471
6 Chosen from CATA 447; EXCI 450, 453, 455, 458, 492; MANA 300

66 BSc Specialization in Exercise Science/Clinical Exercise Physiology
Stage I
24 EXCI 210, 250, 252, 253, 254, 257; CATA 262, 263
Stage II
21 EXCI 351, 352, 355, 357, 358, 380, 383
Stage III
18 EXCI 422, 423, 445, 450, 451, 483
3 Chosen from EXCI 420, 440, 453, 455, 458, 492

42 BSc Major in Exercise Science
Stage I
18 EXCI 250, 252, 253, 254, 257; CATA 262
Stage II
15 EXCI 351, 352, 355, 357, 358
Stage III
6 EXCI 420, 445
3 Chosen from EXCI 440, 450, 453, 455, 458, 492
Courses

Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.

CATA:

CATA 262  Emergency Care in Sport and Exercise (3 credits)
Prerequisite: EXCI 253 previously or concurrently. This course identifies common emergency situations in the athletic environment, and provides theoretical and practical components of management skills to safely deal with these situations. Specific signs and symptoms of basic emergency conditions are discussed. Planning of events to prepare for sport-related emergencies and administration of initial emergency techniques are included. Lectures and laboratory.
NOTE: The Corporation des thérapeutes du sport du Québec (CTSQ) accepts successful completion of this course as equivalent to a first aid course which is a partial requirement towards provincial recognition as a Level I Sport First Aider.

CATA 263  Principles of Athletic Therapy (3 credits)
Prerequisite: CATA 262. The course considers topics in athletic therapy from professional, preventive, and pathological perspectives. The course deals with injury classification, clinical flexibility, strength testing, cryotherapy, and sports dermatology. Preventive techniques such as pre-season physical examinations, protective equipment, hazard recognition, and taping techniques are also addressed. Acute and chronic pathologies associated with physical activity, as well as issues including sudden death and communicable diseases in athletics, and the adolescent athlete will be discussed. Lectures and laboratory.
NOTE: Students who have received credit for EXCI 263 or 335 may not take this course for credit.

CATA 337  Assessment of the Upper and Lower Extremities (3 credits)
Prerequisite: CATA 263; CATA 339 concurrently; enrolment in the Athletic Therapy Specialization. This course examines normal function of the upper and lower extremities of the human body. Abnormal function and various pathologies of these structures are addressed in depth. Making use of principles based on applied anatomy and physiology, students learn about clinical assessment procedures and implementation of evaluation methods addressing orthopaedic dysfunction. Types of surgical procedures are discussed. Lectures and laboratory.
NOTE: Students who have received credit for CATA 338 may not take this course for credit.

CATA 339  Rehabilitation of the Upper and Lower Extremities (3 credits)
Prerequisite: CATA 337 previously or concurrently; enrolment in the Athletic Therapy Specialization. This course examines concepts in the rehabilitation process including tissue healing, and introduces students to various exercise protocols and manual techniques specific to the upper and lower extremities. Students learn how to implement safe and effective rehabilitation protocols to address orthopaedic dysfunction of these areas. Patient education to facilitate rehabilitation, documentation treatment plans and treatment outcomes are addressed. Lectures and laboratory.
NOTE: Students who have received credit for CATA 338 may not take this course for credit.

CATA 348  Therapeutic Modalities in Sports Medicine (3 credits)
Prerequisite: CATA 337, 339; enrolment in the Athletic Therapy Specialization. Students are introduced to the parameters of therapeutic modalities and their physiological effects. Various modalities such as heat, cold, ultrasound, muscle stimulation, interferential current and Transcutaneous Electrical Nerve Stimulation (T.E.N.S.) are examined. For each modality, topics include instrumentation, set-up, and practical application. Basic concepts of manual treatment approaches, such as mobilizations, myofascial release, traction, and massage, are introduced. Indications and contraindications and precautions for all treatments are presented. Lectures and laboratory.
NOTE: Students who have received credit for EXCI 348 or 448 may not take this course for credit.

CATA 365  Athletic Therapy Field Internship I (6 credits)
Prerequisite: CATA 263; enrolment in the Athletic Therapy Specialization and permission of the Department. This course offers students the opportunity to work in an emergency or preventive setting with a sports team, although some clinical component may be introduced. Students must be certification candidates of the Canadian Athletic Therapists Association (CATA) and the Corporation des thérapeutes du sport du Québec (CTSQ). This course involves a commitment of 400 hours over two terms. Weekly seminars with agency supervisors are mandatory.
NOTE: Students who have received credit for CATA 390 may not take this course for credit.

CATA 437  Assessment of the Hip, Spine and Pelvis (3 credits)
Prerequisite: CATA 337, 339; enrolment in the Athletic Therapy Specialization. This course examines normal function of the hip, spine, and pelvis of the human body. Abnormal function and various pathologies of these structures are addressed in depth. Making use of principles based on applied anatomy and physiology, students learn about clinical assessment procedures and implementation of evaluation methods addressing orthopaedic dysfunction. Surgical procedures are discussed. Lectures and laboratory.
NOTE: Students who have received credit for CATA 438 may not take this course for credit.

CATA 439  Rehabilitation of the Hip, Spine and Pelvis (3 credits)
Prerequisite: CATA 339, 437 previously or concurrently; enrolment in the Athletic Therapy Specialization. This course examines concepts in rehabilitation, introducing the students to various exercise protocols and manual techniques specific to hip, spine, and
pelvis. Students learn how to implement advanced, safe, and effective rehabilitation protocols to address orthopaedic dysfunction of these areas. Lectures and laboratory.

NOTE: Students who have received credit for CATA 438 may not take this course for credit.

CATA 441  Concepts in Manual Therapy (3 credits)
Prerequisite: Enrolment in the Athletic Therapy Specialization and completion of 75 university credits. This course provides students with an understanding of the fundamental theory and practical basis for using various manual therapy techniques to keep athletes competition-ready, to help in their recovery from injury, and to improve their performance. The course explains various techniques in detail and describes the procedures involved in conducting effective treatment sessions. Muscle Energy, Active Release, Myofascial Release, and Sports Massage are some of the techniques discussed, demonstrated, and practised. Determining goals and organization of a treatment session, and the choice and application of techniques are also discussed. The goal of the course is to help athletic therapists determine the most appropriate manual therapy techniques for a variety of orthopaedic pathologies. Lectures and laboratory.

CATA 447  Special Topics in Athletic Therapy (3 credits)
Prerequisite: CATA 348; enrolment in the Athletic Therapy Specialization. This course focuses on recent research outcomes and new issues in athletic therapy specific to prevention, assessment, and rehabilitation of athletic injuries. The course content varies within the domains of the Canadian Athletic Therapists Association depending upon the most current issues such as surgical techniques, new medications, advanced assessment and modality techniques, and issues related to professional development and the workplace environment. Information is presented from a variety of courses and disciplines to enhance the knowledge base received from core Athletic Therapy courses. Lectures only.

CATA 462  Advanced Emergency Care (3 credits)
Prerequisite: CATA 365; enrolment in the Athletic Therapy Specialization. This course completes the preparation of Athletic Therapy students in the area of emergency care of sports-related injury. It identifies the less common and more complicated emergency situations experienced in the athletic therapy setting. Advanced theoretical and practical components are presented. This course develops the ability of the student to care for the athlete beyond the initial stages of emergency management and towards advanced life support. Lectures and laboratory.

CATA 475  Athletic Therapy Clinical Internship I (6 credits)
Prerequisite: CATA 348, 365; enrolment in the Athletic Therapy Specialization and permission of the Department. Students must be certification candidates of the Canadian Athletic Therapists Association and the Corporation des thérapeutes du sport du Québec. The course offers a minimum 400-hour supervised work opportunity. Under the supervision of a Certified Athletic Therapist, students are shown basic administrative skills as seen in private rehabilitation clinics or within the Department of Exercise Science.

NOTE: Students who have received credit for CATA 480 may not take this course for credit.

CATA 485  Athletic Therapy Field Internship II (3 credits)
Prerequisite: CATA 475; enrolment in the Athletic Therapy Specialization and fulfillment of internship eligibility requirements. This course offers students the opportunity to work in an emergency or preventive setting with a sports team, although some clinical component may be introduced. Students must be certification candidates of the Canadian Athletic Therapists Association (CATA) and the Corporation des thérapeutes du sport du Québec (CTSQ). This course involves a minimum commitment of 200 hours over one or two terms. Weekly seminars with agency supervisors are mandatory.

NOTE: Students who have received credit for CATA 390 may not take this course for credit.

CATA 495  Athletic Therapy Clinical Internship II (3 credits)
Prerequisite: CATA 475; enrolment in the Athletic Therapy Specialization and fulfillment of the internship eligibility requirements. Students must be certification candidates of the CATA and the CTSQ. The course offers a supervised period of work in a rehabilitation or athletic therapy clinic, for a minimum of 200 hours including a weekly seminar.

NOTE: Students who have received credit for CATA 480 may not take this course for credit.

EXCI:

EXCI 202  The Body Human: Form and Function (3 credits)
This course provides insight into the manner in which common injuries and diseases impact on the anatomical structures and functional systems of the body. The various medical treatments and procedures available to maintain or restore the structural and functional integrity of the body are also addressed. Conditions of a cardiovascular, pulmonary, neuromuscular, metabolic and oncologic nature are discussed.

NOTE: Students who have received credit for this topic under an EXCI 298 or EXCZ 298 number may not take this course for credit.

NOTE: Exercise Science students may not take this course for credit.

EXCI 204  Food for Sport (3 credits)
The course introduces students to a basic understanding of how the digestive system functions, and then examines the role of diet on sport performance. Students learn about the impact of the major food stuffs (carbohydrates, fats, proteins, vitamins, minerals, water) on performance outcomes. The use of ergogenic aids commonly used to enhance sport performance are also discussed with respect to their effectiveness. Caloric balance, diet and body composition are also discussed relevant to specific sport requirements.

NOTE: Students who have received credit for this topic under an EXCI 298 number may not take this course for credit.

NOTE: Exercise Science students may not take this course for credit.
EXCI 206  The Science of Sport (3 credits)
The course introduces basic and practical knowledge of human movement in sports and physical activity. Anatomical and physiological knowledge pertinent to body movement is presented in simple and meaningful terms. Biomechanical concepts and principles applied to body movement in different sports and physical activities are also addressed. Consideration is also given to nutritional aspects and injury prevention in sport and exercise.
NOTE: Students who have received credit for this topic under an EXCI 298 number may not take this course for credit.
NOTE: Exercise Science students may not take this course for credit.

EXCI 210  Introduction to Adapted and Therapeutic Physical Activity (3 credits)
Prerequisite: Enrolment in an Exercise Science program. This course differentiates between adapted and therapeutic approaches to physical activity with respect to their historical development, inherent principles, types of disabilities and disease conditions, demographics and epidemiological data. Lectures only.

EXCI 218  Physical Growth and Maturation (3 credits)
This course considers normal and abnormal growth and maturation patterns of the musculoskeletal, neural, hormonal, cardiovascular, and respiratory systems of the body. In addition, socialization and psychosocial development processes with relevance to an exercise or sports environment are examined. These patterns and processes are investigated from childhood through adolescence and adulthood. Lectures only.
NOTE: Exercise Science students may not take this course for credit.

EXCI 233  Current Issues in Personal and Community Health (3 credits)
This course presents an overview of factors influencing personal and community health. Students are exposed to prevalent physical and mental health issues from biological, psychological, and sociological points of view. Health-related consequences of alcohol abuse, drugs, birth control, sedentary lifestyle, eating disorders, and communicable diseases are among the topics considered. Lectures only.
NOTE: Exercise Science students may not take this course for credit.

EXCI 250  Research Methods (3 credits)
This course provides students with a general overview of investigative research and the nature of scientific inquiry. Students receive instruction in critical inquiry and appraisal, research design, research ethics, and the role research plays in the development of professional practice/skills. Finally, this course provides the necessary knowledge and practical experience to enable students to plan and run an experimental project, including an understanding of the process of data collection, analysis, interpretation, and presentation. Lectures only.

EXCI 251  Fundamentals of Health and Physical Activity (3 credits)
The basic and contemporary issues of health and physical activity are discussed. General topics regarding the benefits of physical activity are examined from anatomical and physiological perspectives. Upon completion, students are able to apply the principles of fitness and wellness to their own lives, to assess their current level of fitness and wellness, to create plans for changing their lifestyle to reach wellness, and to monitor their progress using the health-related components of physical fitness: body composition, cardiovascular endurance, muscular strength and endurance, and flexibility. Lectures only.
NOTE: Students who have received credit for EXCZ 251 may not take this course for credit.
NOTE: Exercise Science students may not take this course for credit.

EXCI 252  Introduction to Physical Activity, Health and Fitness (3 credits)
Prerequisite: Enrolment in an Exercise Science program. This course focuses on the fundamentals of fitness assessment and the design of individualized exercise programs compatible with the responsibilities of a health/fitness instructor. Topics of study include screening clients for fitness testing and physical activity participation; the selection of appropriate tests to assess the health-related components of physical fitness such as body composition, cardiovascular endurance, muscular strength, local muscular endurance, and flexibility; interpretation of test results; and the application of exercise principles in the design of safe and effective individualized exercise prescriptions of the apparently healthy client. Lectures and laboratory.
NOTE: Students who have received credit for EXCI 261 and 342 may not take this course for credit.

EXCI 253  Human Anatomy I: Musculoskeletal Anatomy (3 credits)
Prerequisite: Enrolment in an Exercise Science program. The major focus of this course covers the anatomy of the musculoskeletal system and accompanying (peripheral) circulatory and neurological systems. It also addresses introductory terminology and tissue differentiation. The structures are examined through approaches of surface anatomy, current and traditional media and/or cadaver examination. Lectures and laboratory.

EXCI 254  Human Anatomy II: Systemic Anatomy (3 credits)
Prerequisite: EXCI 253; enrolment in an Exercise Science program. The major focus of this course covers the anatomy of the central circulatory and central respiratory systems. It also addresses the anatomy of the brain and spinal column as well as the integumentary, digestive, and urogenital systems. The structures are examined through approaches of surface anatomy, current and traditional media and cadaver examination. Lectures and laboratory.

EXCI 257  Human Physiology I: The Neurological, Bio-energetic and Endocrine Systems (3 credits)
Prerequisite: EXCI 254 previously or concurrently. This course surveys the functional organization and integration of the major systems of the body. A strong focus is placed on the fundamental control and operation of the nervous system, the mechanics and
energetics of skeletal muscle function, and the actions of hormones comprising the endocrine and reproductive systems. Lectures and laboratory.

NOTE: Students who have received credit for EXCI 353 may not take this course for credit.

**EXCI 298**  
Selected Topics in Exercise Science (3 credits)

**EXCI 299**  
Selected Topics in Exercise Science (6 credits)

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

**EXCI 322**  
Statistics for Exercise Science (3 credits)  
Prerequisite: EXCI 250; enrolment in the honours program; or permission of the Department. This course builds on students' experience derived from EXCI 250 to advance their knowledge of the research process by providing details of statistical techniques and methods that are common in exercise science. Lectures only.

**EXCI 323**  
Research Experience in Exercise Science (3 credits)  
Prerequisite: EXCI 250; enrolment in the honours program. This course provides students with hands-on research experience. They learn a new technique, engage in data collection, and produce a literature review in an area related to the research of the supervising professor. Laboratory only.

**EXCI 351**  
Introduction to the Biomechanics of Human Movement (3 credits)  
Prerequisite: EXCI 253; PHYS 204, 224 or equivalent. The primary focus of this course concentrates on the mechanical principles of human movement. Fundamental principles of kinematics and kinetics are examined in a theoretical and practical context. Lectures and laboratory.

**EXCI 352**  
Essentials of Exercise Testing and Training in Athletic Populations (3 credits)  
Prerequisite: EXCI 252. This course utilizes the students' background knowledge of anatomy, physiology, biomechanics, exercise physiology, and exercise programming to design pre-season, in-season, and post-season conditioning programs for elite athletes in a variety of sports. Most importantly, this course focuses on the importance of applying scientific principles of training in the design of exercise programs for elite athletes. The importance of skill-related (i.e. speed, agility, and power) and health-related components (i.e. cardio-respiratory endurance, and muscle strength) of physical fitness relative to performance is emphasized in this course. Some of the topics covered include ergogenic aids, regulation of skeletal muscle mass, periodization, aerobic endurance and resistance exercise training, and plyometrics. Lectures and laboratory.

NOTE: Students who have received credit for EXCI 452 may not take this course for credit.

**EXCI 355**  
Neural Control of Human Movement (3 credits)  
Prerequisite: EXCI 254, 257. Following a brief review of the nervous system anatomy and the functional properties of the neuron, students are introduced to the basic principles of the neural control of human movement, including reference to the sensory systems (visual, auditory, vestibular, proprioceptive and kinesthetic). Select pathologies and disorders of the nervous system and their resulting neuromuscular deficits are presented, as well as neuro-rehabilitative techniques and strategies. Lectures only.

**EXCI 357**  
Human Physiology II: The Cardiovascular and Respiratory Systems (3 credits)  
Prerequisite: EXCI 257. This course deals with the structural, the fundamental mechanisms and the functional control of the cardiovascular and respiratory systems. A detailed analysis of the rhythmical control of the heart, cardiovascular hemodynamics, capillary and coronary circulations, control of arterial blood pressure, the regulation of heart rate, cardiac output, and the peripheral vasculature is discussed. With respect to respiratory physiology, selected topics including pulmonary mechanics, principles of gas exchange and diffusion, transport of oxygen and carbon dioxide in the blood, and the regulation of respiration are addressed. Lectures and laboratory.

**EXCI 358**  
Physiology of Exercise (3 credits)  
Prerequisite: EXCI 357. This course deals with the physiological adjustments and adaptations to physical activity. Special emphasis is placed on examining the functional capacity of the cardiovascular, respiratory, neuromuscular, and endocrine systems to acute exercise and the process of adaptation to exercise training. Lectures and laboratory.

NOTE: Students who have received credit for EXCI 456 may not take this course for credit.

**EXCI 380**  
Adapted Physical Activity (3 credits)  
Prerequisite: EXCI 210; enrolment in the Clinical Exercise Physiology Specialization. This course examines the pathology associated with selected physical impairments and disabilities including sensorial, neurological, and orthopaedic conditions. Appropriate adapted physical activities are presented together with contraindications to physical activity and the role of environmental factors. Students experience clinical environments through field-trip activities. Lectures only.

**EXCI 383**  
Clinical Exercise Physiology Internship I (3 credits)  
Prerequisite: Enrolment in the Clinical Exercise Physiology Specialization and fulfillment of internship eligibility requirements. This course offers students the opportunity to observe and participate in physical activity programming offered for special populations (i.e. persons with neurological and physical impairments) in a supervised setting. This course involves a commitment of 120 hours including a weekly seminar.
EXCI 398  Selected Topics in Exercise Science (3 credits)

EXCI 399  Selected Topics in Exercise Science (6 credits)

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

EXCI 420  Physical Activity Epidemiology (3 credits)
Prerequisite: EXCI 358. This course surveys the health-related aspects of exercise, physical activity, and physical fitness from the perspective of epidemiology. Topics include an introduction to the epidemiological process, the relationship between physical activity and disease (e.g. cardiovascular disease, obesity, cancer, mental illness), the biological mechanisms for healthy adaptations to physical activity, the behavioural determinants of physical activity, and public policy implications of the current literature.

NOTE: Students who have received credit for this topic under an EXCI 498 number may not take this course for credit.

EXCI 422  Pathophysiology in Clinical Exercise Science I (3 credits)
Prerequisite: EXCI 252, 358 or equivalent; enrolment in the Clinical Exercise Physiology Specialization. This course reviews pathophysiology, medical intervention techniques, and medication profiles of the most common cardiovascular, respiratory, oncologic and metabolic diseases. Lectures only.

EXCI 423  Pathophysiology in Clinical Exercise Science II (3 credits)
Prerequisite: EXCI 252, 358 or equivalent; enrolment in the Clinical Exercise Physiology Specialization. This course reviews pathophysiology, medical intervention techniques, and medication profiles of the most common neuromuscular and orthopaedic diseases and disabilities. Lectures only.

EXCI 424  Honours Seminar I: Issues and Methods in Exercise Science (3 credits)
Prerequisite: EXCI 322, 323; enrolment in the honours program. Using a combination of guest speakers and student presentations, this seminar is geared to critically examining current issues and methods in exercise science. Its emphasis is on practical and methodological issues as they relate to selected topics from these areas. Examples of topics include ethical issues and new emerging theories in exercise science, and utility of a particular research technique or methodology. Lectures only.

EXCI 425  Honours Seminar II: Current Topics in Exercise Science (3 credits)
Prerequisite: EXCI 322, 323; enrolment in the honours program. Using a combination of guest speakers and student presentations, this seminar is geared to critically examining current topics in exercise science. Its emphasis is on the theoretical basis of issues as they relate to selected topics in the student’s specific areas of research. Lectures only.

EXCI 426  Honours Thesis (6 credits)
Prerequisite: EXCI 322, 323; EXCI 424, 425 previously or concurrently; enrolment in the honours program. This course requires the student to propose and conduct a study and submit a thesis according to a recognized and approved scientific journal format. The work is supervised by a thesis chair selected by the student from within the Department.

EXCI 440  Current Developments in the Biochemistry of Exercise (3 credits)
Prerequisite: EXCI 358 or permission of the Department. This course offers an in-depth examination of the current topics and literature in biochemistry, cellular and molecular biology, and physiology as they relate to the adaptations associated with physical activity, exercise training, or disease. The course is designed to integrate knowledge from the disciplines of Exercise Science, Biochemistry, and Biology, to facilitate the synthesis and evaluation of new ideas, and to promote the effective oral and written communication of these ideas.

NOTE: Students who have received credit for this topic under an EXCI 498 number may not take this course for credit.

EXCI 445  Nutrition in Exercise and Sport (3 credits)
Prerequisite: EXCI 358. This course provides an overview of the anatomy and in-depth study of the physiology of the digestive system prior to examining the significance of carbohydrates, lipids, and proteins as essential nutritional requirements for physical activity and optimal performance. The importance of trace minerals and vitamins is also discussed. Specific issues such as the use of nutritional beverages, ergogenic aids, eating disorders, and nutritional concerns of athletes are some of the topics presented. Lectures only.

EXCI 450  Physical Fitness Assessment, Exercise Prescription and Rehabilitation in Special Populations (3 credits)
Prerequisite: EXCI 252, 358, 422, 423 previously or concurrently. This course focuses on the assessment of the health-related components of physical fitness in individuals with chronic degenerative diseases. These health-related components include cardiopulmonary endurance, muscular fitness, flexibility, and body composition. Furthermore, students learn how to design safe and effective exercise programs through proper exercise prescription for these same individuals. Cancer, musculoskeletal disorders, and cardiovascular, pulmonary, and metabolic diseases are samples of the degenerative diseases that are examined in this course. Lectures and laboratory.

EXCI 451  Clinical Biomechanics (3 credits)
Prerequisite: EXCI 351, 355 previously or concurrently. This course addresses biomechanical aspects of the most common structural and neurological abnormalities of the spine resulting in pathological gait. It also addresses the mechanics of tissue and joint injury of the head, neck, torso, and extremities. Lectures only.
EXCI 453  **Stress, Health and Disease** (3 credits)
Prerequisite: EXCI 355, 357 or permission of the Department. This course is an introduction to the role stress plays in health and disease. Topics dealt with in this seminar-based course include defining and measuring stress, the relationship between stress and disease (e.g. cardiovascular disease, asthma, cancer, infectious illness), the pathophysiology of stress, and current issues and controversies in behavioural medicine.
*NOTE:* Students who have received credit for EXCI 320 or for this topic under an EXCI 398 number may not take this course for credit.

EXCI 455  **Physical Activity, Health and Aging** (3 credits)
Prerequisite: EXCI 358. This course addresses the health status, physical fitness, exercise patterns, and effectiveness of exercise prescription for the well elderly and those exhibiting symptoms of chronic diseases which commonly accompany the aging process. Lectures and laboratory.

EXCI 458  **Pediatric Exercise Science** (3 credits)
Prerequisite: EXCI 351, 358. This course introduces students to the anatomical, physiological, and psychosocial issues related to exercise and physical activity in children. Topics include influence on growth and health, injury potential, endurance exercise, weight training, youth in sport, competitive and collaborative play, stress in childhood, and the strategies for improving exercise habits of children. Lectures only.

EXCI 461  **Pharmacology for Sport and Exercise** (3 credits)
Prerequisite: EXCI 358. This course provides the latest information on over-the-counter and prescription medications commonly used in sport. It offers a sound review of pharmacology and pharmokinetic principles and explores the latest practice implications for certified athletic therapists and exercise specialists. The course includes indications, contraindications, and side effects of common therapeutic medications used in sport. Class discussions also cover natural products and the effects of their interactions with prescription and non-prescription pharmaceuticals. Lectures only.

EXCI 471  **Pain Management Strategies** (3 credits)
Prerequisite: EXCI 358. This course relates theory and research to the practical experiences of client/athletic-practitioner interactions, relationships, and interventions. It addresses pain management principles as they relate to illness, injury, and rehabilitation. Lectures only.

EXCI 483  **Clinical Exercise Physiology Internship II** (3 credits)
Prerequisite: Enrolment in the Clinical Exercise Physiology Specialization and fulfillment of internship eligibility requirements. The course offers a supervised period of work as activity leader/exercise specialist in a hospital or rehabilitation centre assisting in performing physiological evaluations, designing exercise programs, and animating physical activities. The course involves a commitment of 120 hours including a weekly seminar.

EXCI 492  **Independent Study in Exercise Science** (3 credits)
Prerequisite: Completion of 60 credits in the Exercise Science Major or Specialization programs and written permission of the Department Chair. This course provides an opportunity to conduct a small-scale scientific research project under the supervision of a faculty member from the Department. In consultation with a faculty member, the student selects a topic, formulates a research methodology, collects data, analyzes the results, and writes a formal research report.
*NOTE:* Students who have received credit for EXCI 491 may not take this course for credit.

EXCI 498  **Advanced Topics in Exercise Science** (3 credits)

EXCI 499  **Advanced Topics in Exercise Science** (6 credits)

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
GEOGRAPHY, PLANNING AND ENVIRONMENT

Faculty

Chair
DAVID F. GREENE, PhD University of Calgary; Professor

Distinguished Professors Emeriti
BRIAN SLACK, PhD McGill University
PATRICIA THORNTON, PhD University of Aberdeen

Associate Professors
PASCALE BIRON, PhD Université de Montréal
PIERRE GAUTHIER, PhD McGill University
JOCHEN JAEGER, Diplom Dr.Sc.Nat ETH Zurich (Swiss Federal Institute of Technology)
DAMON MATTHEWS, PhD University of Victoria
MONICA MULRENNAN, PhD University College Dublin
ALAN E. NASH, PhD University of Cambridge
JUDITH PATTERSON, PhD Virginia Polytechnic Institute
NORMA RANTISI, PhD University of Toronto
CRAIG TOWNSEND, PhD Murdoch University

Assistant Professors
SÉBASTIEN CAQUARD, PhD Université Jean Monnet de Saint-Étienne
ROSEMARY COLLARD, PhD University of British Columbia
KEVIN GOULD, PhD University of British Columbia
ZACHARY PATTERSON, PhD McGill University
TED RUTLAND, PhD University of British Columbia

Affiliate Assistant Professors
JAMES FREEMAN, PhD University of California, Berkeley
WILLIAM KENNEDY, PhD Free University of Berlin
JULIE PODMORE, PhD McGill University
LAURA SHILLINGTON, PhD York University
UDAYA VEPAKOMMA, PhD Université du Québec à Montréal

For the complete list of faculty members, please consult the Department website.

Location

Sir George Williams Campus
Hall Building, Room: H 1255-26
514-848-2424, ext. 2050

Department Objectives

The Department of Geography, Planning and Environment focuses on the processes and practices of human intervention in the natural, cultural, and built environment. Human interventions are examined as cultural and political processes across the spectrum of biophysical settings and human settlements. The Department's aim is to provide a systematic understanding of biogeophysical environmental processes and human-environment interactions as a step towards improving policies, practices, and specific interventions. The curriculum reflects a balance among theoretical, technical, and applied aspects, and promotes environmental and spatial awareness and literacy. The Department aims to train professional geographers, environmental scientists, and urban planners, as well as to produce articulate and informed graduates who are committed to improving the quality and sustainability of the natural, human, and built environment.

Programs

The Department offers honours, specialization, and major programs leading to a BA in Human Environment, a BA in Urban Planning or Urban Studies, and a BSc in Environmental Science or Environmental Geography. Students wishing to follow a BSc must meet the entry profile for that program (see §31.002 — Programs and Admission Requirements — Profiles).
It is strongly recommended that students planning graduate studies follow the appropriate honours or specialization program. Students seeking admission to the honours program may apply either for direct entry on the University application form or, once in the program, to the departmental honours advisor during stage two of their program. In addition to meeting the Faculty requirements (see §31.003 Honours Regulations), the Department requires a statement of intent which specifies the proposed topic and supervisor for the Honours Essay (GEOG 491 or URBS 491). All students in department programs must be advised annually to receive permission to register for courses or to replace, substitute, or be exempted from any course within their program. Urban Studies students should consult the director of Urban Studies; all other program students should consult the Geography undergraduate advisor.

Students are responsible for satisfying their particular degree requirements. The superscript indicates credit value.

<table>
<thead>
<tr>
<th>60</th>
<th>BA Honours in the Human Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Stage I</strong></td>
</tr>
<tr>
<td>15</td>
<td>GEOG 220, 260, 272, 274, 290</td>
</tr>
<tr>
<td>3</td>
<td>Chosen from GEOG 210, GEOL 210, URBS 230</td>
</tr>
<tr>
<td></td>
<td><strong>Stage II</strong></td>
</tr>
<tr>
<td>12</td>
<td>GEOG 300, 361, 362, 363</td>
</tr>
<tr>
<td>6</td>
<td>Chosen from GEOG 317, 318, 330, 355</td>
</tr>
<tr>
<td>6</td>
<td>Chosen from GEOG 371, 372 or 373, 375, 377, 378</td>
</tr>
<tr>
<td></td>
<td><strong>Stage III</strong></td>
</tr>
<tr>
<td>12</td>
<td>Elective credits in Geography at the 400 level</td>
</tr>
<tr>
<td>6</td>
<td>GEOG 491</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>60</th>
<th>BA Specialization in the Human Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Stage I</strong></td>
</tr>
<tr>
<td>15</td>
<td>GEOG 220, 260, 272, 274, 290</td>
</tr>
<tr>
<td>3</td>
<td>Chosen from GEOG 210, GEOL 210, URBS 230</td>
</tr>
<tr>
<td></td>
<td><strong>Stage II</strong></td>
</tr>
<tr>
<td>12</td>
<td>GEOG 300, 361, 362, 363</td>
</tr>
<tr>
<td>6</td>
<td>Chosen from GEOG 317, 318, 330, 355</td>
</tr>
<tr>
<td>6</td>
<td>Chosen from GEOG 371, 372 or 373, 375, 377, 378</td>
</tr>
<tr>
<td></td>
<td><strong>Stage III</strong></td>
</tr>
<tr>
<td>12</td>
<td>Elective credits in Geography at the 400 level</td>
</tr>
<tr>
<td>6</td>
<td>Elective credits in Geography at the 300 or 400 level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>42</th>
<th>BA Major in the Human Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Stage I</strong></td>
</tr>
<tr>
<td>15</td>
<td>GEOG 220, 260, 272, 274, 290</td>
</tr>
<tr>
<td>3</td>
<td>Chosen from GEOG 210, GEOL 210, URBS 230</td>
</tr>
<tr>
<td></td>
<td><strong>Stage II</strong></td>
</tr>
<tr>
<td>12</td>
<td>GEOG 300, 361, 362, 363</td>
</tr>
<tr>
<td>3</td>
<td>Chosen from GEOG 317, 318, 330, 355</td>
</tr>
<tr>
<td>3</td>
<td>Chosen from GEOG 371, 372 or 373, 375, 377, 378</td>
</tr>
<tr>
<td></td>
<td><strong>Stage III</strong></td>
</tr>
<tr>
<td>6</td>
<td>Elective credits in Geography at the 400 level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>69</th>
<th>BSc Honours in Environmental Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Stage I</strong></td>
</tr>
<tr>
<td>9</td>
<td>BIOL 225, 226, GEOG 290</td>
</tr>
<tr>
<td>3</td>
<td>COMP 218 or 248</td>
</tr>
<tr>
<td>6</td>
<td>Chosen from GEOG 272, 274, GEOL 210</td>
</tr>
<tr>
<td>3</td>
<td>GEOG 260, GEOL 216</td>
</tr>
<tr>
<td>3</td>
<td>CHEM 212 or 217</td>
</tr>
<tr>
<td></td>
<td><strong>Stage II</strong></td>
</tr>
<tr>
<td>6</td>
<td>BIOL 322, GEOG 363</td>
</tr>
<tr>
<td>3</td>
<td>Chosen from BIOL 321, GEOG 355, GEOL 302</td>
</tr>
<tr>
<td>9</td>
<td>Chosen from GEOG 371, 372 or 373, 375, 377, 378</td>
</tr>
<tr>
<td>6</td>
<td>Chosen from BIOL 350, 351, 353, 367, 381, 385, CHEM 271, CIVI 361, GEOL 331; ENGR 251</td>
</tr>
<tr>
<td></td>
<td><strong>Stage III</strong></td>
</tr>
<tr>
<td>3</td>
<td>GEOG 463 or 465</td>
</tr>
<tr>
<td>12</td>
<td>Chosen from BIOL 451, 457, 459, CHEM 375, 470, 472, GEOG 458, 466, 467, 470, 474, 475, 478, 498; GEOL 415, 440, CIVI 467, 468, 469, 495</td>
</tr>
<tr>
<td>6</td>
<td>Chosen from BIOL 490, GEOG 491, GEOL 414</td>
</tr>
</tbody>
</table>

*Environmental Science students missing the prerequisites may apply to have all or some of these waived by the Department of Building, Civil and Environmental Engineering.*

**Where the subject matter is of an environmental science nature.
69 BSc Specialization in Environmental Science

Stage I
9 BIOL 225³, 226³, GEOG 290³
3 COMP 218³ or 248³
6 Chosen from GEOG 272³, 274³; GEOL 210³
3 GEOG 260³ or GEOL 216³
3 CHEM 212³ or 217³

Stage II
6 BIOL 322³; GEOG 363³
3 Chosen from BIOL 321³; GEOG 355³; GEOL 302³
9 Chosen from GEOG 371³, 372³ or 373³, 375³, 377³, 378³
6 Chosen from BIOL 350³, 351³, 353³, 367³, 381³, 385³; CHEM 271³; CIVI 361³; GEOL 331³; ENGR 251³

Stage III
3 GEOG 463³ or 465³
18 Chosen from BIOL 451³, 457³, 459³; CHEM 375³, 470³, 472³; GEOG 458³, 466³, 467³, 470³, 474³, 475³, 478³, 498³; GEOL 415³, 440³, CIVI 457³, 468³, 469³, 495³

*Environmental Science students missing the prerequisites may apply to have all or some of these waived by the Department of Building, Civil and Environmental Engineering.
**Where the subject matter is of an environmental science nature.

45 BSc Major in Environmental Geography

Stage I
15 GEOG 220³, 260³, 272³, 274³, 290³
3 GEOL 210³
3 Chosen from BIOL 225³, 226³, 227³

Stages II & III
12 GEOG 300³, 361³, 362³, 363³
12 300- or 400-level credits chosen from the BSc Geography/Geology course list or in consultation with the appropriate departmental advisor. At least three credits must be at the 400 level.

30 Minor in the Human Environment
15 GEOG 220³, 260³, 272³, 274³, 290³
3 GEOG 300³
12 GEOG elective credits at the 300 or 400 level

NOTE: This minor is intended for Arts students.

24 Minor in Environmental Geography
6 GEOG 272³, 274³
3 GEOL 210³
9 Chosen from GEOG 300³, 363³, 371³, 372³ or 373³, 375³, 377³, 378³; GEOL 302³, 331³
6 Chosen from GEOG 406³, 458³, 463³, 466³, 467³, 470³, 472³, 474³, 475³, 478³; GEOL 415³, 440³

NOTE: This minor is intended for Science students.

Students in programs leading to the BSc degree may take the courses in Geography/Geology listed below for credits to be applied to their program of concentration.

GEOG 260 Mapping and the Environment (3 credits)
GEOG 272 The Natural Environment: Air and Water (3 credits)
GEOG 274 The Natural Environment: Land and Life (3 credits)
GEOG 361 Research Design and Qualitative Methods (3 credits)
GEOG 362 Statistical Methods (3 credits)
GEOG 363 Geographic Information Systems (3 credits)
GEOG 371 Landscape Ecology (3 credits)
GEOG 372 Plant Reproductive Ecology (3 credits)
GEOG 373 Plant Community Ecology (3 credits)
GEOG 375 Hydrology (3 credits)
GEOG 377 Landform Evolution (3 credits)
GEOG 378 The Climate System (3 credits)
GEOG 458 Environmental Impact Assessment (3 credits)
GEOG 463 Advanced Geographic Information Systems (3 credits)
GEOG 465 Remote Sensing (3 credits)
GEOG 466 Geomedia and the Geoweb (3 credits)
GEOG 470 Environmental Management (3 credits)
GEOG 472 Environmental Change during the Quaternary (3 credits)
GEOG 473 Environment and Health (3 credits)
GEOG 474 Sustainable Forest Management (3 credits)
Courses

Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.

Geography

GEOG 200 World Geography (3 credits)
This course provides an overview of world geography. It first examines the main environmental and social factors that geographers have employed to divide the world into a series of distinctive regions, and uses examples of specific countries to explore the distinctive geographical processes by which these patterns are transformed and perpetuated.
NOTE: Students who have completed courses numbered GEOG 209 and above may not take GEOG 200-208 for credit.

GEOG 203 Canadian Environmental Issues (3 credits)
This course examines the diversity and complexity of Canadian environmental issues from an interdisciplinary perspective. Natural science considerations are explored as well as the relationship of scientific understanding to policy and wider social action. Issues addressed include fisheries, animal rights, biodiversity conservation, protected areas, energy, and climate change.
NOTE: Students registered in a Human Environment, Environmental Geography, or Environmental Science program may not take this course for credit.

GEOG 204 Global Environmental Issues (3 credits)
This course examines a number of global environmental issues from an interdisciplinary perspective. The complex interactions and interdependencies among the biophysical, socio-economic, political, and cultural aspects of global environmental change are explored in relation to issues such as global warming, desertification, deforestation, declining biodiversity, and acid rain.
NOTE: Students registered in a Human Environment, Environmental Geography, or Environmental Science program may not take this course for credit.

GEOG 206 Maps and Mapping (3 credits)
This course explores the role of maps in society. Students are introduced to basic mapping concepts in order to evaluate the meaning and use of various types of maps. Samples of the following types of maps are studied: historic maps, political maps, cognitive maps, maps in newspapers and magazines, computer-generated maps, and maps on television.
NOTE: Students who have completed courses numbered GEOG 209 and above may not take GEOG 200-208 for credit.

GEOG 209 The Geography of a Selected Region (3 credits)
The course includes both a systematic survey as well as an in-depth focus on particular geographical issues and problems. The specific region to be studied may vary from year to year.

GEOG 210 Geography of Global Change (3 credits)
This course examines a variety of geographical changes related to globalization. It focuses mainly on the global political system and the global economy, and also considers transport and communications systems, culture, and environmental issues.
NOTE: Students who have received credit for GEOZ 210 may not take this course for credit.

GEOG 220 The Human Environment: Place, Space, and Identity (3 credits)
This course examines how geographers construct the meaning of place, the unique identity of places, the contests over identity of place, and how space is socially constructed. The ways in which these have been affected by migration and globalization are then examined within the context of an already constituted social and geographical unevenness (political, economic, environmental, and cultural).
NOTE: Students who have received credit for GEOZ 220 may not take this course for credit.

GEOG 260 Mapping the Environment (3 credits)
This course introduces students to the basic concepts, theory, and methods of mapping with reference to topographic and thematic maps. Through lectures, laboratories, and practical assignments, students learn about the sources of data for maps, and how these data are manipulated, represented, and interpreted in both analog and digital form (Geographic Information Systems). Lectures and laboratory.

GEOG 272 The Natural Environment: Air and Water (3 credits)
This course introduces the Earth’s atmosphere and hydrosphere through an examination of their structural components, processes, and variability through space and time. Topics include the global energy system, air temperature cycles, weather systems, urban climate, the water cycle, oceans, lakes, and rivers.
GEOG 274  *The Natural Environment: Land and Life* (3 credits)
This course introduces the Earth’s lithosphere and biosphere through an examination of their structural components, processes, and variability through space and time. Topics include the tectonic system, volcanic activity, landscape and landform development, soils, biogeochemical cycling, succession, and biomes.

GEOG 290  *Environment and Society* (3 credits)
Prerequisite: GEOG 220, 272; 274 concurrently.* This course integrates human and physical geography into a holistic view of human-environment relations. It focuses on a few key environmental issues through case studies operating at a variety of scales (global, national, regional, local), and in different places and time periods. It examines how humans interact with the environment; how they, as members of societies and bearers of culture, perceive, use, transform, and manage the physical environment in different ways and are in turn impacted by changes to that environment. Each case study highlights a specific method and tool of geographic analysis and introduces students to the value of different approaches to environmental issues.

*NOTE: Students enrolled in either the BSc Honours or Specialization in Environmental Science are not required to have the GEOG 220 prerequisite, and may substitute GEOL 210 for either GEOG 272 or 274.*

GEOG 298  *Selected Topics in Geography* (3 credits)
GEOG 299  *Selected Topics in Geography* (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule and the Geography Course Guide.

GEOG 300  *Environment: Historical and Cultural Perspectives* (3 credits)
Prerequisite: GEOG 290 or permission of the Department. This course explores selected aspects of nature and culture in Western thought. It focuses on four overlapping themes: 1) it presents a broad historical overview of the questions that humans have posed concerning the habitable Earth and their relationships to it; 2) it looks in more detail at one of those questions, namely, the extent to which human agency has transformed the Earth; 3) it explores the relations between attitudes, values and behaviour, focusing mainly on the idea of wilderness; and 4) it traces the roots and describes the main characteristics of contemporary environmentalism.

GEOG 301  *The Sustainable University Campus* (3 credits)
Prerequisite: 30 university credits or permission of the Department. With the campus as the laboratory, this course explores and contributes to building a more sustainable campus community. It is designed to support Concordia’s commitment to sustainability while providing students with an applied learning experience. Students gain experience in planning and implementing interdisciplinary research projects using a variety of qualitative and quantitative techniques. They learn about participatory action research, the application of sustainability concepts in a living and learning organization, and work in teams to develop creative and actionable projects that contribute to moving the University in a more sustainable direction. The course integrates theory and practice. The Concordia Campus Sustainability Assessment as well as recent literature and case studies from the sustainability assessment and reporting fields form the theoretical foundations of the course. The course uses lectures, guest speakers, workshops, and project work as learning tools.

*NOTE: Students who have received credit for this topic under a GEOG 398 number may not take this course for credit.*

GEOG 317  *Population Geography* (3 credits)
Prerequisite: GEOG 220 or permission of the Department. This course focuses on demographic processes and their relevance to current planning and policy issues. The lectures examine evolving patterns of fertility, mortality, and migration, the spatial and temporal processes that fashion them, and their interaction as expressed in population growth, age structure, and policy issues such as aging, low fertility in post-industrial societies, high fertility and poor health in some less developed countries. In response to now widely available electronic demographic data, the laboratory develops students’ skills in the methods of demographic analysis and interpretation through the use of desktop spreadsheet programs (Excel). Lectures and laboratory.

GEOG 318  *Vanishing Borders: Regions and the New International Order* (3 credits)
Prerequisite: GEOG 220, or completion of 30 credits for students enrolled in a Social Science program, or permission of the Department. This course examines the argument that as globalization reduces and removes the effects of international boundaries, regions are becoming more important in the global economy and in the global political system. Emerging new forms of regionalism are discussed, such as transborder regions, regions based on transnational economic integration, and hi-tech regions. The changing nature of more traditional regions, such as metropolitan regions and regions based on sub-state nationalism is also considered.

GEOG 321  *A World of Food* (3 credits)
Prerequisite: 24 university credits. This course examines the geographical processes that have affected the production and consumption of food from the beginnings of agriculture to the rise of genetically modified organisms, and considers the part played by different patterns of diet and cuisine in shaping distinctive regions at the global and local scale.

*NOTE: Students who have received credit for this topic under a GEOG 398 number may not take this course for credit.*

GEOG 330  *Urban Geography* (3 credits)
Prerequisite: GEOG 220 or permission of the Department. The geographer’s view of the city is explored at two scales: cities as elements of an urban system, including topics such as urbanization and the functional structure of cities; and intra-urban patterns, including the spatial arrangement of land-use and social areas.
GEOG 333  Urban Transportation (3 credits)
Prerequisite: GEOG 220 or URBS 230 or permission of the Department. This course examines the past evolution and recent functioning of various transport modes in cities around the world. Recent debates about desirable levels of car, transit, and non-motorized modes feature prominently. Techniques of analyzing urban transport and public policy options are considered in light of burgeoning concerns about sustainable development and the worldwide growth of motorization.
NOTE: Students who have received credit for URBS 310 may not take this course for credit.

GEOG 342  The Making of the Irish Landscape (3 credits)
Prerequisite: Second-year standing or permission of the Department. This course focuses on the evolution of the Irish landscape and examines the physical, political, social, economic and attitudinal processes that have shaped the cultural landscape from prehistoric times to the present.
NOTE: Students who have received credit for this topic under a GEOG 398 number may not take this course for credit.

GEOG 355  Resource Analysis and Management (3 credits)
Prerequisite: GEOG 290 or permission of the Department. The course is concerned with the use of the Earth’s natural resources and with the economic, institutional, and ecological factors that affect, condition, and control the use of these resources. It examines various approaches to analyzing, evaluating, and resolving resource issues and conflicts. These approaches are applied to Canadian forestry, fisheries, water, energy, and mineral resources.

GEOG 361  Research Design and Qualitative Methods (3 credits)
Prerequisite: GEOG 260 or permission of the Department. This course introduces students to commonly employed methods and techniques for undertaking social science research. After reviewing the philosophical considerations underlying particular research traditions and the merits and limitations of distinct types of research strategies, the course examines specific sets of methods and the kinds of questions and research topics for which they are best suited. The focus is on qualitative methods but also examines the complementarity of qualitative and quantitative techniques and the broader research designs in which quantitative techniques can be employed. Readings are supplemented with in-class and field exercises. Occasional involvement in fieldwork outside of class time is required.
NOTE: Students who have received credit for GEOG 360 may not take this course for credit.

GEOG 362  Statistical Methods (3 credits)
Prerequisite: GEOG 361 or permission of the Department. This course introduces statistical methods for geographers. Topics include sampling, data manipulation, probability distributions, statistical inference, hypothesis testing, correlation and regression. Lectures and laboratory.
NOTE: Students who have received credit for GEOG 360 may not take this course for credit.

GEOG 363  Geographic Information Systems (3 credits)
Prerequisite: GEOG 260 or permission of the Department. This course is an introduction to current theoretical and practical approaches to Geographic Information Systems (GIS) through which students acquire basic skills and understanding in the use of GIS for spatial analysis. Training is centred on a series of practical assignments using ArcGIS software and for the term project, students explore the potential of GIS for addressing a real-world problem. Lectures and laboratory.
NOTE: Students who have received credit for URBS 335, 387, or 467 may not take this course for credit.

GEOG 371  Landscape Ecology (3 credits)
Prerequisite: GEOG 272, 274. The objective of this course is to combine perspectives and principles originating in ecology and geography for application in conservation, restoration, and more sustainable land use. Students examine how natural processes and human activities interact and contribute to landscape change, and how landscape patterns influence the abundance and distribution of plants and animals. Topics include natural processes such as fire, water, and the movement of organisms; human activities such as transportation infrastructure and urban development; and methods for analyzing landscape structure such as patches, corridor networks, and landscape metrics. Lectures and laboratory.

GEOG 372  Plant Reproductive Ecology (3 credits)
Prerequisite: GEOG 272, 274; or permission of the Department. This course looks at pollination, seed abscission and dispersal, granivory, germination and seedbeds. The applied issues addressed here include allergies, the impoverishment of pollinator diversity, the problem of contamination by GM crops, and the capacity of plant species to migrate at the pace required by fast climate change. There is a mandatory one-day field trip as well as a lab component.
NOTE: Students who have received credit for GEOG 373 or 374 may not take this course for credit.

GEOG 373  Plant Community Ecology (3 credits)
Prerequisite: GEOG 272, 274; or permission of the Department. This course examines plant community dynamics as a consequence of the population dynamics of the constituent plant species. The role of natural disturbances (such as hurricanes, ice storms, and fire) in community dynamics is stressed, particularly as they affect forests. Applied issues such as vegetation mapping, prescribed burning in national parks, and species’ responses to climate change are explored in depth. There is a mandatory one-day field trip as well as a lab component.
NOTE: Students who have received credit for GEOG 372 or 374 may not take this course for credit.
GEOG 375  **Hydrology** (3 credits)
Prerequisite: GEOG 272, 274; or permission of the Department. The course examines the hydrologic cycle, with a main focus on surface hydrology. Topics covered include the organization of the river network, precipitation over a watershed, runoff, flood frequency analysis, estimation of peak streamflows, flow, and sediment transport in rivers. Assignments provide experience in the practical aspects of hydrological data treatment using Canadian examples. The course aims at understanding the mechanics of processes governing the motion of water on hillslopes and in rivers, which are essential to water management. Lectures and tutorial.

GEOG 377  **Landform Evolution** (3 credits)
Prerequisite: GEOG 272; GEOG 274 or GEOL 2; 210; or permission of the Department. This course examines the processes responsible for the development and evolution of the Earth’s landforms, including human modifications to those landforms. Topics include the study of fluvial, coastal, glacial, periglacial, and arid landforms. Lectures and laboratory.

**NOTE:** Students are strongly encouraged to take GEOL 210.

GEOG 378  **The Climate System** (3 credits)
Prerequisite: GEOG 272; GEOG 274 or GEOL 2; 210; or permission of the Department. This course examines the interacting components of the climate system (atmosphere, ocean, ice, land and vegetation) and the key features of the present-day weather and climate systems; including a focus on how the climate system has changed in the past, and the processes, both natural and human-induced, which drive and moderate these changes. Methods used to reconstruct past climate changes, and the use of climate models to understand climate system interactions and change are discussed.

GEOG 398  **Selected Topics in Geography** (3 credits)

GEOG 399  **Selected Topics in Geography** (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule and Geography Course Guide.

GEOG 400  **Political Ecology** (3 credits)
Prerequisite: GEOG 300 or permission of the Department. This course explores the politics of the environment from the perspective of critical human geography. Land degradation and transformation, environmental governance, social movements, and environmental conflicts are some of the topics that are covered. The course examines how political struggles not only rearrange the environment, but also forge new environmental meanings, identities, and spaces.

GEOG 406  **Tropical Forests** (3 credits)
Prerequisite: GEOG 372 or 373 or 374; or permission of the Department. This course focuses on three themes: how tropical forest ecosystems function and change; the causes and consequences of deforestation and faunal impoverishment; and the ecological and sociological problems faced by conservationists in the tropics.

GEOG 407  **Indigenous Resource Management** (3 credits)
Prerequisite: GEOG 300 or permission of the Department. This course explores the relationship between indigenous peoples and the environment. It focuses on two primary themes: first, it looks at ways in which ecological knowledge shapes indigenous resource management, land tenure, and sea-rights systems; and second, it examines the roles of indigenous peoples and state authorities in land, sea, and resource management.

**NOTE:** Students who have received credit for GEOG 304 or for this topic under a GEOG 498 number may not take this course for credit.

GEOG 417  **Population and the Environment** (3 credits)
Prerequisite: GEOG 317 or permission of the Department. This course examines the scientific basis for concern that the world is, or soon will be, overpopulated. Two themes are emphasized: (1) environmental stress is the product of lifestyles and the production systems that support lifestyles, as well as population numbers and growth; (2) the relationship between population and environment is mediated by social organization; people are both constrained by social structures, and intelligent human agents of demographic and environmental change. The course examines these issues from theoretical, historical, empirical, and policy perspectives.

GEOG 418  **Geographies of Postcolonialism** (3 credits)
Prerequisite: GEOG 300 or permission of the Department. Based largely on scholarship about the Americas, this course introduces students to theories of the colonial present and trace geographies of a variety of contemporary colonial processes and anti-colonial struggles.

**NOTE:** Students who have received credit for this topic under a GEOG 498 number may not take this course for credit.

GEOG 430  **The Social and Cultural Geographies of Montreal** (3 credits)
Prerequisite: GEOG 361 or URB 360 or 362. This course explores the social and cultural geographies of Montreal with particular emphasis on how the spatial distribution of communities influences urban planning and public policy at the local and regional levels. Complex webs of identities and solidarities informed by socio-economic, linguistic, ethno-cultural, and sexual orientation factors shape the city living experience of individuals and populations alike. Through lectures, discussions, assignments and field trips, students are introduced to a variety of analytical perspectives that investigate the socio-cultural dynamics that contribute to shaping urban settlements, human-environment interactions and local social networks.

**NOTE:** Students who have received credit for URB 320 or 420 may not take this course for credit.
GEOG 431 Urban Planning in the Developing World (3 credits)
Prerequisite: GEOG 330 or permission of the Department. This course explores the growth and planning of large metropolitan areas in developing nations, with a focus on East and South East Asia. Issues and problems associated with recent urbanization are examined along with potential solutions offered by urban planning and public policies. The planning roles of institutions including governments, multilateral development agencies, and non-governmental organizations are reviewed.
NOTE: Students who have received credit for GEOG 430 or URBS 481, or for this topic under a URBS 398, URBS 498, or GEOG 498 number, may not take this course for credit.

GEOG 435 Transportation Impact Assessment (3 credits)
Prerequisite: URBS 310 or GEOG 333; URBS 335 or GEOG 363; or permission of the Department. This course introduces students to the quantitative analysis of the environmental (e.g. emissions) and social impacts (e.g. accessibility) of transportation system interventions. Students are introduced to, and gain hands-on experience with, the traditional transportation planning and modelling process aided by the use of a Geographic Information System (GIS)-based transportation decision aid tool. A real-world case-study region and transportation system are used to illustrate the different elements of the planning and modelling process and how this can be used in impact assessment. Lectures and laboratory.
NOTE: Students who have received credit for URBS 435 or for this topic under a GEOG 498 or URBS 498 number may not take this course for credit.

GEOG 440 Geography and Public Policy (3 credits)
Prerequisite: 33 credits in Geography or permission of the Department. This course examines the relationship between geographical approaches to problems and issues, and the public policy process. It discusses such topics as the relevance of geographical information and geographical research to policy makers, the need for assessment of the spatial and environmental impact of public policies, and the role of geographers in the public policy process.

GEOG 450 Industrial Restructuring (3 credits)
Prerequisite: GEOG 318 or URBS 380 or permission of the Department. In the age of globalization and heightened market uncertainty, firms are assuming new spatial and organizational forms to remain innovative and competitive. This course surveys both theories and policies on those restructuring initiatives in advanced capitalist countries. In addition to assessing the new challenges and opportunities that firms face in the present context, the course examines the changing role of national, state, and local governments in encouraging and shaping new economic development strategies.
NOTE: Students who have received credit for URBS 450 or for this topic under a GEOG 498 or URBS 498 number may not take this course for credit.

GEOG 458 Environmental Impact Assessment (3 credits)
Prerequisite: GEOG 355 or permission of the Department. This course examines the conceptual bases, procedures, and methodology of Environmental Impact Assessment (EIA). The effectiveness of EIA as a decision-making process in the promotion of good environmental planning is analyzed, including its role in assessing the potential effects of certain activities on the natural environment as well as on social, cultural, and economic aspects of the environment.

GEOG 463 Advanced Geographic Information Systems (3 credits)
Prerequisite: GEOG 363 or URBS 335; or permission of the Department. This course focuses on database structure and management as well as advanced spatial analysis techniques. It considers both practical and theoretical questions of interpretation of GIS in the context of particular problems and real data sets. The course involves hands-on use of ArcGIS software in a laboratory setting. Lectures and laboratory.

GEOG 465 Remote Sensing (3 credits)
Prerequisite: GEOG 363 or URBS 335, or permission of the Department. This course provides basic knowledge about the theory and practice of remote sensing, its potential and limits. The course is divided in five parts: 1) fundamentals of remote sensing, where the physical basis of remote sensing is explained; 2) sensors and orbits (different types of sensors, passive, active, and thermal sensors); 3) digital image processing, looking at image enhancement, filtering, classification, and how to obtain thematic data from raw imagery; 4) applications of remote sensing such as forestry, urban studies, water pollution, and agriculture; and 5) problems and challenges associated with remote sensing. Practical examples for all these topics will be covered in the laboratory sessions. Lectures and laboratory.

GEOG 466 Geomedia and the Geoweb (3 credits)
Prerequisite: GEOG 363 or URBS 335, or permission of the Department. This course introduces students to geospatial technologies that have dramatically changed the way one interacts with the environment. Students acquire the geovisualization skills required to design meaningful maps in the context of the Geoweb, and are exposed to the growing body of literature that critically envisions the socio-political dimensions of these new forms of cartographic expression. Lectures and laboratory.

GEOG 467 Environmental Modelling (3 credits)
Prerequisite: GEOG 362 or BIOL 322; enrolment in the BSc Honours Environmental Science or BA Honours Human Environment; permission of the Department. The different approaches to modelling the biophysical, built, or human environment are examined. The conceptualization of simple models to examine how human interventions affect the environment is investigated. Different modelling approaches such as system models, computer visualization and simulation are covered. Students develop a model scheme related to a topic of interest. Lectures and laboratory.
NOTE: Students who have received credit for this topic under a GEOG 498 number may not take this course for credit.
GEOG 470  Environmental Management (3 credits)
Prerequisite: GEOG 375 or 377, or permission of the Department. This course provides students with an understanding and appreciation of the field of environmental management and its contribution to addressing the impacts of human activities on the natural environment. Assessment of the limitations associated with conventional command-and-control approaches to environmental management are considered. The course also focuses on emerging concepts and frameworks associated with a recent rethinking of environmental management approaches, including complex adaptive systems, social-ecological systems, and resilience.

GEOG 472  Environmental Change during the Quaternary (3 credits)
Prerequisite: Six credits of physical geography at the 300 level or permission of the Department. This course examines environmental change over the last three million years to show how the biophysical environment and the landscape of the Earth have changed during the time that humans have lived on the planet. Theories covered include climate and sea-level changes as well as changes in vegetation associations, sea-ice cover, and numbers of mammals. Particular attention is paid to the degree and frequency of change and techniques of assessing environmental change.
NOTE: Students who have received credit for GEOG 372 or this topic under a GEOG 498 number may not take this course for credit.

GEOG 473  Environment and Health (3 credits)
Prerequisite: GEOG 317 or permission of the Department. This course examines geographical approaches to the study of health, focusing on the investigation of spatial variations in disease incidence, the ecology of selected diseases, and the links between health and the biophysical, social, and built environment. Focus is placed on critical examinations of approaches and methods of explanation.

GEOG 474  Sustainable Forest Management (3 credits)
Prerequisite: GEOG 372 or 373 or 374; or permission of the Department. This course looks at changes in the exploitation and sustainable management of the forest resource in Canada and the United States. Topics include the evolution of harvesting strategies and their effect on species composition; the effects of technological changes in cutting, transportation, and milling on forests; and the recent evolution of the tension between environmentalists and foresters. There is a mandatory field trip.

GEOG 475  Water Resource Management (3 credits)
Prerequisite: GEOG 355; GEOG 375 or 377; or permission of the Department. This course examines the complexity of, and necessity for, better water resource management from the viewpoint of ecological and economic sustainability as well as social equity and basic human health and dignity. Topics include the qualities, values, and uses of water — consumptive and non-consumptive, economic and environmental; major regional and global water management issues; factors affecting water supply reliability and challenges to maintain and improve long-term quality and equitable service in different situations; and the ways domestic, industrial, and agricultural water users can conserve water.
NOTE: Students who have received credit for this topic under a GEOG 498 number may not take this course for credit.

GEOG 476  Internship in Geography (3 credits)
Prerequisite: Permission of the Department. This course provides final-year students the opportunity to apply their geographical skills and training in a workplace environment. In consultation with the supervisor, students identify a placement related to their interests, develop and carry out a project approved by both employer and academic supervisor, and/or keep a daily log of how the tasks and duties performed relate to and build upon their academic studies. The internship involves 100 hours of unpaid work and contribution to a seminar series.

GEOG 477  Advanced Topics in Geography (6 credits)
Prerequisite: Permission of the Department. The course requires the student to propose and conduct a research project and to produce a substantial report under the supervision of a faculty advisor.

GEOG 478  Field Research (3 credits)
Prerequisite: 30 program credits and permission of the Department. This course gives the student the experience of field research in human-environment interactions. The field excursion, often in combination with a local organization, is typically two or three weeks in duration.

GEOG 479  Advanced Topics in Geography (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule and Geography Course Guide.
Geology

GEOL 203  Introduction to Environmental Geology (3 credits)
Prerequisite: GEOL 210 recommended. Environmental geology is concerned with the physical, chemical, and biological processes that have acted, and continue to act, upon the planet, shaping its evolution. The course examines the interactions of lithosphere, mantle, core, biosphere, atmosphere, cryosphere, and hydrosphere. The Earth’s climate is in part determined by these Earth system interactions, and climate change throughout the Earth’s history is a central theme of the course.

GEOL 204  Natural Disasters (3 credits)
This course introduces students to natural disasters. Students gain an understanding of the geological and meteorological environments of the world that allow humans to plan for avoidance and mitigation of disasters. Topics may include plate tectonics, earthquakes, volcanoes, tsunamis, landslides and mudslides, hurricanes, floods, wildfires, ice storms, thunderstorms, and tornadoes.
NOTE: Students who have received credit for this topic under a GEOL 298 number may not take this course for credit.

GEOL 206  Earthquakes, Volcanoes, and Plate Tectonics (3 credits)
This course is for students with little or no previous background in the earth sciences, providing an up-to-date account of our present knowledge of earthquakes and volcanoes, and the use of this information in the development of the theory of plate tectonics. Areas of concentration are: nature, distribution, and causes of earthquakes and volcanic eruptions, measuring earthquakes, great earthquakes and volcanic eruptions in world history, products of volcanic eruptions, and hazards from, and prediction of, earthquakes and volcanic eruptions. The theory of plate tectonics and the evolution of mountain belts of the world are studied. Lectures only.

GEOL 208  The Earth, Moon and the Planets (3 credits)
The course emphasizes the cosmic perspective of the Earth and focuses attention on how the results of the last two decades of planetary exploration have brought about an intellectual revolution concerning the planets, especially their surface features, processes, and histories. Lectures only.

GEOL 210  Introduction to the Earth (3 credits)
This course provides an overview of the physical processes that govern how the Earth works. Topics include origin of the solar system and Earth; analysis of the internal structure of the Earth; minerals and rocks; igneous and metamorphic processes; deformation of the crust; surficial processes, including weathering, deposition and glaciation. The course culminates with the integration of these geological processes in the theory of plate tectonics, and goes on to examine the interactions of crust, mantle, atmosphere, and biosphere from this perspective. Laboratory work includes the identification of rocks and minerals, map exercises, and a field trip. Lectures and laboratory.

GEOL 216  Field Methods (3 credits)
Prerequisite: GEOL 210. The purpose of this course is twofold: to learn the basic methods that geologists, physical geographers, and environmental scientists use in the field (including learning how to map, measuring stratigraphic sections, and solving field problems based on observations) and to become familiar with the immediate geological environment of the Montreal region from the young Quaternary sediments, Mesozoic intrusive rocks and Paleozoic assemblages (including rocks of the St. Lawrence Lowlands) to the ancient Precambrian, crystalline basement. Two-week field school in the spring, immediately after the final examination.

GEOL 298  Selected Topics in Geology (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule and Geography Course Guide.

GEOL 302  Palaeobiology (3 credits)
Prerequisite: GEOL 210. General discussion covers taphonomy, processes and patterns of evolution, extinction, ontogeny, palaeoecology and taxonomy. Systematics, morphology, biostratigraphic value of selected macro-invertebrate fossils will be included in the latter half of the course. Lectures and laboratory.
NOTE: Students who have received credit for GEOL 212 may not take this course for credit.

GEOL 331  Evolution of the Earth (3 credits)
Prerequisite: GEOL 210 or permission of the Department. The geological evolution of planet Earth is studied in the context of the theory of plate tectonics using interpretations of stratigraphic, structural, seismic, paleontologic, and geochronologic data. A systematic review of the geological evolution of the Earth and development of life forms is examined from the time of formation of the Earth to the present, including case studies of mountain belts. In the lab, rock suites and geological maps representative of different periods of Earth history are examined. Lectures and laboratory.
NOTE: Students who have received credit for GEOL 310 may not take this course for credit.

GEOL 398  Selected Topics in Geology (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule and Geography Course Guide.
GEOL 414 Undergraduate Research (6 credits)
Prerequisite: For third-year honours students. Honours students in their final year are expected to show competence in isolating and examining a geological problem under the supervision of a faculty advisor. A written application to take the course, including a brief outline of the research project, must be made to the Department before April 15 of the second year. The application is reviewed by a committee and a decision forwarded by mail. The results of research must be presented in the form of an undergraduate thesis, two copies of which must be submitted by April 1.
NOTE: Written requests from specialization students, with appropriate academic records, to take the course will be considered.

GEOL 415 Plate Tectonics and Crustal Evolution (3 credits)
Prerequisite: GEOL 210; GEOL 331 or GEOG 377; or permission of the Department. Techniques of data collection in tectonics. Structure and rheology of the upper mantle. Tectonics of crustal types to include shields, platforms, passive continental margins, phanerozoic foldbelts, continental rifts, island-arc trench belts and oceanic rises, sea-floor spreading, plate tectonics, magma associations, and plate reconstructions. Crustal origin and growth. Lectures and laboratory.
NOTE: Students who have received credit for GEOL 315 may not take this course for credit.

GEOL 440 Seminar in Current Research on Environmental Earth Science (3 credits)
Prerequisite: GEOL 331 or GEOG 377, or 60 credits in an Engineering program, or permission of the Department. This course covers current research in environmental Earth science; topics vary from year to year, but will generally include: mantle-biosphere-atmosphere interactions, the carbon and methane cycles, and the geological climate record. Evaluation is based on seminar participation and written work.
NOTE: Students who have received credit for this topic under a GEOG or GEOL 498 number may not take this course for credit.

GEOL 498 Advanced Topics in Geology (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule and Geography Course Guide.

31.130.1 URBAN STUDIES

Urban Studies is a multidisciplinary program, designed to introduce the student to the processes of planned change in urban environments. Urban Studies provides a core of urban-planning courses involving field studies, planning projects, and the acquisition of technical skills. Complementary courses in Sociology, Political Science, Economics, and Geography provide the necessary approaches and understanding in order to consider complex urban development. The program is designed for students planning to undertake a post-graduate degree in planning or a related field and also provides required training for work in the planning, real estate, and social service fields.

Programs

Students are responsible for satisfying their particular degree requirements.
The superscript indicates credit value.
All course substitutions must be approved by the director of Urban Studies and Urban Planning. Students enrolled in the Major in Urban Studies, or other undergraduate programs in Arts and Science, seeking to transfer to the BA Specialization in Urban Planning normally request a transfer at the end of their first year, after completing a minimum of nine URBS credits. A minimum cumulative GPA of 2.7 is required to transfer. Students request transfer by submitting a short letter of intent to the Department by April 30.
The director communicates the decision directly to students by the end of May.

For the following programs URBS 2301 and URBS 2401 may serve as prerequisites for courses in Anthropology and Sociology.

66 BA Honours in Urban Planning
Stage I
15 URBS 2301, 2401, 2501, 2601, 2931
Stage II
15 URBS 3001, 3335, 3351, 3623
12 Chosen from GEOG 3301; URBS 3101, 3381, 3801; and up to 3 credits from ARTH 3741, POLI 3491
Stage III
12 URBS 4331, 4911
12 Chosen from URBS 4201, 4501, 4601, 4801, 4811, 4861, 4881, 4901, 4951; and up to 6 credits from GEOG 4631, 4651, 4661

63 BA Specialization in Urban Planning
Stage I
15 URBS 2301, 2401, 2501, 2601, 2931
Stage II
15 URBS 3001, 3335, 3351, 3623
12 Chosen from GEOG 3301; URBS 3101, 3381, 3801; and up to 3 credits from ARTH 3741, POLI 3491
Stage III
6 URBS 433
15 Chosen from URBS 420, 435, 450, 460, 480, 481, 483, 486, 490, 495; and up to 6 credits from GEOG 463, 465, 466

42 BA Major in Urban Studies
Stage I
12 URBS 230, 240, 250, 260
Stage II
9 URBS 300, 335, 362
12 Chosen from GEOG 318, 330; URBS 310, 338, 380; and up to 3 credits from ARTH 374, POLI 349
Stage III
9 Chosen from URBS 420, 450, 460, 481, 486, 488, 490, 495; and up to 3 credits from GEOG 463, 465, 466

30 Minor in Urban Studies
6 URBS 230, 240
24 Chosen from GEOG 220, 330; URBS 250, 260, 293, 300, 310, 338, 380, 420, 450, 460, 480, 481, 486, 488, 490

Courses

Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.

URBS 210 Urban Issues (3 credits)
This course presents contemporary issues regarding the city and includes a behind-the-scenes look at how planning and development are carried out. The principles and practices of community planning are addressed to enable students to develop critical thinking skills about the metropolitan world in which they live.

URBS 230 Urban Development (3 credits)
This course examines how and why cities grow and change over time. The relationships between socio-cultural, economic, and physical aspects of urban development are considered at the local, city, and regional scales. NOTE: Students who have received credit for URBS 280 may not take this course for credit.

URBS 240 Planning (3 credits)
This course examines the emergence and evolution of contemporary planning ideas within the broader historical context of 19th- and 20th-century city development. Special attention is given to how planning theories and practices have informed the development and management of urban, suburban and rural environments.

URBS 250 Representation Methods in Urban Studies (3 credits)
This course introduces students to theories and methods of graphic representation. It focuses on methods used to analyze and communicate data with an emphasis on spatial information on built and social environments. The representation methods include two- and three-dimensional views, cartography, as well as data visualization. Physical and digital tools are covered. Lectures and laboratory.

URBS 260 Analytical Methods in Urban Studies (3 credits)
This is an introduction to qualitative research skills associated with urban studies. The emphasis is on the use of data sources and collection techniques along with analytical procedures appropriate to questions of urban planning and public policy. Lectures and laboratory.

URBS 293 Law and Regulation in Urban Planning (3 credits)
Urban planning as governmental activity is defined by planning legislation in Quebec. This course covers the major bodies of legislation on urban plans, local development plans, environmental protection, agricultural land preservation, heritage and economic development. The law is a framework for development control and direct intervention at the municipal, regional and provincial levels. This is an essential course for those intending to practise urban planning at the municipal level and a good background for the Urban Planning laboratories. NOTE: Students who have received credit for this topic under a URBS 298 or 398 number may not take this course for credit.

URBS 298 Selected Topics in Urban Studies (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule and Geography Course Guide.

URBS 300 Neighbourhood and Community Planning (3 credits)
Prerequisite: GEOG 220 or URBS 230. This course examines theories, issues, and techniques of community-level planning in urban and suburban environments. Particular place-based or identity-based communities and their participation in planning processes are considered. Models of community change and local development are reviewed, along with the policies and supportive infrastructure in cities, including Montreal. Local governance, decision-making, and public participation are considered in light of municipal and regional institutions which currently predominate in Canada’s metropolitan areas.
An urban problem is developed and appropriate interventions are considered. These interventions are simulated and the results are assessed.

Prerequisite: URBS 250, 260: enrolment in the BA Honours in Urban Planning or BA Specialization in Urban Planning. With an emphasis on first-hand knowledge of an area-based problem, students study an urban problem and simulate solutions. Theory and case studies are used to develop appropriate interventions. Plans are prepared and, under the supervision of the professor, are evaluated by the peer group and experts in the field.

NOTE: Students who have received credit for GEOG 363, URBS 387, or URBS 487 may not take this course for credit.

URBS 333 Urban Laboratory (6 credits)

Prerequisite: URBS 250, 260: enrolment in the BA Honours in Urban Planning or BA Specialization in Urban Planning. With an emphasis on first-hand knowledge of an area-based problem, students study an urban problem and simulate solutions. Theory and case studies are used to develop appropriate interventions. Plans are prepared and, under the supervision of the professor, are evaluated by the peer group and experts in the field.

NOTE: Students who have received credit for GEOG 363, URBS 387, or URBS 487 may not take this course for credit.

URBS 335 Geographic Information Systems (3 credits)

Prerequisite: URBS 250. This course is an introduction to current theoretical and practical approaches to Geographic Information Systems (GIS) through which students acquire basic skills and understanding in the use of GIS for spatial analysis. Training is centred on a series of practical assignments using ArcGIS software and for the term project, students explore the potential of GIS for addressing a real-world problem. Lectures and laboratory.

NOTE: Students who have received credit for GEOG 363, URBS 387, or URBS 487 may not take this course for credit.

URBS 338 Urban Ecology (3 credits)

Prerequisite: 24 credits; or permission of the Department. Focusing on the impacts of human activities on fauna, flora, soils and air, this course introduces students to ecosystems found in urban environments. This course also examines the flux of energy and materials to and from the city, and places a strong emphasis on policy and planning practices related to urban forestry, site restoration, greening initiatives, environmental justice, and on practices that foster biodiversity and responsible resource management. The course also looks at historical and contemporary views on the relationship between the city and nature.

URBS 362 Quantitative Research Methods (3 credits)

Prerequisite: URBS 260. This course covers the most commonly employed methods for quantitative social science research. Students are taught the basics of introductory classical statistics (both descriptive and inferential) and gain experience applying these methods with commonly used software tools and real-world data. Lectures and laboratory.

NOTE: Students who have received credit for URBS 360 may not take this course for credit.

URBS 380 Urban and Regional Economic Development (3 credits)

Prerequisite: URBS 230, 240. This course draws on economic and geographical concepts to examine the process of urbanization. Students begin by focusing on the conventional tools and models for analyzing the nature and structure of cities, and at theories concerning the location of economic activity. It also examines key planning issues associated with the (evolving) role of cities as place of production, distribution, and consumption and considers the role of public policy in addressing these issues. Methods for defining and measuring urban economies for the purpose of analysis are reviewed.

URBS 398 Selected Topics in Urban Studies (3 credits)

Special topics in urban studies.

URBS 420 The Social and Cultural Geographies of Montreal (3 credits)

Prerequisite: GEG 361 or URBS 360 or 362. This course explores the social and cultural geographies of Montreal with particular emphasis on how the spatial distribution of communities influences urban planning and public policy at the local and regional levels. Complex webs of identities and solidarities informed by socio-economic, linguistic, ethno-cultural, and sexual orientation factors shape the city living experience of individuals and populations alike. Through lectures, discussions, assignments and field trips, students are introduced to a variety of analytical perspectives that investigate the socio-cultural dynamics that contribute to shaping urban settlements, human-environment interactions and local social networks.

NOTE: Students who have received credit for URBS 320 or GEOG 430 may not take this course for credit.

URBS 433 Advanced Urban Laboratory (6 credits)

Prerequisite: URBS 333. This is an advanced course in urban design. An overview of current theory and practice is presented. An urban problem is developed and appropriate interventions are considered. These interventions are simulated and the results are assessed.

URBS 435 Transportation Impact Assessment (3 credits)

Prerequisite: URBS 310 or GEOG 333; URBS 335 or GEOG 363; or permission of the Department. This course introduces students to the quantitative analysis of the environmental (e.g. emissions) and social impacts (e.g. accessibility) of transportation system interventions. Students are introduced to, and gain hands-on experience with, the traditional transportation planning and modelling process aided by the use of a Geographic Information System (GIS)-based transportation decision aid tool. A real-world case-study region and transportation system are used to illustrate the different elements of the planning and modelling process and how this can be used in impact assessment. Lectures and laboratory.

NOTE: Students who have received credit for GEOG 435 or for this topic under a GEOG 498 or URBS 498 number may not take this course for credit.
URBS 450  
*Industrial Restructuring* (3 credits)
Prerequisite: GEGG 318 or URBS 380 or permission of the Department. In the age of globalization and heightened market uncertainty, firms are assuming new spatial and organizational forms to remain innovative and competitive. This course surveys both theories and policies on these restructuring initiatives in advanced capitalist countries. In addition to assessing the new challenges and opportunities that firms face in the present context, the course examines the changing role of national, state, and local governments in encouraging and shaping new economic development strategies.

*NOTE:* Students who have received credit for GEOG 450 or for this topic under a URBS 498 or GEOG 498 number may not take this course for credit.

URBS 460  
*Reading the Urban Form* (3 credits)
Prerequisite: URBS 360 or 362 and completion of 48 university credits; or permission of the Department. This course focuses on the physical reality of the city, or its urban form, as well as the ongoing processes of urban growth and building. It introduces tools to properly describe, quantify, and interpret urban form in its spatial and temporal dimensions. It seeks to develop a better understanding of the processes of which the contemporary urban artifact is the result. Along with theoretical presentations, the course makes use of case studies conducted in different urban and cultural contexts, and introduces many examples of practical applications of morphological analysis in urban planning and design.

*NOTE:* Students who have received credit for this topic under a URBS 498 number may not take this course for credit.

URBS 480  
*Impact Assessment* (3 credits)
Prerequisite: URBS 360 or 362 and completion of 48 university credits; or permission of the Department. The impacts of projects on urban and suburban communities and the environment are studied within the context of environmental protection legislation. The methods of assessment are then applied to specific cases.

URBS 481  
*Urban Planning in the Developing World* (3 credits)
Prerequisite: GEGG 300 or URBS 380 or permission of the Department. This course explores the growth and planning of large metropolitan areas in developing nations, with a focus on East and South East Asia. Issues and problems associated with recent urbanization are examined along with potential solutions offered by urban planning and public policies. The planning roles of institutions including governments, multi-lateral development agencies, and non-governmental organizations are reviewed.

*NOTE:* Students who have received credit for this topic under a URBS 398, GEOG 398, URBS 498, or GEOG 498 number may not take this course for credit.

URBS 483  
*Directed Studies/Practicum in Urban Planning I* (3 credits)
Prerequisite: Completion of 60 university credits; enrolment in the Specialization in Urban Planning. Through a case study or practicum of 120 hours with a private or public institution, or community interest group, students acquire experience in a professional working environment.

URBS 484  
*Directed Studies/Practicum in Urban Planning II* (3 credits)
Prerequisite: Completion of 60 university credits; enrolment in the Specialization in Urban Planning. Through a case study or practicum of 120 hours with a private or public institution, or community interest group, students acquire experience in a professional working environment.

URBS 486  
*Behaviour and the Environment* (3 credits)
Prerequisite: URBS 360 or 362 and completion of 48 university credits; or permission of the Department. Human behaviour is seen both as a determinant and as an outcome of environment. Behavioural topics include perception and attitudes, spatial behaviour, spatial cognition, and movement analysis. Student projects involve applying the theory to a location study, a facility management study, or other relevant application.

URBS 488  
*Analyzing Choice* (3 credits)
Prerequisite: URBS 360 or 362 or GEOG 362; or permission of the Department. This course examines the theory and statistical techniques commonly used to analyze choice. Students design, administer and analyze the results of a stated preference survey on a topic related to people's choices and the environment.

URBS 490  
*Public Space and the Public Interest* (3 credits)
Prerequisite: URBS 360 or 362 and completion of 48 university credits; or permission of the Department. Public space is understood as physical space, as well as the space of media and communications, which are openly accessible to all members of a community. Changing definitions of public space are examined in the context of societal and cultural change. The roles of agents and stakeholders in changing the definitions of public interest are also examined. Legal and normative frameworks for the definition of space, control, and access are also introduced.

*NOTE:* Students who have received credit for this topic under a URBS 498 number may not take this course for credit.

URBS 491  
*Honours Thesis or Project* (6 credits)
Prerequisite: Completion of 60 university credits; enrolment in the Honours in Urban Planning. Students may undertake independent, supervised research leading to the production of an honours thesis. They may also undertake a major urban study leading to recommendations for public or private interventions.

*NOTE:* Students who have received credit for GEOG 491 may not take this course for credit.
URBS 495  *International Field Research* (3 credits)
Prerequisite: 60 university credits and permission of the Department. The political, social, and cultural realities of planning in a setting outside Canada are explored in a field course. Preparation for the field experience at home is accompanied by a stay in the chosen international city, where a field investigation is conducted, usually in collaboration with local partner organizations.

*NOTE:* Students who have received credit for this topic under an URBS 398 or 498 number may not take this course for credit.

URBS 498  *Advanced Topics in Urban Studies* (3 credits)
Special topics in urban studies.
Faculty

Chair
NORA E. JAFFARY, PhD Columbia University; Associate Professor

Associate Chair
GAVIN TAYLOR, PhD College of William & Mary; Senior Lecturer

Distinguished Professors Emeriti
ALAN H. ADAMSON, PhD University of London
DONALD E. GINTER, PhD University of California, Berkeley
ROBERT TITTNER, PhD New York University
MARY VIPOND, PhD University of Toronto

Professors
GRAHAM CARR, PhD University of Maine
FRANK R. CHALK, PhD University of Wisconsin-Madison
PETER GOSSAGE, PhD Université du Québec à Montréal
STEVEN HIGH, PhD University of Ottawa
NORMAN INGRAM, PhD University of Edinburgh; Provost’s Distinction
SHANNON McSHEFFREY, PhD University of Toronto; Provost’s Distinction
RONALD RUDIN, PhD York University; Provost’s Distinction

Associate Professors
RACHEL BERGER, PhD University of Cambridge
CAROLYN FICK, PhD Concordia University
ANDREW IVASKA, PhD University of Michigan
WILSON CHACKO JACOB, PhD New York University
ERICA LEHRER, PhD University of Michigan
BARBARA LORENZKOWSKI, PhD University of Ottawa
TED MCCORMICK, PhD Columbia University
ELENA RAZLOGOVA, PhD George Mason University
ERIC H. REITER, PhD University of Toronto
ALISON ROWLEY, PhD Duke University
ROSEMARIE SCHADE, DPhil University of York (U.K.)

Assistant Professor, James M. Stanford Professorship in Genocide and Human Rights Studies
MAX BERGHOHLZ, PhD University of Toronto

Assistant Professors
MATTHEW PENNEY, PhD University of Auckland
TIMOTHY SEDO, PhD University of British Columbia
THERESA VENTURA, PhD Columbia University
ANYA ZILBERSTEIN, PhD Massachusetts Institute of Technology

For the complete list of faculty members, please consult the Department website.

Location

Sir George Williams Campus
J.W. McConnell Building, Room: LB 1001
514-848-2424, ext. 2435

Department Objectives

It is the mission of the Department of History not only to train historians but to produce articulate and informed graduates who share its commitment to serving the broader community. The Department therefore encourages strength in both teaching and research, responsiveness to a wide range of intellectual perspectives, and involvement in community affairs.
Programs

Students are responsible for satisfying their particular degree requirements. The superscript indicates credit value.

60 BA Honours in History

Students seeking admission to the honours program may apply either for direct entry on the University application form or, once in the program, to the departmental honours advisor normally following the completion of 30 credits. Students must have a minimum cumulative GPA of 3.3 (B+). All students must maintain a minimum cumulative GPA of 3.3 as well as a minimum annual GPA of 3.3 within courses in History. The minimum acceptable grade in any course is normally "C."

A. Honours Essay Option

6 History of Europe (HIST 211, 221)
3 History of Asia or Africa (from among HIST 242, 261, 262, 263, 264)
3 History of the Americas (from among HIST 203, 205, 209, 210, 251, 253, 276, 277)
6 HIST 200-level courses
15 HIST 300-level courses
3 HIST 304 (Tutorial Preparation for the Honours Essay)
3 HIST 402 (The Philosophy and Practice of History)
3 HIST 403 (Methodology and History)
6 HIST 493 (Honours Essay Tutorial)
12 HIST 400-level seminars

B. Seminar Option

6 History of Europe (HIST 211, 221)
3 History of Asia or Africa (from among HIST 242, 261, 262, 263, 264)
3 History of the Americas (from among HIST 203, 205, 209, 210, 251, 253, 276, 277)
6 HIST 200-level courses
18 HIST 300-level courses
3 HIST 402 (The Philosophy and Practice of History)
3 HIST 403 (Methodology and History)
18 HIST 400-level seminars

C. Public History with Internship Option

6 History of Europe (HIST 211, 221)
3 History of Asia or Africa (from among HIST 242, 261, 262, 263, 264)
3 History of the Americas (from among HIST 203, 205, 209, 210, 251, 253, 276, 277)
9 HIST 200-level courses
6 HIST 300-level courses
3 HIST 300-level courses or elective credits from related disciplines
3 HIST 306
6 Chosen from HIST 379, 380, 381, 387, 388, 389, 397
3 HIST 402 (The Philosophy and Practice of History)
3 HIST 403 (Methodology and History)
9 HIST 400-level seminars
3 HIST 481
3 HIST 485
3 HIST 486
3

60 BA Specialization in History

6 History of Europe (HIST 211, 221)
6 History of Asia or Africa (from among HIST 242, 261, 262, 263, 264)
6 History of the Americas (from among HIST 203, 205, 209, 210, 251, 253, 276, 277)
9 HIST 200-level courses
27 HIST 300-level courses
6 Chosen from any HIST 300- or 400-level courses

60 BA Joint Specialization in English and History

6 ENGL 261, 262
6 Periods before 1800 (British) from ENGL 302, 304 through 328, 430 through 441
6 Canadian, American, and postcolonial from ENGL 244, 360 through 388, 449 through 455
6 19th century and 20th century (British and European) from ENGL 324, 331 through 359, 394, 442, 443, 446
6 Elective credits from ENGL 224 through 499
6 History of Europe (HIST 211, 221)
9 HIST 200-level courses
9 HIST 300-level courses
6 HIST 300- or 400-level courses
42  **BA Major in History**
6  History of Europe (HIST 201\(^1\), 202\(^3\))
3  History of Asia or Africa (from among HIST 242\(^2\), 261\(^1\), 262\(^2\), 263\(^3\), 264\(^4\))
3  History of the Americas (from among HIST 203\(^1\), 205\(^3\), 209\(^1\), 210\(^1\), 251\(^2\), 253\(^3\), 276\(^1\), 277\(^4\))
6  Chosen from any HIST 200-level courses
18  Chosen from any HIST 300-level courses
6  Chosen from any HIST 300- or 400-level courses

24  **Minor in History**
6  HIST 201\(^1\), 202\(^3\)
12  HIST 200-level courses
6  HIST 300-level courses

24  **Minor in Law and Society**
3  ANTH/HIST/POLI/SOCI 285\(^3\)
6  Chosen from ANTH 202\(^2\); HIST 205\(^3\); POLI 204\(^3\); SOCI 261\(^3\)
15  Chosen from ANTH 363\(^3\), 380\(^4\); FPST 301\(^1\), 321\(^3\); HIST 309\(^1\), 315\(^3\), 316\(^4\); PHIL 343\(^3\), 345\(^3\); POLI 311\(^3\), 320\(^3\), 350\(^5\), 388\(^5\), 3980\(^5\); PSYC 242\(^5\); RELI 312\(^3\); SOCI 262\(^3\), 263\(^3\), 362\(^3\), 363\(^3\); of which no more than 3 credits may be at the 200 level; of which no more than 12 credits may be from one department.

**NOTE:** For details on the course descriptions in the program listed above, please refer to the individual departmental course listings.

**Courses**

*Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.*

**N.B.:**

(1)  300-level courses are generally open only to students who have successfully completed 24 credits. Students who do not have this prerequisite may register with the permission of the Department.

(2)  400-level courses are generally open to honours and specialization students, or students of high academic standing with the permission of the Department.

**HIST 201**  *Introduction to European History to 1789* (3 credits)
A survey of the history of Europe to the French Revolution, with emphasis on the development of ideas and political institutions.
**NOTE:** Students who have received credit for HISZ 201 may not take this course for credit.

**HIST 202**  *Introduction to European History, from 1789 to the Present* (3 credits)
A survey of the history of Europe from the French Revolution to the present, with emphasis on the development of ideas and political institutions.
**NOTE:** Students who have received credit for HISZ 202 may not take this course for credit.

**HIST 203**  *History of Canada, Pre-Confederation* (3 credits)
A survey of Canadian history, from settlement to Confederation, emphasizing readings and discussions on selected problems.

**HIST 205**  *(also listed as SCPA 205)*
*History of Canada, Post-Confederation* (3 credits)
A survey of Canadian history from Confederation to the present, emphasizing readings and discussions on selected problems.
**NOTE:** Students who have received credit for HISZ 205 or SCPA 205 may not take this course for credit.

**HIST 209**  *Quebec to 1867* (3 credits)
An introductory survey of the history of Quebec from its origins as a colony to the creation of modern Canada by the British North American Act of 1867. Particular emphasis is placed on a consideration of those elements of Quebec's past which best assist in the comprehension of the trends prevalent in modern Quebec.

**HIST 210**  *(also listed as SCPA 210)*
*Quebec since Confederation* (3 credits)
A survey of the history of Quebec from the time of Confederation until the present. While due emphasis is placed on political developments in the province, the purpose of the course is to acquaint the student with the significant economic and social trends in modern Quebec.
**NOTE:** Students who have received credit for SCPA 210 may not take this course for credit.

**HIST 211**  *(also listed as IRST 211)*
*History of Ireland* (3 credits)
This survey course traces the history of Ireland from the earliest times to the present, with emphasis on the 19th and 20th centuries. Special attention is given to the development of Irish nationalism and relations with Great Britain.
**NOTE:** Students who have received credit for IRST 211 or for this topic under an IRST 298 number may not take this course for credit.
HIST 212  \(\text{(also listed as IRST 210)}\)
\(\text{The Irish in Canada (3 credits)}\)
From 17th-century fishermen and traders arriving in Newfoundland to displaced victims of the Famine in the 19th century, to contemporary immigrants from Ireland, the Irish have had a presence in all parts of Canada from the earliest days of settlement. This course examines the emigration and settlement patterns of Irish immigrants in the various regions of Canada across a period of three centuries, paying particular attention to their role in the social, economic, political, cultural, and educational development of Canadian society. The course explores the various strategies by which Irish immigrants both adapted to and transformed the particular host society in which they found themselves, and looks at other immigrant communities as a means of understanding the special contribution of the Irish to Canada.

**NOTE:** Students who have received credit for IRST 210 or for this topic under a HIST 398 number may not take this course for credit.

HIST 213  \(\text{(also listed as IRST 205)}\)
\(\text{The Irish in Montreal (3 credits)}\)
Drawing on a diversity of historiographical materials, this interdisciplinary course examines the story of the Irish in Canada with a particular emphasis on Quebec, from the French colonial period through the City of Montreal’s golden era of mercantile prominence in the mid-19th century to the break-up of its older Irish neighbourhoods a century afterwards. Starting with the demographics of Irish immigration and settlement, it devotes special attention to social and cultural relations between the Irish and other ethnic groups.

**NOTE:** Students who have received credit for IRST 205 or for this topic under a HIST 398 number may not take this course for credit.

HIST 219  \(\text{(also listed as CLAS 230)}\)
\(\text{Ancient Near East (3 credits)}\)
A political, social, economic, and intellectual history of the ancient Near East, this course surveys the period from the origins of civilization in the middle of the fourth millennium to Alexander the Great’s conquest of the Persian Empire in the latter part of the fourth century BC.

**NOTE:** Students who have received credit for CLAS 230 may not take this course for credit.

HIST 223  \(\text{(also listed as CLAS 240)}\)
\(\text{Greek History from the Bronze Age to Alexander (3 credits)}\)
This course offers a political, social, economic, and cultural history of Greece from the Minoan-Mycenaean period in the second millennium to the end of Classical Greek civilization in the fourth century BC, with special emphasis placed upon Athens.

**NOTE:** Students who have received credit for CLAS 240 may not take this course for credit.

HIST 225  \(\text{(also listed as CLAS 242)}\)
\(\text{History of the Roman Republic (3 credits)}\)
This course offers a political, social, economic and cultural history of Rome from the city’s origins to the establishment of the Roman Empire under the Emperor Augustus.

**NOTE:** Students who have received credit for CLAS 242 may not take this course for credit.

HIST 235  \(\text{(also listed as RELI 338)}\)
\(\text{The Holocaust (3 credits)}\)
Beginning with a discussion of Jewish communities in Europe and America before 1933, this course traces the evolution of anti-Semitism, nationalism, and racism, the rise of Hitler and the Nazi movement, the shaping of Nazi ideology, the growing demonization of the victims of the Holocaust and the genocide against them in their various countries, resistance by the victims, and the parts played by bystanders in the outcome of the Holocaust.

**NOTE:** Students who have received credit for RELI 338 may not take this course for credit.

HIST 242  \(\text{History of the Middle East (3 credits)}\)
This course surveys the history of the Middle East from the rise of Islam to the present. It traces broadly the formation of an Islamic World over a millennium and follows its engagements with modernity, examining closely the shift from the overarching paradigm of the multi-ethnic/multilingual Ottoman Empire to that of the mono-ethnic/monolingual modern nation state. This course covers the political history of the region including the experience of British and French colonialism, the rise of nationalist movements, and the Arab-Israeli conflict, and focuses on its social, intellectual, and cultural history.

**NOTE:** Students who have received credit for HIST 240 or 241 may not take this course for credit.

HIST 251  \(\text{History of the United States to the Civil War Era (3 credits)}\)
This course surveys American history from settlement to the Civil War Era. It deals with the political and economic framework of American history, and with social and cultural trends.

HIST 253  \(\text{History of the United States since the Civil War Era (3 credits)}\)
This course surveys American history from the Civil War Era to the present. It deals with the political and economic framework of American history, and with social and cultural trends.

HIST 261  \(\text{History of South Asia (3 credits)}\)
This course is an introduction to the intellectual traditions, social structures, and political institutions of South Asia, with particular attention to developments during the past two centuries.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 262</td>
<td>History of China</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>A survey of China's history from earliest times to the modern era.</td>
<td></td>
</tr>
<tr>
<td>HIST 263</td>
<td>History of Japan</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course surveys Japan's history from earliest times to the modern era. In addition to tracing political developments, it explores other themes such as the changing role of the samurai in history and the evolution of Japanese art, literature, and popular culture.</td>
<td></td>
</tr>
<tr>
<td>HIST 264</td>
<td>History of Africa</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course is an introductory survey of the history of Africa. It examines the major phenomena of African historical experience, including the development of precolonial kingdoms and trans-Saharan trade, the slave trade, colonial conquests, the rise of nationalism, the challenges of independence, and recent crises such as the Rwandan genocide and HIV-AIDS. Emphasis is placed on popular cultural expression through which people on the continent have experienced, understood, remembered, and negotiated broad historical shifts.</td>
<td></td>
</tr>
<tr>
<td>HIST 276</td>
<td>History of Latin America: The Colonial Period</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course surveys Latin America up to the wars of independence from Spain. The main themes examined are pre- and post-Columbian indigenous cultures; the Spanish conquest; patterns of colonial trade and economy; the role of the church; and the Bourbon reforms.</td>
<td></td>
</tr>
<tr>
<td>HIST 277</td>
<td>History of Latin America: The Modern Period</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course surveys Latin American society in the 19th and 20th centuries. The principal topics covered are the social and economic roots of political instability; Mexico under Porfirio Díaz; the Mexican Revolution; Argentina and Brazil under Perón and Vargas; U.S.-Latin American relations; Castro’s Cuba; revolution and counter-revolution in contemporary Latin America.</td>
<td></td>
</tr>
<tr>
<td>HIST 281</td>
<td>Film in History</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course examines how selected commercial films interpret historical events or provide insight into the politics, society, and culture of the times in which they were produced. The course is designed to help develop critical skills for the understanding of film in an historical framework.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>NOTE:</strong> Students who have received credit for HISZ 281, or for this topic under a HIST 298 or HISZ 298 number, may not take this course for credit.</td>
<td></td>
</tr>
<tr>
<td>HIST 283</td>
<td>The 20th Century: A Global History</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This course introduces students to the history of some of the forces and institutions that have shaped the history of the world in the 20th century, which has been characterized by widespread warfare, genocides, and massive violations against human rights and the natural environment. It has also been a time of unprecedented prosperity of some groups and parts of the globe, as well as an era of tremendous scientific advances.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>NOTE:</strong> Students who have received credit for HISZ 283 or LOYC 210, or for this topic under a HIST 298 or HISZ 298 number, may not take this course for credit.</td>
<td></td>
</tr>
<tr>
<td>HIST 285</td>
<td>Introduction to Law and Society</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This interdisciplinary course examines the roles law plays in Canada and internationally, from the perspectives of history, political science, anthropology, sociology, and philosophy.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>NOTE:</strong> Students who have received credit for ANTH 285, POLI 285, or SOCI 285, or for this topic under an ANTH 298, HIST 298, POLI 298, or SOCI 298 number, may not take this course for credit.</td>
<td></td>
</tr>
<tr>
<td>HIST 298</td>
<td>Selected Topics in History</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.</td>
<td></td>
</tr>
<tr>
<td>HIST 300</td>
<td>British North America</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: See N.B. number (1). This course examines British imperial policy, cross-cultural contact and the development of colonial societies in 18th- and 19th-century North America.</td>
<td></td>
</tr>
<tr>
<td>HIST 301</td>
<td>Late-19th-Century Canada</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: See N.B. number (1). This course examines the politics of confederation and explores the social, economic, and cultural impact of modernization.</td>
<td></td>
</tr>
<tr>
<td>HIST 302</td>
<td>Natives and Newcomers</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: See N.B. number (1). This course examines the interaction of European colonists with the first peoples of eastern North America before 1800. The emphasis is on cultural exchanges between colonists and Natives in the areas of religion, trade, diplomacy, and warfare.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>NOTE:</strong> Students who have received credit for this topic under a HIST 398 number may not take this course for credit.</td>
<td></td>
</tr>
<tr>
<td>HIST 303</td>
<td>Native North American History Since 1800</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Prerequisite: See N.B. number (1). This course examines the history of Native North Americans, focusing on the period since 1800. Topics include the emergence of the reserve system and the policy of forced assimilation devised by the governments of Canada and the United States, and the political resurgence and cultural renaissance of Native communities since the mid-20th century.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>NOTE:</strong> Students who have received credit for this topic under a HIST 398 number may not take this course for credit.</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HIST 304</td>
<td>Tutorial Preparation for the Honours Essay</td>
<td>3</td>
</tr>
<tr>
<td>HIST 305</td>
<td>Race and Gender in Canadian History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 306</td>
<td>History and the Public</td>
<td>3</td>
</tr>
<tr>
<td>HIST 307</td>
<td>History of Montreal</td>
<td>3</td>
</tr>
<tr>
<td>HIST 308</td>
<td>Cultures in Contact: A History of Migrations to North America</td>
<td>3</td>
</tr>
<tr>
<td>HIST 309</td>
<td>Law and Society in Canadian History</td>
<td>3</td>
</tr>
<tr>
<td>HIST 310</td>
<td>Canada in the Early-20th Century, 1896–1939</td>
<td>3</td>
</tr>
<tr>
<td>HIST 311</td>
<td>Contemporary Canada, 1939 to the Present</td>
<td>3</td>
</tr>
<tr>
<td>HIST 313</td>
<td>Quebec in the 19th Century</td>
<td>3</td>
</tr>
<tr>
<td>HIST 314</td>
<td>Quebec in the 20th Century</td>
<td>3</td>
</tr>
<tr>
<td>HIST 315</td>
<td>Rights and Freedoms in Canadian Society</td>
<td>3</td>
</tr>
<tr>
<td>HIST 316</td>
<td>Conflict and Its Resolution</td>
<td>3</td>
</tr>
<tr>
<td>HIST 318</td>
<td>Modernist New York</td>
<td>3</td>
</tr>
</tbody>
</table>
HIST 319  Canadian History in Literature, Art and Film (3 credits)
Prerequisite: See N.B. number (1). An examination of some major events and themes in Canadian history as seen by writers, artists, and filmmakers. Topics will vary from year to year, but will be selected to illustrate how creative works may be combined with more conventional historical sources to enhance our understanding of the past.

HIST 320  American Culture, 1900–1945 (3 credits)
Prerequisite: See N.B. number (1). This course examines how American cultural expression was affected by the broader historical context of the period. Attention is given to changing aesthetic styles, the impact of technology on production and reception, and the role of culture as a representation of American identity.

HIST 321  American Culture Since 1945 (3 credits)
Prerequisite: See N.B. number (1). This course examines different forms of artistic expression in the U.S. since World War II. Attention is given to changing aesthetic styles and technological developments, as well as to the role of culture as an expression of American identity at home and abroad.

HIST 323  (also listed as CLAS 341)
Greek History from Alexander to the Roman Conquest (3 credits)
Prerequisite: See N.B. number (1). A political, social, economic, and cultural history of the Greek world from Alexander the Great to the Roman conquest of Greece in 146 BC.
NOTE: Students who have received credit for CLAS 341 may not take this course for credit.

HIST 325  The European Renaissance (3 credits)
Prerequisite: See N.B. number (1). This course surveys European history from the beginnings of the Italian Renaissance in the late-14th century to the Reformation in the early-16th century. Major themes include Renaissance humanism, the emergence of print culture, the exploration of the New World, changes in social structure, and the consolidation of monarchy.

HIST 326  Reformations in Early Modern Europe (3 credits)
Prerequisite: See N.B. number (1). This course surveys the history of Europe from the early Reformation through the end of Europe’s religious wars in the mid-17th century. Major themes include the politics of religion, the growth of commerce and social change, competition for empire, and transformation in scientific and political worldviews.

HIST 327  (also listed as CLAS 343)
History of the Roman Empire (3 credits)
Prerequisite: See N.B. number (1). This course offers a political, social, economic, and cultural history of the Roman Empire from Augustus to the end of the Roman Empire in the West.
NOTE: Students who have received credit for CLAS 343 may not take this course for credit.

HIST 328  The Scientific Revolution (3 credits)
Prerequisite: See N.B. number (1). This course explores the Scientific Revolution in the context of early modern European society and culture. Major themes include the debates over the methods, purposes, and scope of science; the relationship between science, the supernatural, and the occult; the relationship between science, technology, and craft; and scientific networks, institutions, and means of communication.

HIST 330  (also listed as IRST 312)
The Great Irish Famine (3 credits)
Prerequisite: See N.B. number (1). This course examines the Irish Famine and its impact on Irish society, culture, and history. Beginning with a thorough examination of the economic, political, and social structures in pre-Famine Ireland, the course studies the causes of, and responses to, the Famine and its impact on society in Ireland and the world, including Quebec. Consideration is also given to the continuing re-examination of the Famine and its role in the politics of memory.
NOTE: Students who have received credit for IRST 312 or for this topic under a HIST 398 number may not take this course for credit.

HIST 332  United States, Cuban and Mexican Relations (3 credits)
Prerequisite: See N.B. number (1). This course examines the history of the United States’ relations with both Cuba and Mexico from the mid-19th century to the present. As well as studying the ramifications of U.S. involvement in such events as the Spanish-American War (1898), the Mexican Revolution (1910), and the Cuban Revolution (1959), it examines the demographic, political, and cultural impact that Cubans and Mexicans have had on the modern development of the U.S.A.
NOTE: Students who have received credit for this topic under a HIST 398 number may not take this course for credit.

HIST 333  History of Haiti: From Contact to Independence (3 credits)
Prerequisite: See N.B. number (1). This course is a study of Haitian history from early colonization through French control to independence in 1804. It covers pre-Columbian Taino society and the Spanish conquest; the period of piracy and French buccaneering in the 16th and 17th centuries; the emergence of a colonial slave society in the 18th century; the Haitian revolution and the rise of Toussaint Louverture; questions of class and colour; the emergence of the state; contingencies of citizenship and independence. The legacies of the colonial and revolutionary periods are fundamental to an understanding of post-independence and present-day Haiti.
NOTE: Students who have received credit for HIST 339 may not take this course for credit.
HIST 334  History of Haiti: From Independence to Present (3 credits)
Prerequisite: See N.B. number (1). This course is a study of Haitian history from independence to the present. It covers the early post-independence regimes; the demise of the plantation economy and the emergence of the Haitian peasantry; the indemnity to France; later 19th-century neo-colonialism and political instability; the U.S. Marine Occupation (1915 – 1934); culture, race and politics during and after the Occupation; the rise of the Duvalieriest state; and post-Duvalierist political instability.
NOTE: Students who have received credit for HIST 339 may not take this course for credit.

HIST 335  Barbarian Invasions and the Birth of Europe (3 credits)
Prerequisite: See N.B. number (1). This course examines the arrival and settlement of new populations in the Roman world. It analyzes the changes that this event brought in its wake. Classical civilization was disrupted, but there was also a symbiosis of the old and the new, which in time gave rise to Europe in the Middle Ages.

HIST 336  Deviancy and Orthodoxy in the History of Mexico (3 credits)
Prerequisite: See N.B. number (1). This course traces Mexican history from the colonial period to the modern era through an analysis of the various groups that state and society have defined as deviant, including barbarians, heretics, vagrants, lunatics, prostitutes, bandits, and insurgents. This course examines what the shifting preoccupations with and the persecutions of these groups reveal about the creation of political and social orthodoxy in Mexico across time.

HIST 337  History of Early Medieval Europe (3 credits)
Prerequisite: See N.B. number (1). A study of European society during the Early Middle Ages. The course will explore the fall of the Roman Empire in the West, the period of invasions, the conversions to Christianity and the development of the Western Latin Church, the rise of the Carolingians, the Viking raids, and the structures of society and politics.

HIST 338  History of Later Medieval Europe (3 credits)
Prerequisite: See N.B. number (1). A study of European society during the Later Middle Ages. The course will explore the ramifications of the revival of urban and commercial life, the development of national monarchies in France, England, and Spain, the varying fortunes of the Holy Roman Empire, the rise and fall of papacy, the problem of dissent in a theologically unified society, and the effects of economic chaos and epidemics in the age of the Black Death.

HIST 340  Early Modern Britain (3 credits)
Prerequisite: See N.B. number (1). This course surveys the connected histories of England, Scotland, Ireland, and Wales between the 15th and early-18th centuries. Attention is paid to political, social, and cultural developments, as well as to commercial and colonial expansion beyond Europe.

HIST 341  History of Britain Since 1714 (3 credits)
Prerequisite: See N.B. number (1). This course is a survey of the political, economic, and social development of Britain since the Stuart Era.

HIST 342  Political and Social Ideas in Early Modern Britain (3 credits)
Prerequisite: See N.B. number (1). This course traces the history of political and social thought in England, Ireland, Scotland, and the British Atlantic from ca. 1500 to ca. 1800. Looking at both classic and lesser-known primary texts and drawing on recent work in intellectual history, it pays special attention to how changing ideas about politics, economy, society, and history reflected both long-term developments and short-term crises in state-formation, imperial expansion, commercialization, the politics of religion, and new approaches to science.

HIST 345  Postwar Japanese History (3 credits)
Prerequisite: See N.B. number (1). This course examines Japan since the end of World War II. While tracing Japan’s rise to the status of an economic power, this course focuses primarily on social and cultural history.
NOTE: Students who have received credit for this topic under a HIST 398 number may not take this course for credit.

HIST 346  Sexuality in History (3 credits)
Prerequisite: See N.B. number (1). This course looks at the topic of human sexuality taking a broad view, both in time (from the Ancient world to the 20th century) and space (featuring Asia and Africa as well as the Western world). Rather than surveying the impossibly large canvas of sex throughout world history, this course looks at a number of particular topics (e.g. marital sexuality, same-sex relationships, sexual violence) in different cultures.

HIST 347  Gender and Sexuality in South Asia (3 credits)
Prerequisite: See N.B. number (1). This course surveys the history of gender and sexuality in South Asia (India, Pakistan, and Bangladesh) from 1500 to the present, beginning in the Mughal period and concluding with an investigation of the post-colonial experience. Topics may include masculinity at the Mughal court, the European woman’s imperial “burden,” the regulation of sexuality in the Indian anti-colonial movement, the queer experience, identity formation in diaspora, and gender and religious fundamentalism.
NOTE: Students who have received credit for this topic under a HIST 398 number may not take this course for credit.

HIST 348  History of Violence: Middle East 1798 – Present (3 credits)
Prerequisite: See N.B. number (1). This course examines the multiple facets of violence in Middle Eastern historical contexts. The objective is to develop a critical approach for thinking about the nature of violence by using a historical perspective to complicate
Students explore the commonplace oppositions between its legitimate and illegitimate forms or its intelligibility and unintelligibility. Students explore the differences among state-sanctioned violence, resistance movements, and terrorism.

NOTE: Students who have received credit for this topic under a HIST 398 number may not take this course for credit.

HIST 350  Medieval England (3 credits)
Prerequisite: See N.B. number (1). This course examines the history of England between the Norman Conquest in 1066 and 1500. Topics include the political, social, and cultural impact of the Norman Conquest; Jews and the expulsion of 1290; knights and peasants; the Peasants' Revolt of 1381; crime and the Robin Hood legends; heresy and popular religion; urban culture and guilds.

HIST 352  German History in the 20th Century (3 credits)
Prerequisite: See N.B. number (1). This course studies the ideological, cultural, political, and socio-economic development of Germany from the First World War to the present.

HIST 353  Colonial America and the Atlantic World (3 credits)
Prerequisite: See N.B. number (1). This course explores the economic, political, and cultural history of the Atlantic world as a context for understanding developments in 17th- and 18th-century North America, including Native-European relations, migrations, religious controversies, slavery, revolts and independence movements.

HIST 354  Revolutionary America (3 credits)
Prerequisite: See N.B. number (1). This course examines themes and issues in the revolutionary and early national periods of American history.

HIST 355  United States in the 19th Century, 1815–1850 (3 credits)
Prerequisite: See N.B. number (1). A study of American political, social, and economic life from the end of the War of 1812 to about 1850 — the intensification of sectionalism. Topics include geographic expansion and the beginnings of industrialization, the characteristics of southern slave society, and the rise of a system of political parties during the age of Jackson.

HIST 356  United States in the 19th Century: The Era of the Civil War (3 credits)
Prerequisite: See N.B. number (1). A study of American political, social, and economic life before and after the Civil War, from about 1850 to 1890. Topics include sectionalism and the breakdown of parties during the 1850s, the tasks of Reconstruction after the war, the New South, and the problems of a maturing industrial society.

HIST 357  Foreign Relations of the United States to 1945 (3 credits)
Prerequisite: See N.B. number (1). This course provides an analysis of United States foreign policy from the American Revolution to the conclusion of the Second World War, emphasizing the domestic debate over foreign policy, national security, and economic development; commercial and territorial expansion; and the dynamics of Canadian-American relations.

HIST 358  Foreign Relations of the United States, 1945 to the Present (3 credits)
Prerequisite: See N.B. number (1). This is an historical investigation of United States foreign policy from the end of the Second World War to the present, emphasizing the United States' responses to the challenge of revolutions in Asia, Africa, Europe and Latin America, American conceptions of a new world order, the rise of the multinational corporation, globalization, terrorism, humanitarian intervention, and developments in Canadian-American relations.

HIST 359  (also listed as SOCI 366) The History and Sociology of Genocide to 1945 (3 credits)
Prerequisite: See N.B. number (1). Through the comparative and historical examination of a number of cases, this course investigates the meaning of genocide and the processes that have led to genocide up to 1945.

NOTE: Students who have received credit for SOCI 366 may not take this course for credit.

HIST 360  (also listed as SOCI 367) The History and Sociology of Genocide from 1945 to the Present (3 credits)
Prerequisite: See N.B. number (1). Through the comparative and historical examination of a number of cases, this course investigates the meaning of genocide and the processes that led to genocide from 1945 to the present.

NOTE: Students who have received credit for SOCI 367 may not take this course for credit.

HIST 362  Traditional China (3 credits)
Prerequisite: See N.B. number (1). This course examines Chinese history from its earliest emergence to the Ming dynasty in the mid-17th century. Emphasis is placed on China's political, intellectual, and cultural heritage.

HIST 363  Africa in the 20th Century (3 credits)
Prerequisite: See N.B. number (1). This course examines 20th-century African history. Beginning with the colonial conquests, the course traces the processes of social, cultural, and economic change that have shaped Africans' experience of colonial domination and postcolonial statehood. Emphasis is placed on the ways in which historical change has been interpreted in African cultural production.
HIST 364  Modern South Asia (3 credits)
Prerequisite: See N.B. number (1). British conquest established nearly two centuries of colonial rule over the world’s oldest civilization. This course examines the nature of imperial control, the resistance of traditional leaders, European intellectual imperialism, Indian cultural and religious revivalism, and modern nationalism. Special attention is paid to M.K. Gandhi and Gandhism as well as to Muslim separatism and the Pakistan movement.

HIST 366  Early Modern China (3 credits)
Prerequisite: See N.B. number (1). This course examines Chinese history during the Qing dynasty (1644-1912), with emphasis on political, social, diplomatic, and intellectual issues.

HIST 367  Modern China (3 credits)
Prerequisite: See N.B. number (1). This course examines China’s history since the fall of the Qing dynasty in 1912, with particular emphasis on the Nationalist and Communist revolutionary movements and on China’s transformation since the establishment of the People’s Republic of China in 1949.

HIST 368  African Popular Culture (3 credits)
Prerequisite: See N.B. number (1). This course explores the varied terrain of African popular culture in the 19th and 20th centuries. The materials examined in this course range broadly, including not only scholarly work, but also fiction, film, music, and images that provide entry points into the ways African artists, youth, officials, freedom fighters, market women, bachelors, gangsters, and others have engaged culturally with the world around them.

NOTE: Students who have received credit for this topic under a HIST 398 number may not take this course for credit.

HIST 369  Middle East: Empire, Gender, and Sexuality in Modern Times (3 credits)
Prerequisite: See N.B. number (1). This course examines the historical formation and intersection of three distinct phenomena: empire, gender, and sexuality. From the everyday practices of family life to the form of politics and the balance of geo-strategic relations, the 19th and 20th centuries witnessed a radical transformation of human organization within the Middle East and globally. Topics may include imperialism, state formation, nationalism, Orientalism, feminism, and Islam.

NOTE: Students who have received credit for this topic under a HIST 398 number may not take this course for credit.

HIST 370  Japanese Popular Culture (3 credits)
Prerequisite: See N.B. number (1). This course traces the history of Japanese popular culture from the 1600s to the present, with emphasis on the last 50 years. The major focus is on the evolution of Japanese popular media such as films, anime, and manga. Other themes such as youth culture, fashion, and the spread of Japanese popular culture outside of the country’s borders are explored. No background knowledge or Japanese language skills are required.

NOTE: Students who have received credit for this topic under a HIST 398 number may not take this course for credit.

HIST 371  History of the Russian Revolutionary Movement, 1825-1922 (3 credits)
Prerequisite: See N.B. number (1). This course traces the evolution of the Russian revolutionary movement from the Decembrist Revolt (1825) to the Bolshevik consolidation of power (1922). Emphasis is placed on the development of Russian conceptions of Socialism, Marxism, and anarchism; the roles undertaken by women in various revolutionary groups; and the Russian contribution to the development of modern terrorism.

HIST 372  Latin American History Via the Novel (3 credits)
Prerequisite: See N.B. number (1). This course examines modern Latin American history and its representation by comparing “fictional” and “factual” depictions of key issues and significant events including economic imperialism, political revolution, and race relations. Texts such as Gabriel García Márquez’s literary masterpiece One Hundred Years of Solitude are used.

NOTE: Students who have received credit for this topic under a HIST 398 number may not take this course for credit.

HIST 373  The Pacific War (3 credits)
Prerequisite: See N.B. number (1). This course explores the history of the Pacific War, from its origins in the expansion of the Japanese empire to the atomic bombings, Japan’s surrender, and the shaping of postwar Asia. While covering battles, strategy and tactics, and the weapons of war, the course also looks at diverse themes such as home fronts, propaganda, and how the war has been remembered and represented since 1945.

NOTE: Students who have received credit for this topic under a HIST 398 number may not take this course for credit.

HIST 374  Egypt and the World Since 1798 (3 credits)
Prerequisite: See N.B. number (1). This course explores the social, cultural, and political histories of Egypt between the Napoleonic conquest and the present. Special attention is paid to the formation of Egyptian national identity in a post-Ottoman international context.

HIST 376  The Caribbean and the Atlantic World (3 credits)
Prerequisite: See N.B. number (1). This course covers the period from post-Columbian contact to the late-19th century. Themes include the link between sugar and slavery; the slave trade and the emergence of plantation-based colonialism; racialized social and economic structures; slave resistance; the politics of abolition; alternative labour forms; and the rise of political movements.
HIST 377  History of Russia, 1694-1917 (3 credits)
Prerequisite: See N.B. number (1). This course traces Russian history from the era of Peter the Great to the Bolshevik Revolution. Emphasis is placed on long-term trends that continue to affect Russia today such as political liberty, economic development, warfare and foreign affairs, and gender relations.

HIST 378  History of the Soviet Union (3 credits)
Prerequisite: See N.B. number (1). This course examines the main economic, social, and political developments of the history of the Soviet Union from its creation in 1917 to its collapse in 1991. Particular attention is paid to the Stalin era, the impact of World War II, and the Cold War.

HIST 379  History through Visual Media and Material Culture (3 credits)
Prerequisite: See N.B. number (1). This course explores the relationship between the public and the past by examining issues in the production, distribution, and reception of history via these new and changing technologies.

HIST 380  History and Digital Media (3 credits)
Prerequisite: See N.B. number (1). This course offers an introduction to the changes that new media and technologies are bringing to historical research, writing, presentation, and teaching of the past. The course begins with an overview of the history of the Internet and digital media, and then examines historical work on a variety of subjects — by scholars, teachers, archivists, museum curators, and popular historians — published on the web. Historical and critical readings provide the basis for the hands-on section of the course in which students develop pilot online history projects.

NOTE: Students who have received credit for this course under a HIST 387 number may not take this course for credit.

HIST 381  History and Public Policy (3 credits)
Prerequisite: See N.B. number (1). This course examines the uses of history and the role of the historian in the political, legal, and social arenas, focusing on cases in which the past has underwritten social movements or mediated public controversies. Topics may include professional work with government and non-governmental organizations, expert analyses and testimony before tribunals and truth commissions in human rights cases, Native land claims, reparations, restorative justice, and the repatriation of cultural artifacts.

HIST 382  Age of Enlightenment (3 credits)
Prerequisite: See N.B. number (1). This course surveys the intellectual and cultural history of Europe and the Atlantic World from the later 17th century through the 18th century.

HIST 383  Age of Revolution (3 credits)
Prerequisite: See N.B. number (1). This course focuses on the French political and English industrial revolutions and their consequences throughout Europe. Colonialism, slavery, and the Atlantic revolutions in the Americas are considered to the extent that they contributed to, or were influenced by, the revolutions in Europe.

HIST 384  Age of Industrialization and Nationalism 1848-1914 (3 credits)
Prerequisite: See N.B. number (1). A study of the transformation of European society, economy, and politics in the years between the upheavals of the mid-19th century and the collapse of the traditional order in World War I.

HIST 385  Age of Dictators: Europe, 1914-1945 (3 credits)
Prerequisite: See N.B. number (1). A study of the internal development and external relations of the nations of Europe from the Great War to the end of World War II. The course examines this chaotic age primarily through an investigation of the revolutionary and reactionary upheavals that kept Europe socially, politically, and economically unbalanced for 30 years.

HIST 386  Contemporary Europe: 1945 to the Present (3 credits)
Prerequisite: See N.B. number (1). A study of the internal development and external relations of the nations of Europe from the collapse of Nazi Germany to the present. The course concentrates on the divisions between East and West, the economic recovery of Europe and the effects of the energy crisis on social, economic, and political life throughout Europe.

HIST 387  Selected Topics in Public History (3 credits)
Prerequisite: See N.B. number (1). Specific topics for this course, and relevant prerequisites, will be stated in the Undergraduate Class Schedule.

HIST 388  Telling Stories: Oral History, Memoryscapes and Digital Storytelling (3 credits)
Prerequisite: See N.B. number (1). This course is an introduction to oral history theory, ethics, and practice, and surveys the many oral history projects underway in Montreal and around the globe.

HIST 389  Ethnography: Doing Micro-History of the Present (3 credits)
Prerequisite: See N.B. number (1). This course introduces basic tools of ethnographic research and documenting using both traditional and new media, with attention to ethical, political, interpersonal, and aesthetic issues.

HIST 391  Independent Study Tutorial in History (3 credits)
Prerequisite: See N.B. number (1). This course permits individual study, with a selected faculty member, in a specialized area not available among regular 300-level classes.
HIST 392  **France 1871 to the Present** (3 credits)
Prerequisite: See N.B. number (1). This course introduces students to the history of France from the Commune of 1871 to the Fifth Republic. This course deals with such issues as the Dreyfus Affair, the legacy of two World Wars in French history, the Vichy regime, collaboration and French fascism, the May events of 1968, and so forth. Political, social, and intellectual developments will be discussed.

HIST 393  **Vietnam War** (3 credits)
Prerequisite: See N.B. number (1). The protracted Vietnamese conflict in both its French (1940-54) and American (1955-75) phases is analyzed using lectures, audio-visual materials, documents, and soldiers’ accounts. Vietnam’s historical evolution and colonial experience are briefly discussed as essential to understanding the war as a military, political, and cultural struggle.

HIST 394  **Food in History** (3 credits)
Prerequisite: See N.B. number (1). This course considers the economic, political, and cultural changes in food production, diets and cuisines from 1700 to the present from a global, comparative perspective. Lectures, primary and secondary source readings, films, research and hands-on activities explore diverse topics such as hunting and gathering; cooking traditions and innovations; cultural and ethical dimensions of eating and fasting; agriculture and food markets; the politics of famine; factory farms, industrial processing, and nutritional science; the emergence of the restaurant, the supermarket, fast food; and the globalization of modern diets.
NOTE: Students who have received credit for this topic under a HIST 398 number may not take this course for credit.

HIST 395  **Environmental History** (3 credits)
Prerequisite: See N.B. number (1). This course surveys major themes and problems in global environmental history from the last ice age to the present, but focusing primarily on Europe, Africa, Oceania, and the Americas since 1500. Topics include the history of ideas about nature; climate change; the Columbian Exchange; the environmental impact of science, technology, population growth, and urbanization; the politics of conservation; and environmentalism.
NOTE: Students who have received credit for this topic under a HIST 398 number may not take this course for credit.

HIST 396  **The United States Since 1945** (3 credits)
Prerequisite: See N.B. number (1). The immediate historical background of today’s America is the subject matter of this course. Major themes include civil rights, the rise of modern feminism, and economic change.

HIST 397  **History and Sound** (3 credits)
Prerequisite: See N.B. number (1). This course examines sound as a historical subject and a medium for understanding the past. Emphasizing aural rather than visual sources, it addresses a variety of topics including the history of aural art forms such as music and radio; sound recording and transmission technologies; commercial uses of sound; architectural acoustics; and the evolution of soundscapes. The course may include training in the production of radio documentaries, urban sound walks, and audio podcasts.

HIST 398  **Selected Topics in History** (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

HIST 402  **The Philosophy and Practice of History** (3 credits)
Prerequisite: Approved honours standing in History, or permission of the Department. This course examines problems in the philosophy and practice of history. Particular attention is given to contemporary debates about history as a distinctive mode of understanding and explanation. This course is required of all honours students.

HIST 403  **Methodology and History** (3 credits)
Prerequisite: Approved honours standing in History, or permission of the Department. This course examines the variety of sources, methods, and modes of analysis used in the research and writing of history. It addresses both theoretical and practical aspects of method. This course is required of all honours students.

HIST 412  **Advanced Study in Canadian History** (3 credits)
Prerequisite: See N.B. number (2). Advanced seminar in a selected topic in the history of Canada. The emphasis is on encouraging students to conduct historical investigation on their own, under a professor’s guidance. The specific content varies from year to year depending on the instructor.

HIST 437  **Advanced Study in European History** (3 credits)
Prerequisite: See N.B. number (2). Advanced seminar in a selected topic in the history of Europe. The emphasis is on encouraging students to conduct historical investigation on their own, under a professor’s guidance. The specific content varies from year to year depending on the instructor.

HIST 452  **Advanced Study in American History** (3 credits)
Prerequisite: See N.B. number (2). Advanced seminar in a selected topic in the history of the United States. The emphasis is on encouraging students to conduct historical investigation on their own, under a professor’s guidance. The specific content varies from year to year depending on the instructor.

HIST 457  **Advanced Study in Latin American and Caribbean History** (3 credits)
Prerequisite: See N.B. number (2). Advanced seminar in a selected topic in Latin American and/or Caribbean history. The emphasis is on encouraging students to conduct historical investigation on their own, under a professor’s guidance. The specific content varies from year to year depending on the instructor.
HIST 462  **Advanced Study in Asian History** (3 credits)
Prerequisite: See N.B. number (2). Advanced seminar in a selected topic in Asian history. The emphasis is on encouraging students to conduct historical investigation on their own, under a professor’s guidance. The specific content varies from year to year depending on the instructor.

HIST 467  **Advanced Study in Middle Eastern History** (3 credits)
Prerequisite: See N.B. number (2). Advanced seminar in a selected topic in Middle Eastern history. The emphasis is on encouraging students to conduct historical investigation on their own, under a professor’s guidance. The specific content varies from year to year depending on the instructor.

HIST 471  **Advanced Study in African History** (3 credits)
Prerequisite: See N.B. number (2). Advanced seminar in a selected topic in the history of Africa. The emphasis is on encouraging students to conduct historical investigation on their own, under a professor’s guidance. The specific content varies from year to year depending on the instructor.

HIST 475  **Advanced Study in the History of Gender and Sexuality** (3 credits)
Prerequisite: See N.B. number (2). Advanced seminar in a selected topic in the history of gender and sexuality. The emphasis is on encouraging students to conduct historical investigation on their own, under a professor’s guidance. The specific content varies from year to year depending on the instructor.

HIST 477  **Advanced Study in the History of Human Rights and Justice** (3 credits)
Prerequisite: See N.B. number (2). This advanced seminar focuses on a selected topic in the history of human rights and justice. The emphasis is on encouraging students to conduct historical investigation independently, under a professor’s supervision. The specific content may vary from year to year.

HIST 479  **Advanced Study in Women’s History** (3 credits)
Prerequisite: See N.B. number (2). Advanced seminar in a selected topic in women’s history. The emphasis is on encouraging students to conduct historical investigation on their own, under a professor’s guidance. The specific content varies from year to year depending on the instructor.

HIST 481  **Advanced Study in Public History** (3 credits)
Prerequisite: See N.B. number (2). Advanced seminar in a selected topic in public history. In addition to weekly discussions of relevant readings, the emphasis is on encouraging students to conduct historical investigation on their own, under a professor’s guidance. The specific content varies from year to year depending on the instructor.

HIST 485  **Public History Workshop** (3 credits)
Prerequisite: See N.B. number (2); HIST 306. This course offers students the opportunity to conceive, plan, and carry out a project that presents a historical subject to the public. Students receive training in the public presentation of the past through several media and to a variety of audiences, and are encouraged to involve relevant parties outside the academy in the development of their project.

HIST 486  **Public History Internship** (3 credits)
Prerequisite: See N.B. number (2); HIST 306. This internship in public history is designed to allow students to test and hone their skills in a non-academic situation. Placements will be arranged by the faculty member responsible for the course and may be drawn from various potential employment sectors: public, non-profit, and private. Students, in consultation with the employer and the faculty advisor, are expected to fully participate in the defining of their internships. Students work according to a detailed job description and devote a minimum of 100 hours to the fieldwork component of the internship, keep a logbook describing their work activities, and submit a 20-25 page written report that summarizes and evaluates their work experience, positioning it in relation to broader academic questions in the field of public history. The employers participate in the assessment of the intern’s work. Students may find it useful to have second-language proficiency for the purposes of this internship.

HIST 491  **Individual Study Tutorial in History** (3 credits)
Prerequisite: See N.B. number (2). This course permits an individual student to pursue advanced study, with a selected faculty member, in a specialized area not available among scheduled 400-level seminars.

HIST 492  **Individual Study Tutorial in History** (6 credits)
Prerequisite: See N.B. number (2). This course permits an individual student to pursue advanced study, with a selected faculty member, in a specialized area not available among scheduled 400-level seminars.

HIST 493  **Honours Essay Tutorial** (6 credits)
Prerequisite: See N.B. number (2). This course is open only to honours students in History. The student works with an individual faculty member in a particular area of history. Students are asked to produce a sustained piece of written work, not exceeding 40 pages in length, to be read by their advisor and at least one other member of the Department.

HIST 498  **Advanced Topics in History** (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
Program Objectives

The Faculty of Arts and Science Principles of Education (§31.001) reinforce the value of broadening skills and experience beyond the boundaries of a single concentration. Interdisciplinary studies involves students in a range of thought, from scientific to humanistic. Courses are designed to illuminate principles, methods, and skills that cross disciplinary boundaries. These programs are intended for students whose interests do not conform to standard academic programs.

Program

INDIVIDUALLY STRUCTURED PROGRAMS — HONOURS OR SPECIALIZATION
Under the direction of the academic advisor, Faculty of Arts and Science

Admission

Opportunities are available in some departments and programs to follow an Individually Structured Specialization or Honours program. Students must apply to the Department that seems most relevant to the central aspect of their proposed program. Students in general must have demonstrated in their previous academic endeavours that they are capable of good standing (“B” level), but in exceptional cases a student may be admitted provisionally on the recommendation of the departmental undergraduate coordinator.

Formal entry to the ISP may occur only after completion of preparatory courses such as are required in Mature Entry and Extended Credit programs. Students wishing to follow an honours program must follow the Faculty procedures and regulations concerning admission to honours programs. (See Degree Requirements — Honours, §6.2.3 and 31.003.)

Students interested in pursuing an Individually Structured Program should contact the academic advisor, Faculty of Arts and Science, at 514-848-2424, ext. 2104.

Academic Regulations

The program will consist of not less than 60 credits. The courses chosen must be based on a departmental or program core, usually the major, but not less than 24 credits. Students will thus be required to complete necessary prerequisites, and general preparation courses such as Research Methods or Statistics, so that they may later follow a regular departmental program if they so desire.

A specialization student must maintain an average of “C+” in all specialization courses for purposes of continuation in the program from year to year, as well as for graduation. The minimum acceptable grade in any single specialization course is “C-.”

The program of study must be worked out at the time of registration into the program. Admission to the program must be finalized before a student registers for the final 60 credits of the 90-credit portion of their degree. To allow for the non-availability of certain courses during certain sessions, allowable substitute courses must be listed in advance. Such substitution provisions will be necessary only in the case of specialized courses that are known not to be available on a session by session basis. The intention of this regulation is to assure that the program does not become an ad hoc mixture of courses without clearly rationalized academic coherence.

Students must prepare a careful, not necessarily long, statement of their goals indicating the specific reasons for their program choice. The rationale and the sequence of courses chosen must be approved by the two departmental program coordinators and the Associate Dean, Student Academic Services.

Programs

INTERDISCIPLINARY PROGRAMS — MINORS AND CERTIFICATES
Interdisciplinary minor programs usually consist of 24 or more credits and are to be combined with a department major, specialization, or honours. Interdisciplinary certificate programs normally consist of 30 credits and can be taken as independent programs.

Interdisciplinary minor and certificate programs are listed below.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Title</th>
<th>Cal. Sec.</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Certificate in Arts and Science</td>
<td>31.170</td>
</tr>
<tr>
<td>27</td>
<td>Minor in Interdisciplinary Studies in Sexuality</td>
<td>31.170</td>
</tr>
<tr>
<td>24</td>
<td>Minor in Israel Studies</td>
<td>31.170</td>
</tr>
</tbody>
</table>
**Program**

**CERTIFICATE IN ARTS AND SCIENCE**

The Certificate in Arts and Science is a *non-degree program* that caters to students who qualify for undergraduate degree programs, but whose preference is to follow a shorter program of study. It may also be of interest to those who already have an undergraduate degree, but wish to update their knowledge or learn new skills.

The certificate requires successful completion of 30 credits. At least 24 of these credits must be chosen from courses offered by not more than three departments in the Faculty of Arts and Science.

Students may transfer into the certificate program up to 12 credits earned in an incomplete degree or certificate program or as an Independent student, provided they are students in good standing. The credits that may be so transferred are determined by the University at the point of entry into the program.

Students who are admitted to the Certificate in Arts and Science, and who wish to continue in a degree program, should apply for admission to their program within the first 30 credits.

For advising assistance, students should contact Student Academic Services at 514-848-4244, ext. 2104.

**Program**

**INTERDISCIPLINARY STUDIES IN SEXUALITY**

The Minor in Interdisciplinary Studies in Sexuality, offered jointly by the Faculty of Fine Arts and the Faculty of Arts and Science, draws its curriculum from a variety of disciplines. Its purpose is to investigate empirical, theoretical, and creative aspects of sexuality.

Students interested in this program should contact Dr. Frances Shaver, Chair, Department of Sociology and Anthropology and Dr. Thomas Waugh, Professor, Mel Hoppenheim School of Cinema.

*Students are responsible for satisfying their particular degree requirements.*

The superscript indicates credit value.

27 **Minor in Interdisciplinary Studies in Sexuality**

- 12 Credits chosen from INTE 270/FFAR 290, INTE 275/FASS 291, INTE 392/FASS 392; SOCI 375/ANTH 375; FMST 392
- 9 Elective credits on sexuality and sexual orientation chosen in consultation with the program coordinator from periodic topics courses and other suitable courses identified in a given year, and from the following regular courses: AHSC 312; ENGL 393; FMST 391; RELI 380; WSDB 383.
- 6 Credits chosen each year from courses in gender and women's studies in consultation with the program coordinator from a list of available offerings within departments of the Faculties of Arts and Science.

*Prerequisites waived for students having completed six credits in the Minor in Interdisciplinary Studies in Sexuality.

NOTE: For details on the course descriptions in the program listed above, please refer to the individual departmental course listings, and the INTE courses listed below.

**Program**

**ISRAEL STUDIES**

The Minor in Israel Studies is designed to ensure a balanced coverage and study of the main religious, social, cultural, and political currents that define Israel in the Middle East today. Its curriculum is drawn from various departments including Art History, Classics, Modern Languages and Linguistics, English, History, Political Science and Religion.

Students interested in this program should contact Dr. Csaba Nikolenyi (Political Science) or Dr. Norma Joseph (Religion), co-directors of the Azrieli Institute of Israel Studies.

24 **Minor in Israel Studies**

- 9 Credits chosen from HEBR 210, 241; MARA 205, 206, 240
- 3 Credits chosen from POLI 391, 395; RELI 319
- 3 Credits chosen from POLI 322; RELI 328, 329
- 6-12 Credits chosen from ARTH 369; ENGL 398; HEBR 310; HIST 235, 242, 359; RELI 220, 223, 224, 301, 393
- 3 Credits chosen in consultation with the advisor

**Elective Groups**

Elective Groups (formerly referred to as Clusters) are elective courses (15 to 18 credits) on a theme. Each group provides multidisciplinary and interdisciplinary course content.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Elective Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>Canadian Studies (Admission suspended for 2014-15)</td>
</tr>
<tr>
<td>18</td>
<td>Health and Lifestyle</td>
</tr>
<tr>
<td>18</td>
<td>Hellenic Studies</td>
</tr>
</tbody>
</table>
**Interdisciplinary Courses**

Many courses which have an interdisciplinary approach and are recommended and/or required by a variety of departments are listed in this section.

*Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.*

**INTE 270** *(also listed as FFAR 290)*  
**HIV/AIDS: Cultural, Social and Scientific Aspects of the Pandemic** (6 credits)  
An interdisciplinary survey of the major issues and challenges of the HIV pandemic. Such topics as the biology of the virus, therapeutic, clinical and epidemiological research developments, the social costs of sexual taboos and discrimination, and media and artistic representation by and of people with HIV are presented by faculty and visiting community experts. The epidemics in the Western hemisphere, Africa, Asia, and other regions are addressed. Learning is based on lectures, weekly tutorials, and community involvement.  
*NOTE: Students who have received credit for FFAR 290, FFAR 390, INTE 390, or for this topic under an FFAR 398, INTE 398, or SOCI 399 number, may not take this course for credit.*

**INTE 275** *(also listed as FASS 291)*  
**Introduction to Sexuality Research** (3 credits)  
An interdisciplinary survey of approaches to research in sexuality within the humanities, the arts, and the social sciences. Basic concepts of sexual identity, values, conduct, representation, and politics are addressed through such topical concerns as pornography and censorship, and through the perennial dialogue between biological and socio-cultural models of sexuality. The relation between theories and research methods is discussed in the context of classical and current research and creative activity. The syllabus reflects the varying specializations of the instructors from year to year.  
*NOTE: Students who have received credit for FASS 291, FASS 391, or INTE 391 may not take this course for credit.*

**INTE 290**  
**Introduction to Computer Usage and Document Design** (3 credits)  
This course teaches students how to use the latest Windows operating system in combination with Microsoft Office applications and how to use these tools to produce attractive, efficient, and informative documents. Basic notions of word processing, document design, data organization, and presentation are explored. The course is based on a step-by-step learning process, whereby students acquire the tools that they need to accomplish a specific task. A minimum of 40 hours of laboratory work is required.  
*NOTE: Computer Science students, or students enrolled in Mathematics and Statistics programs, may not take this course for credit.  
NOTE: Students who have received credit or exemption for DESC 200 or BTM 200 may not take this course for credit.*

**INTE 291**  
**Web Document Development** (3 credits)  
Prerequisite: INTE 290 or equivalent. This course introduces students to web document development in a networked PC environment. Students learn how to create web documents, scripts, and animation using a variety of web development, scripting, and animation tools. The course format is a mix of lectures, hands-on experience in the computer laboratory, and text. A minimum of 40 hours of laboratory work is required.  

**INTE 293**  
**Computer Application Development** (3 credits)  
This course introduces students to the use of contemporary computer tools in scientific applications. It is designed for students with some familiarity with the fundamentals of computing who wish to use computers as tools for research within science disciplines. The format is largely self-instructional, using computer-based tutorial packages. A minimum of 40 hours of laboratory work is required.

**INTE 296**  
**Discover Statistics** (3 credits)  
This course introduces students to the basics of statistics and is aimed at mastering the elementary analytical concepts of the subject. Topics include descriptive statistics, correlation and regression analysis, experimental analysis (test procedures), probability (distribution and theory), hypothesis testing, and analysis of variance.  
*NOTE: Students who have received credit for this topic under an INTE 298 number may not take this course for credit.  
NOTE: See §200.7 for equivalent statistics courses.*
INTE 298  Special Topics (3 credits)
INTE 299  Special Topics (6 credits)

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

INTE 392  Special Topics (6 credits)
INTE 399  Special Topics (6 credits)

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

INTE 392  (also listed as FASS 392)
Queer Theory (3 credits)
Prerequisite: 30 credits. An interdisciplinary survey of the basic post-1970 theories of sexual minorities and diversity, in their historical and cultural contexts. Authors from Michel Foucault to Eve Kosofsky Sedgwick are introduced, as well as the work of artists and performers from Derek Jarman to k.d. lang. The syllabus reflects the varying specializations of the instructors from year to year. 
NOTE: Students who have received credit for FASS 392 may not take this course for credit.

INTE 398  Special Topics (3 credits)
INTE 399  Special Topics (6 credits)

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

INTE 498  Special Topics (3 credits)
INTE 499  Special Topics (6 credits)

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
Faculty

Chair
BRIAN GABRIAL, PhD University of Minnesota, Associate Professor

Distinguished Professor Emeritus
ENN RAUDSEPP, PhD McGill University

Professor
MIKE GASHER, PhD Concordia University

Associate Professors
LINDA KAY, MA Concordia University
DAVID SECKO, PhD University of British Columbia

Assistant Professors
ANDREA HUNTER, PhD Queen’s University
LISA LYNCH, PhD Rutgers University
JAMES McLEAN, PhD Concordia University
STANTON PADDOCK, MA Ohio University

Senior Lecturer
PETER DOWNIE, MA Concordia University

Lecturers
ABEL HEFTER, BA McGill University
CORINNE SMITH, MJ Carleton University
ALASTAIR SUTHERLAND, BA McGill University
JANICE TIBBETTS, MJ Carleton University

For the complete list of faculty members, please consult the Department website.

Location

Loyola Campus
Communication Studies and Journalism Building, Room: CJ 3.230
514-848-2424, ext. 2465
Email: sandy@alcor.concordia.ca

Department Objectives

Journalism studies are designed to help students become the intelligent and versatile reporters and writers upon which society depends for the exercise of its democratic functions. Above all, journalism is an intellectual activity with rigorous standards for gathering, processing, and disseminating information. To help students become knowledgeable and versatile reporters and writers, the Department of Journalism offers a professional education that combines theory and practice.

Writing and production workshops emphasize the practical, simulating the assignments of working journalists. Newsroom standards are universally applied. Complementing these courses are lectures and seminars which analyze the social and political contexts in which journalism is practised.

Admission and Graduation Requirements

Enrolment in the workshops in the Department of Journalism is limited and depends on the applicants’ successful completion of the admission procedures outlined in the following paragraphs. All applicants should apply through the Concordia University Admissions Application Centre. Applicants must also submit a separate application to the Department by March 1 to make an appointment for a test of English proficiency. More information can be found at journalism.concordia.ca/undergraduateprograms.

A student must achieve a final mark of “C” or better in the reporting workshops in order to proceed to the next level.

To graduate with a Major or Specialization in Journalism, a student must demonstrate a working knowledge of French. Tests of oral proficiency in French are administered by the Département d’études françaises on behalf of the Department of Journalism, which is responsible for the final evaluation of each student’s competence.
Programs

Students are responsible for satisfying their particular degree requirements. The superscript indicates credit value. These programs are designed to prepare graduates for the English-language media. A limited number of students who have been admitted to the Major in Journalism program may be allowed to register in the Science College, with a view to combining a basic understanding of science with a training in journalism.

60 BA Specialization in Journalism/Textual
Stage I
18 JOUR 201, 202, 205, 221
Stages II & III
15 JOUR 302, 303, 309, 316, 366
9 JOUR 404, 428, 444
6 Chosen from JOUR 402, 403, 435, 436, 437, 442, 450, 451, 460, 463, 498
12 General-Knowledge Credits
   Category 1: Politics and History
   3 Chosen from HIST 205, POLI 204, 351, 356
   Category 2: Society and Culture
   3 Chosen from ENGL 233, PHIL 201, 210, RELI 214, SOCI 203
   Category 3: Economics
   3 Chosen from ECON 201, 203, 252
   Category 4: Science
   3 Chosen from BIOL 200, CHEM 208, 209, INTE 296

60 BA Specialization in Journalism/Audiovisual
Stage I
18 JOUR 201, 202, 205, 221
Stages II & III
15 JOUR 302, 316, 321, 330, 366
9 JOUR 421, 428, 444
6 Chosen from JOUR 402, 420, 432, 435, 436, 437, 442, 450, 451, 460, 463, 498
12 General-Knowledge Credits
   Category 1: Politics and History
   3 Chosen from HIST 205, POLI 204, 351, 356
   Category 2: Society and Culture
   3 Chosen from ENGL 233, PHIL 201, 210, RELI 214, SOCI 203
   Category 3: Economics
   3 Chosen from ECON 201, 203, 252
   Category 4: Science
   3 Chosen from BIOL 200, CHEM 208, 209, INTE 296

72 BA Specialization in Journalism/Multi-Platform
Stage I
18 JOUR 201, 202, 205, 221
Stage II
21 JOUR 302, 303, 309, 316, 321, 330, 366
Stage III
12 JOUR 404, 421, 428, 444
9 Chosen from JOUR 402, 420, 432, 435, 436, 437, 442, 450, 451, 460, 463, 498
12 General-Knowledge Credits
   Category 1: Politics and History
   3 Chosen from HIST 205, POLI 204, 351, 356
   Category 2: Society and Culture
   3 Chosen from ENGL 233, PHIL 201, 210, RELI 214, SOCI 203
   Category 3: Economics
   3 Chosen from ECON 201, 203, 252
   Category 4: Science
   3 Chosen from BIOL 200, CHEM 208, 209, INTE 296
45 **BA Major in Journalism**

NOTE: To graduate with a Major in Journalism students are required to complete a minor or a major in another subject.

**Stage I**

18 JOUR 201, 202, 205, 221

**Textual Option**

**Stage II**

15 JOUR 302, 303, 309, 316, 366

**Stage III**

9 JOUR 404, 428, 444

3 Chosen from JOUR 402, 420, 435, 436, 437, 442, 450, 451, 460, 463, 498

**Audiovisual Option**

**Stage II**

15 JOUR 302, 316, 321, 330, 366

**Stage III**

9 JOUR 421, 428, 444

3 Chosen from JOUR 402, 420, 432, 435, 436, 437, 442, 450, 451, 460, 463, 498

---

**Journalism Co-operative Program**

**Director**

ANDREA HUNTER, Assistant Professor

The Journalism co-operative program is offered to full-time students who are enrolled in the BA specialization program in the Department of Journalism. Students who meet the academic requirements for co-op are eligible to apply. The academic content is very similar to that of the regular programs, with some specific recommendations for courses to improve the students' job skills. Work terms provide co-op students with the opportunity to gain practical journalism experience with a variety of employers. While most of the positions will be in the Montreal area, students must be prepared to work in other parts of Canada. Please refer to §4 for the schedule of study and work terms and the full description of admission requirements.

**Courses**

Written work in writing and reporting workshop courses is in English; please consult the Department.

Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.

**JOUR 201 Introduction to Journalism: Text** (6 credits)

Prerequisite: Enrolment in a Journalism program. This course lays the foundation for all subsequent reporting and writing courses. Students learn how to do library and online research, structure and conduct interviews, and write news and feature stories for print and online outlets. Emphasis is placed on reporting stories in the community. Practical out-of-class assignments use the city of Montreal as a laboratory.

**JOUR 202 Digital Tools for Journalists** (3 credits)

Prerequisite: Enrolment in a Journalism program. Students are introduced to a range of basic tools and concepts in multimedia journalism, from basic HTML and web design to the use of web 2.0 tools to author and publish video, audio, and still photography online.

**JOUR 205 Principles of Journalistic Thought and Practice** (3 credits)

This course provides a survey of the foundational ideas about journalism and its role in society, from the time of an emergent press to the present. It addresses received ideas about journalism’s place in democratic society as well as current critical thought.

**JOUR 210 The Media in Quebec** (3 credits)

This course considers the current reality of the Quebec news media as they have been informed by the history of journalism in Quebec. The course situates the media in Quebec within broader philosophical and sociological currents informing the understanding of journalism as an institution. Some of the reading material for this course is in French.

NOTE: Students who have received credit for JOUR 305 may not take this course for credit.

**JOUR 215 Contemporary News Media** (3 credits)

This course introduces students to the increasingly complex structures of modern media, and considers them in the context of journalism ideals. It examines the organizations, practices and problems of news media, focusing on key functions in day-to-day activities. In any given year, it may explore in detail a particular development or problem in the news media.
JOUR 221  Introduction to Journalism: Audiovisual (6 credits)
Prerequisite: Enrolment in a Journalism program. This course introduces students to the fundamentals of news across audio and visual platforms (radio, television, and online journalism); focusing on research, story development, writing, recording and editing. It also introduces students to the historical development of radio and television in Canada.
NOTE: Students who have received credit for JOUR 200 or 203 may not take this course for credit.

JOUR 298  Special Topics in Journalism (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

JOUR 302  Research Methods for Journalism (3 credits)
Prerequisite: JOUR 201, 221. This course introduces students to research methods with a particular focus on primary sources, such as official documents, legal and financial records, access-to-information requests, electronic databases, as well as in-depth interviews. These methods are treated as both sources of story ideas and as essential elements of good reporting.

JOUR 303  Feature Writing (3 credits)
Prerequisite: JOUR 201, 221. This course is designed to help students develop and enhance their writing abilities, preparing for the broadest range of journalistic feature writing, from brief colour stories and profiles to in-depth articles. It consolidates interview techniques and introduces a variety of writing approaches.

JOUR 309  Copy-Editing and Layout (3 credits)
Prerequisite: JOUR 201, 221. This course develops students’ copy-editing skills and introduces them to the fundamentals of page layout. While the editing component of the course is designed primarily for students in textual journalism, the techniques employed are applicable to all media forms.

JOUR 316  Law and Ethics in Journalism (3 credits)
Prerequisite: JOUR 201, 221. This course looks at issues and practices in journalism within the contexts of law and ethics. It aims to provide students with an understanding of professional standards and legal norms, together with a strong foundation in ethical reasoning.
NOTE: Students who have received credit for JOUR 317 or COMS 453 may not take this course for credit.

JOUR 318  Publication Workshop (3 credits)
Prerequisite: JOUR 201. Students experiment, under supervision, with concepts and practical applications of computerized print media layout and design at an advanced level while creating publications in a variety of formats.
NOTE: Students who have received credit for JOUR 408 or for this topic under a JOUR 498 number may not take this course for credit.

JOUR 319  Computer-Assisted Reporting (3 credits)
Prerequisite: JOUR 201, or permission of the Department. Students develop advanced skills in computer-assisted reporting, working with a variety of software and data storage systems to research, analyze and publish their work. The goal is to equip students with the skills necessary to be successful journalists in the information age.
NOTE: Students who have received credit for JOUR 419 or for this topic under a JOUR 498 number may not take this course for credit.

JOUR 321  Video Journalism (3 credits)
Prerequisite: JOUR 201, 221. This workshop course advances videography skills introduced in JOUR 221. Students refine reporting, writing, recording and editing skills in a production context.
NOTE: Students who have received credit for JOUR 336 or 339 may not take this course for credit.

JOUR 330  Radio Newsroom (3 credits)
Prerequisite: JOUR 221. This course seeks to replicate the working conditions and journalistic expectations of a radio newsroom. Students assume various journalistic positions including assignment editor, reporter, and newscaster, working to deadline to produce a live radio newscast.

JOUR 336  Introduction to Television (3 credits)
Prerequisite: JOUR 221. This is a workshop course in the fundamentals of videography, where students learn the techniques of video recording and editing, as well as how to write effectively to complement images, and how to organize and perform field and post-production functions.
NOTE: Students who have received credit for JOUR 415 may not take this course for credit.

JOUR 339  Intermediate Television Journalism (3 credits)
Prerequisite: JOUR 336. This course is a continuation of JOUR 336. Students learn the various production methodologies used in putting together a weekly television news and current-affairs program, and work on perfecting editing skills using more sophisticated TV-editing software.
JOUR 343  Broadcast Public Affairs  (3 credits)
Prerequisite: JOUR 201, or permission of the Department. This course focuses on the principles, practices, and issues in Canadian and American public affairs radio and television, with a comparative look at broadcasting around the world.
NOTE: Students who have received credit for COMS 340, 342 or 343 may not take this course for credit.

JOUR 366  Photojournalism  (3 credits)
Prerequisite: JOUR 201, 221. This is a workshop in the fundamentals of photojournalism, where students learn how to apply the theory and aesthetics of news photography to telling stories through pictures. Using digital cameras and technology, students perform a variety of exercises and assignments to help them master the techniques used in planning, taking, and laying out news photographs.
NOTE: Students who have received credit for JOUR 466 may not take this course for credit.

JOUR 398  Special Topics in Journalism  (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

JOUR 400  Advanced Reporting  (3 credits)
Prerequisite: JOUR 302 or 303. Students are introduced to several areas of specialist reporting including business and editorial writing, and to a variety of journalistic treatments.
NOTE: Students who have received credit for JOUR 401 may not take this course for credit.

JOUR 402  Specialist Reporting  (3 credits)
Prerequisite: JOUR 302 and 303; or permission of the Department. This workshop course focuses on a specified topic area each term (identified in the Undergraduate Class Schedule). It introduces students to the “beat,” the particular research, reporting, and analytical demands of the specialty topic and the institutions which form the basis of this reporting specialty.

JOUR 404  Magazine Writing  (3 credits)
Prerequisite: JOUR 302, 303. This workshop is designed for those students who want to further develop a set of research and writing skills geared specifically to the magazine market. Students produce magazine articles of publishable quality and shape the stories to fit the needs of a particular magazine by studying the overall market in depth.

JOUR 420  Gender and Journalism  (3 credits)
Prerequisite: 60 credits or permission of the Department. This course focuses on gender issues in journalism, ranging from the historical context to more contemporary material. It addresses the ways in which gender affects journalism as both a practice and an institution.
NOTE: Students who have received credit for JOUR 320 or for this topic under a JOUR 398 number may not take this course for credit.

JOUR 421  Advanced Television Journalism  (3 credits)
Prerequisite: JOUR 321. This workshop focuses on how to produce a television news and current affairs program. Students produce a weekly television program and learn to work as part of a news team by performing all the functions behind and in front of the camera.

JOUR 428  Multi-Platform Journalism  (3 credits)
Prerequisite: JOUR 202, 302. This course further explores the theory and practice of the authoring and online publication of text, audio, video and informational graphics. Working in groups, students create multimedia “packages” and work collectively to publish an online presentation of class work at the end of the term.
NOTE: Students who have received credit for this topic under a JOUR 498 number may not take this course for credit.

JOUR 432  Documentary Journalism  (3 credits)
Prerequisite: JOUR 339. This course is for students who wish to explore long-form journalism in sound and pictures, in particular, the television current-affairs documentary. Through assignments, class discussions, and exposure to notable examples of the form, students learn the fundamentals of documentary production including story development and treatment, cinematographic style, interviewing, editing, and presentation.

JOUR 435  Alternative News Media  (3 credits)
Prerequisite: 60 credits or permission of the Department. This course considers the alternative news organizations in a variety of media forms. It examines both historical and present-day examples in the context of an expanding and diversifying mediascape.
NOTE: Students who have received credit for this topic under a JOUR 298 number may not take this course for credit.

JOUR 436  Citizen Journalism  (3 credits)
Prerequisite: 60 credits or permission of the Department. This course considers the challenges to mainstream journalism and addresses the particularities of citizen journalism, including its sourcing and presentation strategies, and organizational structures. Students learn how to apply basic technologies involved in citizen journalism.
NOTE: Students who have received credit for this topic under a JOUR 398 number may not take this course for credit.
JOUR 437  **Turning Points in Journalism History** (3 credits)
Prerequisite: JOUR 205. By concentrating on seminal moments reflected in a range of news media forms, this course examines technological, sociocultural, political, and historical trends that have contributed to journalism’s development as a set of complex practices. Special attention is given to innovative journalists who have advanced the field.

NOTE: Students who have received credit for JOUR 332 may not take this course for credit.

JOUR 442  **International Journalism** (3 credits)
Prerequisite: 60 credits or permission of the Department. This course examines cross-cultural journalism practices as they pertain to both international news coverage and local reportage in a multicultural setting. The course asks students to apply basic theoretical concepts to concrete case studies of the news.

JOUR 444  **Critical Approaches to Journalism** (3 credits)
Prerequisite: 60 credits or permission of the Department. This course introduces students to a scholarly critique of journalism, both as a practice and as an institution. By interrogating specific readings, students are encouraged to consider the journalist as a cultural producer operating within overlapping social, political, and economic contexts.

JOUR 450  **Independent Study** (3 credits)
Prerequisite: 60 credits and enrolment in a Journalism program. Students who have demonstrated ability may, near the end of their program, undertake an independent study on a topic not otherwise covered by the program, under the direction of one or more faculty members.

JOUR 451  **Journalism Practicum** (3 credits)
Prerequisite: 60 credits and enrolment in a Journalism program. Students who have demonstrated ability, near the end of their program, undertake a practicum at a recognized media outlet, under the supervision of a senior journalist and with permission of the Department’s undergraduate program director.

NOTE: Students who have received credit for JOUR 450 may take this course for credit.

JOUR 460  **Technical Writing and Business Communication** (3 credits)
Prerequisite: 60 credits or permission of the Department. This is a writing workshop in which students learn a range of writing styles and modes used by freelance journalists in technical writing and business communication. Among other assignments, students learn how to build up a press kit, including press releases, backgrounders, and fact sheets.

NOTE: Students who have received credit for this topic under a JOUR 498 number may not take this course for credit.

JOUR 463  **Literary Journalism** (3 credits)
Prerequisite: 60 credits or permission of the Department. This course explores the literary value of selected, seminal journalistic writings by examining the work of journalists, both past and present, as well as other non-fiction writers, including those in Canada, U.S., U.K., and elsewhere. Students will appreciate how literary styles and conventions can enhance journalistic practices.

JOUR 498  **Advanced Special Topics in Journalism** (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
MATHEMATICS AND STATISTICS

Faculty

Chair
T.B.A.

Associate Chair
CHRISTOPHER J. CUMMINS, PhD University of Southampton, Professor

Professors
SYED T. ALI, PhD University of Rochester
MARCO BERTOLA, PhD SISSA-ISAS, Trieste, Italy
ABRAHAM J. BOYARSKY, PhD McGill University
YOGENDRA P. CHAUBEY, PhD University of Rochester; Provost’s Distinction
CHANTAL DAVID, PhD McGill University
JOSÉ GARRIDO, PhD University of Waterloo
PAWEL GORA, PhD DSc Warsaw University
RICHARD L. HALL, PhD University of London
JOHN HARNAD, DPhil University of Oxford; Provost’s Distinction
ADRIAN IOVITA, PhD Boston University
HERSHY KISILEVSKY, PhD Massachusetts Institute of Technology
DMITRY KOROTKIN, PhD Steklov Mathematical Institute
HARALD W. PROPPE, PhD McGill University
ROBERT RAPHAEL, PhD McGill University
ALEXANDER SHNIRELMAN, PhD Moscow State University
ANNA SIERPINSKA, PhD Krakow Higher School of Pedagogy
RONALD J. STERN, PhD Northwestern University
FRED E. SZABO, PhD McGill University
XIAOWEN ZHOU, PhD University of California, Berkeley

Associate Professors
JOSEF BRODY, PhD Carleton University
G. ELIE COHEN, PhD McGill University
GALIA DAFNI, PhD Princeton University
PATRICE GAILLARDETZ, PhD University of Toronto
CODY HYNDMAN, PhD University of Waterloo
LEA POPOVIC, PhD University of California, Berkeley
ARUSHARKA SEN, PhD Indian Statistical Institute
ALINA STANCU, PhD University of Rochester
WEI SUN, PhD Chinese Academy of Sciences

Assistant Professors
NADIA HARDY, PhD Concordia University
ALEXEY KOKOTOV, PhD Steklov Mathematical Institute
MÉLINA MAILHOT, PhD Université Laval

Lecturers
ARMEN ATOYAN, PhD Moscow Engineering-Physics Institute
EWA DUMA, PhD Warsaw University
DEBARAJ SEN, PhD Concordia University

Affiliate Professors
JOHN DENTON, PhD Harvard University
ANDREW GRANVILLE, PhD Queen’s University
BENOIT LAROSE, PhD Université de Montréal

For the complete list of faculty members, please consult the Department website.
Location

Sir George Williams Campus
J.W. McConnell Building, Room: LB 901
514-848-2424, ext. 3223

Department Objectives

The Department of Mathematics and Statistics provides the general mathematical culture necessary for training those who will either be using the tools of mathematics or statistics in their work or who will become future mathematicians or statisticians. For students who are contemplating graduate work in mathematics or statistics, the Department has leading researchers in the fields of actuarial mathematics, applied probability, computational algebra, differential geometry, dynamical systems, mathematical physics, mathematics education, number theory and statistics.

In addition to its co-op program, alternating work and academic terms, the Department offers a program in Actuarial Mathematics and prepares students for the associateship examinations of the Society of Actuaries and the Casualty Actuarial Society.

The Department also provides instruction at the remedial and introductory levels to enable students who have been out of school for some time to re-enter the academic stream; and offers special courses for teachers of mathematics who wish to keep abreast of recent ideas and applications.

Programs

Students are required to complete the appropriate entrance profile for entry into the program (see §31.002 — Programs and Admission Requirements — Profiles).

A student wishing to follow a program in the Department of Mathematics and Statistics but not meeting the entrance requirements should consult with one of the Department’s academic advisors.

By careful choice of electives, students can select whether the emphasis of the program will be in the area of Actuarial Mathematics, Mathematical and Computational Finance, Pure and Applied Mathematics, or Statistics through specialization/honours programs in the respective areas.

The enrolment in specialization/honours will be on a selective basis, whereas the major will be open to all students. However, students with less than a 70% average in Cegep Mathematics courses will be required to take a six-credit “transition” Calculus and Linear Algebra course (MAST 214) upon entry into the MATH/STAT Major. The course will not count for credits in the major.

Students wishing to take other Engineering Mathematics courses for credit must obtain prior approval of the Department.

Students are responsible for satisfying their particular degree requirements.

The superscript indicates credit value.

Students seeking admission to the honors program may apply either for direct entry on the University application form or, once in the program, to the departmental honors advisor normally following the completion of 30 credits.

66 BA or BSc Honours in Actuarial Mathematics
27 MATH 251, 252, 264, 265, 354, 364, 365, 249, 250
30 ACTU 256, 257, 357, 457, 458, 459, 349, 360, 460, 461
3 Chosen from ACTU 286, 386, 486; MAST 232, 332; STAT 287, 388
6 Honours project ACTU 493

60 BA or BSc Specialization in Actuarial Mathematics
27 MATH 251, 252, 264, 265, 354, 364, 365, 249, 250
30 ACTU 256, 257, 357, 457, 458, 459, 349, 360, 460, 461
3 Chosen from ACTU 286, 386, 486; MAST 232, 332; STAT 287, 388

90 BA or BSc Specialization in Actuarial Mathematics/Finance
27 MATH 251, 252, 264, 265, 354, 364, 365, 249, 250
30 ACTU 256, 257, 357, 457, 458, 459, 349, 360, 460, 461
3 Chosen from ACTU 286, 386, 486; STAT 287
21 ECON 201, 203; COMM 220, 308; ACCO 230; FINA 385, 395
9 Chosen from 400-level Finance courses

90 BA or BSc Specialization in Mathematical and Computational Finance
6 MACF 401, 402
24 MATH 251, 252, 264, 265, 364, 365, 370, 473
18 STAT 249, 250, 349, 360, 460, 461
12 Chosen from MACF 491, 492; MATH 361, 464, 467, 478, 479; STAT 449, 450, 452
24 ACCO 230, COMM 220, 308; ECON 201, 203; FINA 385, 395, 412
### BA or BSc Honours in Pure and Applied Mathematics

30  MATH 251, 252, 254, 263, 341, 345, 355, 361, 364, 365; STAT 249, 250
12  MATH 366, 369, 370, 464
3  Chosen from MATH 217, 232
9  Chosen from MATH 467, 470, 471, 473, 474, 475, 478, 479; STAT 449, 452
6  MATH/STAT chosen with prior departmental approval
6  Honours project MATH 496

### BA or BSc Specialization in Pure and Applied Mathematics

30  MATH 251, 252, 254, 263, 341, 345, 355, 361, 364, 365; STAT 249, 250
12  MATH 366, 369, 370, 464
3  Chosen from MATH 217, 232
9  Chosen from MATH 467, 470, 471, 473, 474, 475, 478, 479; STAT 449, 452
6  MATH/STAT chosen with prior departmental approval
6  Honours project MATH 496

### BA or BSc Honours in Statistics

30  MATH 251, 252, 263, 341, 345, 361, 364, 365; STAT 249, 250
12  MATH 370; STAT 349, 360, 450
6  Chosen from MATH 464, 467, 478, 479; STAT 449, 452, 460, 461, 480 or BSTA 445
3  Chosen from MATH 217, 232, 333; MATH 366; STAT 287, 388
9  MATH/STAT chosen with prior departmental approval
6  Honours project STAT 499

### BA or BSc Specialization in Statistics

30  MATH 251, 252, 263, 341, 345, 361, 364, 365; STAT 249, 250
12  MATH 370; STAT 349, 360, 450
6  Chosen from MATH 464, 467, 478, 479; STAT 449, 452, 460, 461, 480 or BSTA 445
3  Chosen from MATH 217, 232, 333; MATH 366; STAT 287, 388
9  MATH/STAT chosen with prior departmental approval

### BA or BSc Major in Mathematics and Statistics

33  COMP 218 or 248; MAST 217 or COMP 232; MAST 218, 219, 221, 224, 232, 234, 235, 331, 333
3  Chosen from MAST 330, 332
3  Chosen from MAST 223, 334, 335, 397, 398
3  Chosen with prior departmental approval

### BA or BSc Joint Major in Mathematics and Statistics and Computer Applications

Mathematics and Statistics Component

42  COMP 248; MAST 217 or COMP 232; MAST 218, 219, 221 or COMP 233; MAST 224, 232, 234, 235, 331, 332 or COMP 367; MAST 333, 334 or COMP 361; MATH 339

Computer Science Component

32  COMP 228, 249, 335, 346, 348, 352, 354, 463; ENCS 282, 393
4  Chosen from COMP courses with numbers 325 or higher; SOEN 287, 321, 387, 422, 423, 487

NOTE: The Faculty of Arts and Science and the Faculty of Engineering and Computer Science have created a program of study which combines a comprehensive education in computer science and mathematics. This program resides in both Faculties. In the Faculty of Engineering and Computer Science, it is offered under the aegis of the Bachelor of/Baccalaureate in Computer Science, Computer Applications Option. According to their preferences and aspirations, students may apply either for a Bachelor of/Baccalaureate in Science program, or Bachelor of/Baccalaureate in Arts program or a Bachelor of/Baccalaureate in Computer Science program. The Computer Science program is described in §71.85.

### Minor in Mathematics and Statistics

18  MAST 217, 218, 219, 221, 224, 333
6  MATH/STAT chosen with prior departmental approval from MAST 223, 232, 234, 235, 330, 331, 332, 334, 335, 397, 398

*NOTE: Students enrolled in a Mathematics and Statistics program who take probability/statistics courses in other departments may not receive credit for this course. Students taking a double Major or a Minor in Mathematics and Statistics and whose other program requires statistics courses should contact the Mathematics and Statistics undergraduate program advisor.*
The Mathematics and Statistics co-operative program is offered to students who are enrolled in the BA or BSc honours or specialization programs. Students interested in applying for the Mathematics and Statistics co-op should refer to §24 where a full description of the admission requirements is provided.

Academic content is identical to that of the regular program, but six study terms are interspersed with four work terms. Students are supervised personally and must meet the requirements specified by the Faculty of Arts and Science and the Institute for Co-operative Education in order to continue their studies in the co-op format.

Liaison between the student, the employers, and the Institute for Co-operative Education is provided by the Mathematics and Statistics co-op committee, which includes the student’s advisors.

Please refer to §24 for the schedule of study and work terms and the full description of admission requirements.

Courses

Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.

Actuarial Mathematics

**ACTU 256**  
*Mathematics of Finance* (3 credits)  
Prerequisite: MATH 284 previously or concurrently; and permission of the Department. Measurement of interest; annuities and perpetuities; amortization and sinking funds; rates of return; bonds and related securities; life insurance.  
**NOTE:** Students who have received credit for MATH 326 may not take this course for credit.  
**NOTE:** Only three credits will be awarded from ACTU 256; MAST 335.

**ACTU 257**  
*Actuarial Mathematics I* (3 credits)  
Prerequisite: ACTU 256. Measurement of mortality; pure endowments; life insurance; net single premiums; life annuities; net annual premiums; special topics.  
**NOTE:** Students who have received credit for MATH 327 may not take this course for credit.

**ACTU 286**  
*Actuarial Mathematics Lab I* (1 credit)  
This lab features problem-solving sessions for the professional examination on financial mathematics of the Society of Actuaries and the Casualty Actuarial Society.  
**NOTE:** Students who have received credit for MATH 229 may not take this course for credit.

**ACTU 357**  
*Actuarial Mathematics II* (3 credits)  
Prerequisite: ACTU 257. Net level premium reserves; multiple life functions; multiple decrements, the expense factor; special topics.  
**NOTE:** Students who have received credit for MATH 427 may not take this course for credit.

**ACTU 386**  
*Actuarial Mathematics Lab II* (2 credits)  
This lab will feature the use of programming languages and software applications.  
**NOTE:** Students who have received credit for MATH 232 may not take this course for credit.

**ACTU 456**  
*Pension Mathematics* (3 credits)  
Prerequisite: ACTU 357. Valuation methods; gains and losses; dynamic control; special topics.

**ACTU 457**  
*Risk Theory* (3 credits)  
Prerequisite: ACTU 257. Applications of contingency theory in health insurance, individual and collective risk theory, ruin theory.  
**NOTE:** Students who have received credit for MATH 428 may not take this course for credit.

**ACTU 458**  
*Credibility Theory* (3 credits)  
Prerequisite: ACTU 457; STAT 349 previously or concurrently. Credibility approach to inference for heterogeneous data; classical, regression and Bayesian models; illustrations with insurance data.

**ACTU 459**  
*Loss Distributions* (3 credits)  
Prerequisite: ACTU 457; STAT 360. Probability model fitting to loss data; estimation and testing under variety of procedures and sampling designs.

**ACTU 486**  
*Actuarial Mathematics Lab III* (2 credits)  
This lab will be a workshop designed to prepare students for the Actuarial Models examination of the Society of Actuaries and the Casualty Actuarial Society.  
**NOTE:** Students who have received credit for MATH 429 may not take this course for credit.
ACTU 491  Topics in Actuarial Mathematics (3 credits)
ACTU 492  Reading Course in Actuarial Mathematics (3 credits)
ACTU 493  Honours Project in Actuarial Mathematics (6 credits)

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

Mathematical and Computational Finance

MACF 401  Mathematical and Computational Finance I (3 credits)
Prerequisite: FINA 385; MATH 265; STAT 249 previously or concurrently. This course is a rigorous introduction to the theory of mathematical and computational finance. Multi-period binomial model; state prices; change of measure; stopping times; European and American derivative securities; interest-rate models; interest-rate derivatives; hedging; convergence to the Black-Scholes model.

MACF 402  Mathematical and Computational Finance II (3 credits)
Prerequisite: MACF 401; MATH 473; STAT 461 previously or concurrently. This course is a continuation of MACF 401 and focuses on modelling and computational techniques beyond the binomial model. Simulation; Monte-Carlo methods in finance; option valuation; hedging; heat equation; finite difference techniques; stability and convergence; exotic derivatives; risk management; calibration and parameter estimation.

MACF 491  Topics in Mathematical and Computational Finance (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

MACF 492  Reading Course in Mathematical and Computational Finance (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

Mathematics and Statistics

MAST 214  Calculus and Linear Algebra (6 credits)
Prerequisite: Cegep Mathematics 105 or 201-NYC, 203 or 201-NYB. Functions; maxima and minima. Velocity and acceleration. Iterative solution of equations, parametric equation of curves. Integrals; change of variables, integration by parts, double integrals, numerical integration. Conic sections. Matrices, determinants, eigen-values, eigenvectors, system of equations. Series and their convergence. Introduction to vector space and complex numbers. Word problems.

NOTE: This course can be counted as an elective towards a 90-credit degree program, but must be taken before any other post-Cegep Mathematics course except for MAST 217, which may be taken concurrently. It must be taken, upon entry, by newly admitted students in the MATH/STAT Major who have less than 70% average in Cegep Mathematics courses.

MAST 217  Introduction to Mathematical Thinking (3 credits)
Prerequisite: MATH 203 or Cegep Mathematics 103 or 201-NYA; MATH 204 or Cegep Mathematics 105 or 201-NYC or equivalent. This course aims to foster analytical thinking through a problem-solving approach. Topics include construction of proofs, number systems, ordinality and cardinality, role of examples and counter examples, role of generalizations and specializations; role of symbols, notations and definitions; styles of mathematical discourse.

NOTE: Students who have received credit for MASZ 217 or MATH 216 may not take this course for credit.

NOTE: Only three credits will be awarded from MAST 217, COMP 232 and COMP 238.

MAST 218  Multivariable Calculus I (3 credits)
Prerequisite: Cegep Mathematics 105 or 201-NYC, 203 or 201-NYB or equivalent. Vector geometry; lines and planes; curves in $\mathbb{R}^n$; vector functions; vector differential calculus; extrema and Lagrange multipliers. Introduction to multiple integrals and coordinate transformations. Problem solving with MAPLE.

NOTE: Students who have received credit for MATH 262 may not take this course for credit.

NOTE: Only three credits will be awarded from MAST 218; MATH 264.

MAST 219  Multivariable Calculus II (3 credits)
Prerequisite: MAST 218 or equivalent. Vector integral calculus; line and surface integrals; Green’s, Stokes’ and Gauss’ theorems; coordinate transformations and Jacobians. Power series, applications. Problem solving with MAPLE.

NOTE: Students who have received credit for MATH 263 may not take this course for credit.

NOTE: Only three credits will be awarded from MAST 219; MATH 265.

MAST 221  Applied Probability (3 credits)
Prerequisite: Cegep Mathematics 105 or 201-NYC, 203 or 201-NYB or equivalent; MAST 218 or equivalent previously or concurrently. Counting rules, discrete probability distributions; random sampling; conditional probability; means and variances, normal and other continuous sampling distributions. Applications. Use of MINITAB and/or SYSTAT.

NOTE: Students who have received credit for MATH 242, STAT 249, COMP 233, ECON 221 or ENGR 371 may not take this course for credit.

NOTE: Students who have received credit for MAST 221 may take STAT 249 for credit only with prior permission of the Department.

NOTE: Students enrolled in a Mathematics and Statistics program who take probability/statistics courses in other departments may not receive credit for this course. Please see §200.7 and consult the Mathematics and Statistics undergraduate program advisor.
MAST 223  Introduction to Stochastic Methods of Operations Research (3 credits)
Prerequisite: MAST 221 or equivalent; MAST 219 or equivalent previously or concurrently. Markov chains; queuing theory; inventory theory; Markov decision processes; applications to reliability.
NOTE: Students who have received credit for MATH 337 or STAT 349 may not take this course for credit.
NOTE: Students enrolled in a Mathematics and Statistics program who take probability/statistics courses in other departments may not receive credit for this course. Please see §200.7 and consult the Mathematics and Statistics undergraduate program advisor.

MAST 224  Introduction to Optimization (3 credits)
Prerequisite: Cegep Mathematics 203 or 201-NYC or equivalent; MAST 234 or equivalent. Introduction to the theory of optimization; linear programming; the simplex method; duality and transportation problem. Introduction to graphs and networks; applications. Use of computing softwares.
NOTE: Students who have received credit for MATH 231 or 361 may not take this course for credit.

MAST 232  Mathematics with Computer Algebra (3 credits)
Prerequisite: Cegep Mathematics 105 or 201-NYC, 203 or 201-NYB or equivalent. An introduction to the use of a high-level mathematical programming language (MAPLE or MATHEMATICA) as a practical aid in doing mathematics. Most classes are given in an interactive way in the computer laboratory. The emphasis is on applications, not on general programming techniques or abstract structures. The aim is to arrive at a sufficient working familiarity with the computer algebra language to permit its regular use in subsequent studies and applications. The commands and online resources are introduced through a review of arithmetic, complex numbers, algebra, Euclidean geometry, trigonometry, coordinate systems and graphing, elementary functions and transformations, series, derivatives, integrals, vectors and matrices. There may be additional topics from domains such as number theory, differential equations, integral transforms, probability and statistics.
NOTE: Students who have received credit for MAST 332 or COMP 367 or 467, or for this topic under a MAST 397 number, may not take this course for credit.

MAST 234  Linear Algebra and Applications I (3 credits)
Prerequisite: Cegep Mathematics 105 or 201-NYC or equivalent. System of linear equations, matrix operations, echelon forms and LU-factorization; \( \mathbb{R}^n \): subspaces, linear dependence, basis, dimension, matrix transformations; eigenvalues and eigenvectors in \( \mathbb{R}^n \) and applications (e.g. Markov chains, dynamical systems). The software MAPLE is extensively used.
NOTE: Students who have received credit for MATH 251, 282 or ECON 325 may not take this course for credit.
NOTE: Only three credits will be awarded from MAST 234; MATH 251.

MAST 235  Linear Algebra and Applications II (3 credits)
Prerequisite: MAST 234 or equivalent. \( \mathbb{R}^n \): Orthogonality, projections, Gram-Schmidt method and QR-factorization; applications to least square methods (data fitting, inconsistent systems). Symmetric matrices, principal axes theorem and applications. Special topics (e.g. coding theory, differential equations, error analysis). The software MAPLE will be extensively used.
NOTE: Students who have received credit for MATH 252 or 283 may not take this course for credit.
NOTE: Only three credits will be awarded from MAST 235; MATH 252.

MAST 330  Differential Equations (3 credits)
Prerequisite: MAST 219, 234 or equivalent. First order differential equations; second order differential equations; Laplace transform methods; mathematical models and numerical methods.
NOTE: Students who have received credit for MATH 271 may not take this course for credit.

MAST 331  Mathematical Modelling (3 credits)
Prerequisite: MAST 221, 224 previously or concurrently, 234 or equivalent. Introduction to mathematical modelling; predator-prey models in biology, game theory, decision analysis, stability theory; modelling electric circuits.

MAST 332  Techniques in Symbolic Computation (3 credits)
Prerequisite: MAST 217 or COMP 238 or equivalent; COMP 248 or equivalent; MAST 232 or permission of the Department. This course is an application-oriented introduction to symbolic computation, as it applies to algebra, number theory and combinatorics covering the following topics: capabilities of symbolic systems (e.g. MAPLE), modular methods, arithmetic mod \( p \), arithmetic mod \( m \), matrices mod \( p \), Chinese remainder theorem, polynomial factorization mod \( p \). Applications to coding theory and cryptography. Combinatorial algorithms.
NOTE: Students who have received credit for MATH 232 or COMP 367 or 467 may not take this course for credit.

MAST 333  Applied Statistics (3 credits)
Prerequisite: MAST 221 or equivalent. Graphical and numerical descriptive methods; Estimation and hypothesis testing; linear regression and correlation; one way ANOVA; contingency and goodness of fit tests. Use of statistical software, e.g. MINITAB or SYSTAT.
NOTE: Students who have received credit for MATH 243, STAT 360, BIOL 322, COMM 215, COMP 233, ECON 221 or GEOG 362 may not take this course for credit.
NOTE: Students enrolled in a Mathematics and Statistics program who take probability/statistics courses in other departments may not receive credit for this course. Please see §200.7 and consult the Mathematics and Statistics undergraduate program advisor.
MAST 334  **Numerical Analysis** (3 credits)
Prerequisite: MAST 219 or equivalent; MAST 232 or equivalent; MAST 235 previously or concurrently. Introduction to computing softwares; numerical solution of non-linear equations; interpolations and approximations; quadrature and numerical integration.
NOTE: Students who have received credit for MATH 311 or 354 may not take this course for credit.

MAST 335  **Investment Mathematics** (3 credits)
Prerequisite: MAST 218 or equivalent. Simple and compound interest; annuities; amortization and sinking funds; mortgage schemes; bonds and related securities; capital cost and depletion; spread-sheet implementation.
NOTE: Students who have received credit for MATH 326 may not take this course for credit.
NOTE: Only three credits will be awarded from MAST 335; ACTU 256.

MAST 397  **Topics in Mathematics and Statistics** (3 credits)

MAST 398  **Reading Course in Mathematics and Statistics** (3 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

Mathematics

MATH 200  **Fundamental Concepts of Algebra** (3 credits)
This course is designed to give students the background necessary for MATH 201. Some previous exposure to algebra is assumed. Sets, algebraic techniques, inequalities, graphs of equations. Lectures and tutorials.
NOTE: Students who have received credit or exemption for a course at the level of MATH 201 or above may not take this course for credit.
NOTE: Students in programs leading to the BSc degree or the BA programs in Mathematics and Statistics may not take this course for credit to be applied to their program of concentration.

MATH 201  **Elementary Functions** (3 credits)
Sets, inequalities, graphs of functions, and relations. Trigonometric, exponential, and logarithmic functions. Lectures and tutorials.
NOTE: Students who have received credit or exemption for MATH 203 or equivalent, or for a course having MATH 203 or equivalent in its sequence of prerequisites, may not take this course for credit.
NOTE: Students in programs leading to the BSc degree or the BA programs in Mathematics and Statistics may not take this course for credit to be applied to their program of concentration.

MATH 202  **College Algebra** (3 credits)
Prerequisite: MATH 201 or equivalent. Progressions, combinations, permutations, binomial theorem, mathematical induction, inequalities, polynomials, cartesian and polar forms of complex numbers, conics. Lectures and tutorials.
NOTE: Students who have received credit or an exemption for a course at the level of ACTU 256 or above; MAST 218 or above; MATH 251 or above; STAT 249 or above; or for a course having any of these courses in its sequence of prerequisites, may not take this course for credit.
NOTE: Students in programs leading to the BSc degree or the BA programs in Mathematics and Statistics may not take this course for credit to be applied to their program of concentration.

MATH 203  **Differential and Integral Calculus I** (3 credits)
NOTE: Students who have received credit or an exemption for a course at the level of ACTU 256 or above; MAST 218 or above; MATH 251 or above; STAT 249 or above; or for a course having any of these courses in its sequence of prerequisites, may not take this course for credit.
NOTE: Students in programs leading to the BSc degree or the BA programs in Mathematics and Statistics may not take this course for credit to be applied to their program of concentration.

MATH 204  **Vectors and Matrices** (3 credits)
Prerequisite: MATH 201 or equivalent. Algebra and geometry of vectors, dot and cross products, lines and planes. System of equations, operations on matrices, rank, inverse, quadratic form, and rotation of axes. Lectures and tutorials.
NOTE: Students who have received credit or an exemption for a course at the level of ACTU 256 or above; MAST 218 or above; MATH 251 or above; STAT 249 or above; or for a course having any of these courses in its sequence of prerequisites, may not take this course for credit.
NOTE: Students in programs leading to the BSc degree or the BA programs in Mathematics and Statistics may not take this course for credit to be applied to their program of concentration.

MATH 205  **Differential and Integral Calculus II** (3 credits)
NOTE: Students who have received credit or an exemption for a course at the level of ACTU 256 or above; MAST 218 or above;
MATH 251 or above; STAT 249 or above; or for a course having any of these courses in its sequence of prerequisites, may not take this course for credit.

NOTE: Students in programs leading to the BSc degree or the BA programs in Mathematics and Statistics may not take this course for credit to be applied to their program of concentration.

MATH 206  Algebra and Functions (3 credits)

NOTE: Students who have received credit or exemption for a course at the level of MATH 201 or above may not take this course for credit.

NOTE: Students in programs leading to the BSc degree or the BA programs in Mathematics and Statistics may not take this course for credit to be applied to their program of concentration.

MATH 208  Fundamental Mathematics I (3 credits)
Prerequisite: MATH 206 or equivalent. This course is a prerequisite course for John Molson School of Business students*. Matrices, Gaussian elimination, input-output analysis, progressions, compound interest, annuities, permutations and combinations, probability, binomial theorem, exponential and logarithmic functions, inequalities, linear programming. Lectures and tutorials.

*NOTE: See §14.2.2 (Mature Entry) and 61.20 (Extended Credit).

NOTE: Students who have received credit or an exemption for a course at the level of ACTU 256 or above; MAST 218 or above; MATH 251 or above; STAT 249 or above; or for a course having any of these courses in its sequence of prerequisites, may not take this course for credit.

NOTE: Students in programs leading to the BSc degree or the BA programs in Mathematics and Statistics may not take this course for credit to be applied to their program of concentration.

MATH 209  Fundamental Mathematics II (3 credits)
Prerequisite: MATH 206 or equivalent. This course is a prerequisite course for John Molson School of Business students*. Limits; differentiation of rational, exponential, and logarithmic functions; theory of maxima and minima; integration. Lectures and tutorials.

*NOTE: See §14.2.2 (Mature Entry) and 61.20 (Extended Credit).

NOTE: Students who have received credit or exemption for MATH 203 or equivalent may not take this course for credit.

NOTE: Students in programs leading to the BSc degree or the BA programs in Mathematics and Statistics may not take this course for credit to be applied to their program of concentration.

MATH 212  The Fascinating World of Numbers (3 credits)
This course deals with a blend of fascinating mathematical themes in various contexts: historical, cultural, and practical. It is intended for non-mathematics students. One of the aims of the course is to demonstrate the presence of mathematics and mathematical ideas in many aspects of modern life. At a deeper level, it is also intended to explain what mathematics is all about and why some easily stated assertions, such as Fermat's last theorem, are so difficult to prove. Students who complete the course successfully should have enough understanding and knowledge of fundamental ideas and techniques of mathematics to appreciate its power, its beauty, and its relevance in so many different fields such as architecture, art, commerce, engineering, music, and all of the sciences.

NOTE: Students who have received credit for this topic under a MATH 298 or MATZ 298 number may not take this course for credit.

NOTE: Students enrolled in a Mathematics and Statistics program and students who have taken mathematics beyond the pre-calculus level may not take this course for credit.

MATH 215  Great Ideas in Mathematics (3 credits)
Mathematics is used to unravel the secrets of nature. This course introduces students to the world of mathematical ideas and mathematical thinking. Without being overly technical, that is, without requiring any formal background from the student other than high school mathematics, the course delves into some of the great ideas of mathematics. The topics discussed range from the geometric results of the Ancient Greeks to the notion of infinity to more modern developments.

NOTE: This course is designed as a suitable elective for students following an undergraduate program. It has no formal prerequisites and will not qualify students to enrol for any other Mathematics course, and cannot be used to satisfy a Mathematics requirement in any BSc or BA program.

NOTE: Students who have received credit for INTE 215 or MATZ 215 may not take this course for credit.

MATH 220  Mathematical Methods in Chemistry (3 credits)

MATH 251  Linear Algebra I (3 credits)
Prerequisite: Cegep Mathematics 105 or 201-NYC, 203 or 201-NYB or equivalent. Matrices and linear equations; vector spaces; bases, dimension and rank; linear mappings and algebra of linear operators; matrix representation of linear operators; determinants; eigenvalues and eigenvectors; diagonalization.

NOTE: Students who have received credit for MAST 234, MATH 282 or ECON 325 may not take this course for credit.

NOTE: Only three credits will be awarded from MATH 251; MAST 234.
MATH 252  **Linear Algebra II** (3 credits)
Prerequisite: MATH 251 or equivalent. Characteristic and minimum polynomials; invariant subspaces, invariant direct sums; nilpotent operators, Jordan canonical form; cyclic subspaces; rational canonical form; bilinear and quadratic forms; inner product; orthogonality; adjoint operators and orthogonal operators.

**NOTE:** Students who have received credit for MAST 235 or MATH 283 may not take this course for credit.  
**NOTE:** Only three credits will be awarded from MATH 252; MAST 255.

MATH 264  **Advanced Calculus I** (3 credits)
Prerequisite: Cegep Mathematics 105 or 201-NYC, 203 or 201-NYB or equivalent. Introduction to limits and continuity in $\mathbb{R}^n$. Multivariate calculus: the derivative as a linear approximation; matrix representation of derivatives; tangent spaces; gradients, extrema, including Lagrange multipliers, Taylor’s formula and the classification of critical points.

**NOTE:** Students who have received credit for MATH 262 or 344 may not take this course for credit.  
**NOTE:** Only three credits will be awarded from MATH 264; MAST 218.

MATH 265  **Advanced Calculus II** (3 credits)
Prerequisite: MATH 264 or equivalent. Implicit functions and the implicit function theorem. Multiple integrals and change of variables. Curves, surfaces and vector calculus.

**NOTE:** Students who have received credit for MATH 263 or 345 may not take this course for credit.  
**NOTE:** Only three credits will be awarded from MATH 265; MAST 219.

MATH 339  **Combinatorics** (3 credits)
Prerequisite: 18 credits in post-Cegep Mathematics. General principles of counting, permutations, combinations, identities, partitions, generating functions, Fibonacci numbers, Stirling numbers, Catalan numbers, principle of inclusion-exclusion. Graphs, subgraphs, isomorphism, Euler graphs, Hamilton paths and cycles, planar graphs, Kuratowski’s Theorem, trees, colouring, 5-colour theorem, matching, Hall’s theorem.

**NOTE:** Students who have received credit for COMP 339 may not take this course for credit.

MATH 352  **Linear Algebra III** (3 credits)
Prerequisite: MATH 5. Matrices, linear transformations, determinants, metric concepts, inner-product spaces, dual spaces, spectral theorem, bilinear and quadratic forms, canonical forms for linear transformation, matrix functions, selected topics.

**NOTE:** Students who have received credit for MATH 381 may not take this course for credit.

MATH 354  **Numerical Analysis** (3 credits)
Prerequisite: MATH 265 or equivalent; MATH 252 or equivalent, previously or concurrently. Error analysis in numerical algorithms; solution of non-linear equations; fixed point iterations, rate of convergence. Interpolations and approximations, Legendre polynomials. Numerical integration and quadrature.

**NOTE:** Students who have received credit for MATH 311 or MATH 334 may not take this course for credit.

MATH 361  **Operations Research I** (3 credits)
Prerequisite: MATH 251 or equivalent. Introduction to the theory of optimization; linear programming, simplex method; revised simplex method; transport and assignment problems; integer programming; introduction to graphs and networks.

**NOTE:** Students who have received credit for MATH 231 or MAST 224 may not take this course for credit.

MATH 364  **Analysis I** (3 credits)
Prerequisite: 12 credits in post-Cegep Mathematics or permission of the Department. Mathematical rigour: proofs and counterexamples; quantifiers; number systems; Cardinality, decimal representation, density of the rationals, least upper bound. Sequences and series; review of functions, limits and continuity.

**NOTE:** Students who have received credit for MATH 244 or 362 may not take this course for credit.

MATH 365  **Analysis II** (3 credits)
Prerequisite: MATH 364 or equivalent. Connectedness and compactness in the reals. Intermediate value theorem; extreme values for continuous functions. Differential and integral calculus; fundamental theorem of calculus; power series.

**NOTE:** Students who have received credit for MATH 245 or 363 may not take this course for credit.

MATH 366  **Complex Analysis I** (3 credits)
Prerequisite: MATH 265 or equivalent. Algebra and geometry of complex numbers, linear transformations, analytic functions, Laurent’s series, calculus of residues, special functions.

MATH 369  **Abstract Algebra I** (3 credits)
Prerequisite: 12 credits in post-Cegep Mathematics or permission of the Department. Introduction to the ring of integers and the integers modulo N. Groups: definitions and examples; sub-groups, quotients and homomorphisms (including Lagrange’s theorem, Cayley’s theorem and the isomorphism theorems). Introduction to the Cauchy and Sylow theorems and applications.

**NOTE:** Students who have received credit for MATH 393 may not take this course for credit.

MATH 370  **Ordinary Differential Equations** (3 credits)
Prerequisite: MATH 265, 251 or equivalent. Separable equations, exact equations, integrating factors, force fields, first order linear equations, input-output concept, second order equations, Sturm-Liouville problems, applications, series solutions, reduction.
of order, variation of parameters, nth-order linear equations with constant coefficients, Laplace transforms, block diagrams, and
signal-flow graphs.
NOTE: Students who have received credit for MATH 271 or MAST 330 may not take this course for credit.

MATH 380  Differential Geometry (3 credits)
Prerequisite: MATH 252, 365, 370. Calculus on Euclidian spaces, tangent vectors, directional derivatives, differential forms,
mappings, curves, frame fields, Serret-Frenet formulae, covariant derivatives; calculus on a surface, tangent spaces, differential
forms on a surface, mappings between surfaces, integration of forms, Stokes' theorem.

MATH 387  Mathematics Lab III (2 credits)
This lab will demonstrate the use of MAPLE software for Calculus, Linear Algebra, and Statistics.
NOTE: Students who have received credit for MATH 232 may not take this course for credit.

MATH 392  Elementary Number Theory (3 credits)
Prerequisite: 18 credits in post-Cegep Mathematics. Number systems, division and factorization, number-theoretic functions,
congruences, algebraic congruences and primitive roots, quadratic residues, diophantine equations.

MATH 397  History of Mathematics (3 credits)
Prerequisite: MATH 252 or permission of the Department; MATH 365. Early mathematics, Greek mathematics, European
mathematics in the Middle Ages, the origin and development of analytic geometry and calculus, mathematics as free creation,
the generality of mathematics in the 20th century.

MATH 433  Calculus of Variations (3 credits)
Prerequisite: MATH 265, 365, 370 or equivalent. Nature of problems, weak variations, the first variation, Euler's equation. The
second variation, Jacobi's equation, Legendre's test, conjugate points. Relative maxima and minima, iso-perimetrical problems.
Integrals with variable end points. Applications to problems in pure and applied mathematics; the principle of least action. Strong
variations, the Weierstrass E-function.

MATH 464  Real Analysis (3 credits)
Prerequisite: MATH 265, 365 or equivalent. Metric spaces; function spaces; compactness, completeness, fixed-point theorems,
Ascoli-Arzela theorem, Weierstrass approximation theorem.

MATH 466  Complex Analysis II (3 credits)
Prerequisite: MATH 265, 365, 366 or equivalent. Cauchy's theorem, singularities, maximum modulus principle, uniqueness
theorem, normal families, Riemann mapping theorem.

MATH 467  Measure Theory (3 credits)
Prerequisite: MATH 265, 365 and 464 previously or concurrently, or equivalent. Lebesgue measure and integration on the real
line, convergence theorems, absolute continuity, completeness of \( L^1([0,1]) \).

MATH 470  Abstract Algebra II (3 credits)
Prerequisite: MATH 369 or equivalent. Group action and proof of the Sylow theorems. Introduction to rings, ideals, euclidean
domains, principal ideal domains and unique factorization domains; polynomial rings.
NOTE: Students who have received credit for MATH 394 may not take this course for credit.

MATH 471  Abstract Algebra III (3 credits)
Prerequisite: MATH 470 or equivalent. Rings and modules; structure theorem of modules over principal ideal domains. Noetherian
rings and modules (including Hilbert basis theorem for rings and modules). Hilbert's Nullstellensatz.
NOTE: Students who have received credit for MATH 491 may not take this course for credit.

MATH 472  Abstract Algebra IV (3 credits)
Prerequisite: MATH 470 or equivalent. Elements of field and Galois theory, including straight-edge-and-compass construction and
unsolvability of equations of fifth degree by radicals.
NOTE: Students who have received credit for MATH 492 may not take this course for credit.

MATH 473  Partial Differential Equations (3 credits)
Prerequisite: MATH 370 or equivalent. Canonical forms for second order linear equations with constant coefficients, classification
of linear second order equations, method of separation of variables, first order PDE's, method of characteristics. Non-linear first
order equations, complete integrals, Cauchy conditions, Cauchy-Kowalewski theorem, Fourier and Laplace transforms, Green's
functions, integral representations, introduction to non-linear PDE's.
NOTE: Students who have received credit for MATH 371 may not take this course for credit.

MATH 474  Linear and Non-Linear Dynamical Systems (3 credits)
Prerequisite: MATH 265, 365 or equivalent, or permission of the Department. Systems of linear differential equations; fundamental
matrices; non-homogeneous linear systems; non-linear systems; solutions and trajectories; the phase plane; stability concepts;
Liapounov's second method; periodic solutions and limit cycles; introduction to boundary-value problems and Sturm-Liouville theory.
NOTE: Students who have received credit for MATH 373 may not take this course for credit.
MATH 475  **Discrete Dynamical Systems, Chaos and Fractals** (3 credits)
Prerequisite: MATH 265, 265 or equivalent, or permission of the Department. Introduction to discrete dynamical modelling; periodic points; bifurcation; period three points; symbolic dynamics; chaos; transitivity; conjugacy; complex behaviour; introduction to fractals; computer simulations.

**NOTE:** Students who have received credit for MATH 379 may not take this course for credit.

MATH 478  **Non-Linear Programming** (3 credits)
Prerequisite: MATH 361 or permission of the Department. Classical methods of optimization, Lagrange multipliers, Kuhn-Tucker conditions; line search methods, quadratic programming, gradient methods, introduction to dynamic programming.

**NOTE:** Students who have received credit for MATH 436 may not take this course for credit.

MATH 479  **Convex and Non-Linear Analysis** (3 credits)
Prerequisite: MATH 365 or permission of the Department. Support and separation of convex sets, extreme point characterizations, convex and dual cones, Farkas' theorem; minimax theorem of Game Theory, Legendre-Fenchel conjugate, infimal convolution, subgradient calculus; Lagrangians, necessary and sufficient conditions for optimality in constrained minimization; the dual problem.

MATH 494  **Topics in Pure and Applied Mathematics** (3 credits)

MATH 495  **Reading Course in Pure and Applied Mathematics** (credits)

MATH 496  **Honours Project in Pure and Applied Mathematics** (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

**Statistics**

STAT 249  **Probability I** (3 credits)
Prerequisite: Cegep Mathematics 105 or 201-NYC, 203 or 201-NYB or equivalent; MATH 264 or equivalent previously or concurrently. Axiomatic approach to probability; combinatorial probability; discrete and continuous distributions; expectation; conditional expectation; random sampling and sampling distributions.

**NOTE:** Students who have received credit for MATH 242, COMP 233, ECON 221 or ENGR 371 may not take this course for credit.

**NOTE:** Students who have received credit for MAST 221 may take STAT 249 for credit only with prior permission of the Department.

**NOTE:** Students enrolled in a Mathematics and Statistics program who take probability/statistics courses in other departments may not receive credit for this course. Please see §200.7 and consult the Mathematics and Statistics undergraduate program advisor.

STAT 250  **Statistics** (3 credits)
Prerequisite: STAT 249 or equivalent; MATH 265 or equivalent previously or concurrently. Point and interval estimation; hypothesis testing; Neyman Pearson Lemma and likelihood ratio tests; introduction to correlation and regression.

**NOTE:** Students who have received credit for MATH 243, COMP 233, ECON 221 or ENGR 371 may not take this course for credit.

**NOTE:** Students enrolled in a Mathematics and Statistics program who take probability/statistics courses in other departments may not receive credit for this course. Please see §200.7 and consult the Mathematics and Statistics undergraduate program advisor.

STAT 287  **Statistics Lab I** (1 credit)
This lab is associated with STAT 249 and 250 and features problem-solving sessions for the probability examination of the Society of Actuaries and the Casualty Actuarial Society.

**NOTE:** Students who have received credit for MATH 329 may not take this course for credit.

STAT 342  **Industrial Statistics** (3 credits)
Prerequisite: STAT 250 or MAST 333. Concepts of statistical quality control; X-bar, R, P, and C control charts, acceptance sampling, sampling inspection, continuous sampling plans.

**NOTE:** Students who have received credit for MATH 342 may not take this course for credit.

STAT 343  **Sample Survey Theory and Applications** (3 credits)
Prerequisite: STAT 250 or MAST 333. Basic sampling designs and estimators; simple random sampling, stratified, cluster and systematic sampling. Sampling with unequal probabilities; ratio and regression methods of estimation.

**NOTE:** Students who have received credit for MATH 343 may not take this course for credit.

STAT 347  **Introduction to Non-Parametric Statistics** (3 credits)
Prerequisite: STAT 250 or MAST 333. Theory of rank tests, sign test, Mann-Whitney and Wilcoxon one-sample and two-sample tests, Kruskal-Wallis test, goodness of fit tests, Kolmogorov-Smirnov test, Pearson chi-square test, rank correlation and Kendall’s tau.

**NOTE:** Students who have received credit for MATH 347 may not take this course for credit.

STAT 349  **Probability II** (3 credits)
Prerequisite: STAT 249 or equivalent. Markov decision process and applications. Poisson process, queuing theory, inventory theory, applications.

**NOTE:** Students who have received credit for MAST 223 and/or MATH 337 and/or MATH 351 may not take this course for credit.
STAT 360  Linear Models (3 credits)
Prerequisite: STAT 250 or equivalent. Least-squares estimators and their properties. General linear model with full rank. Analysis of residuals; adequacy of model, lack of fit test, weighted least squares; stepwise regression, Durbin-Watson statistic; one way and two way analysis of variance.
NOTE: Students who have received credit for MATH 348, ECON 222 or PSYC 316 may not take this course for credit.

STAT 388  Statistics Lab II (2 credits)
This lab will use various softwares such as SYSTAT, SAS, SPLUS, MINITAB for data analysis.
NOTE: Students who have received credit for MATH 232 may not take this course for credit.

STAT 449  Advanced Probability (3 credits)
Prerequisite: STAT 250, 349. Central limit theorems and law of large numbers, convergence of random variables, characteristic function, moment generating function, probability generating functions, random walk and reflection principle.
NOTE: Students who have received credit for MATH 451 may not take this course for credit.

STAT 450  Mathematical Statistics (3 credits)
Prerequisite: STAT 250, 349 previously or concurrently, or permission of the Department. Derivation of standard sampling distributions; distribution of order-statistics; estimation, properties of estimators; Rao-Cramer inequality, Rao-Blackwell theorem, maximum likelihood and method of moments estimation, Neyman-Pearson theory, likelihood ratio tests and their properties.
NOTE: Students who have received credit for MATH 454 may not take this course for credit.

STAT 452  Introduction to Stochastic Processes (3 credits)
Prerequisite: STAT 449. Continuous stochastic processes. Poisson processes, continuous time Markov process, queuing models, birth and death processes, renewal theory.
NOTE: Students who have received credit for MATH 353 may not take this course for credit.

STAT 460  Time Series and Forecasting (3 credits)
Prerequisite: STAT 360. Time series, forecasting by trend and irregular components (using multiple regression analysis and exponential smoothing); forecasting seasonal time series, additive and multiplicative decomposition methods, Box-Jenkins methodology, moving average, autoregressive and mixed models.
NOTE: Students who have received credit for MATH 443 may not take this course for credit.

STAT 461  Operations Research II (3 credits)
Prerequisite: STAT 349. Simulation and Monte-Carlo techniques; selected topics in operations research.
NOTE: Students who have received credit for MATH 437 may not take this course for credit.

STAT 465  Multivariate Statistics (3 credits)
Prerequisite: MATH 252; STAT 360 or equivalent. Multivariate normal distribution; estimation and testing of hypothesis about mean vector; multiple and partial correlation; MANOVA; principal components analysis.

STAT 468  Design of Experiments (3 credits)
Prerequisite: STAT 360. Construction and analysis of standard designs, including balanced designs; block designs; orthogonal designs; response surface designs.

STAT 480  Statistical Data Analysis (3 credits)
Prerequisite: STAT 360 or permission of the Department. The analysis of real life data sets using computer packages. Topics involve techniques from generalized linear models; model selection; log-linear models for categorical data analysis; logistic regression; censored survival models.

STAT 497  Topics in Statistics (3 credits)

STAT 498  Reading Course in Statistics (3 credits)

STAT 499  Honours Project in Statistics (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
Faculty

Chair
DAVID MORRIS, PhD University of Toronto; Professor

Professors
MURRAY CLARKE, PhD University of Western Ontario
MATTIAS FRITSCH, PhD Villanova University
CHRISTOPHER B. GRAY, PhD Catholic University of America
SHEILA MASON, PhD Purdue University
JUSTIN SMITH, PhD Columbia University

Associate Professors
EMILIA ANGELOVA, PhD University of Toronto
ANDREA FALCON, PhD Padua University
PABLO GILABERT, PhD New School for Social Research
GREGORY LAVERS, PhD University of Western Ontario

Assistant Professor
MATTHEW BARKER, PhD University of Wisconsin-Madison

Affiliate Professors
BELA EGYED, PhD McGill University
GEORGE GALE, PhD University of California, Davis
KAI NIELSEN, PhD Duke University

For the complete list of faculty members, please consult the Department website.

Location

Sir George Williams Campus
Annex PR, Room: 203
514-848-2424, ext. 2500

Department Objectives

The Department of Philosophy offers a broad range of studies in philosophy. This includes courses in the history of philosophy spanning three millennia and courses covering a diverse spectrum of philosophical topics and approaches. Many of the courses are designed for undergraduates pursuing studies in other disciplines in the humanities, social sciences, and sciences. The aim is to contribute to the development of critical, informed, and open minds.

Programs

The major and minor programs give students an understanding of the aims, methods, and content of a range of major philosophical periods and traditions. The honours program prepares students for graduate study in philosophy.

Students are responsible for satisfying their particular degree requirements.
The superscript indicates credit value.

60 BA Honours in Philosophy

Stage I
12 PHIL 2141, 2321, 2601, 2611
3 Chosen from PHIL 2631, 2651

Stage II
9 PHIL 3301, 3601, 3611
3 Chosen from PHIL 3641, 3651
3 Chosen from PHIL 3621, 3741, 3771
9 PHIL elective or cognate credits at the 300 or 400 level∗
PHILOSOPHY

Stage III
3 Chosen from PHIL 414, 416, 420, 425, 463, 465, 489
3 Chosen from PHIL 430, 440, 471
3 Chosen from PHIL 480, 481, 483, 485, 486, 487
12 PHIL elective or cognate credits at the 400 level*

*PHIL elective or cognate credits to be chosen in consultation with the Department.

NOTE: Students seeking admission to the honours program may apply either for direct entry on the University application form or, once in the program, to the departmental undergraduate advisor normally following the completion of 30 credits.

36 BA Major in Philosophy
Stage I
3 Chosen from PHIL 210, 214
9 PHIL 232, 260, 261
3 Chosen from PHIL 263, 265
Stage II
6 PHIL 360, 361
3 Chosen from PHIL 362, 374, 377
Stage III
6 PHIL elective credits at any level
6 PHIL elective credits at the 400 level*

*PHIL elective or cognate credits to be chosen in consultation with the Department.

24 Minor in Philosophy
6 Chosen from PHIL 232, 263, 265
6 PHIL elective credits at the 200 level or higher
12 PHIL elective credits from the 300 level or higher

Courses

PHIL 201 Problems of Philosophy (3 credits)
In this course, students are introduced to philosophical problems such as: What is the nature of reality? How does one know what is real, and how is it distinct from misleading appearances or illusion? What is knowledge? Does knowledge require certainty? How is knowledge distinct from belief? Are people free? That is to say, do they choose their actions or are their actions determined by causes beyond their control? If people are not free, then how can they be held responsible for their actions? Can God’s existence be proven? How is the mind related to the body, if at all? What is it to be a morally good person?
NOTE: Students who have received credit for PHIZ 201 may not take this course for credit.

PHIL 210 Critical Thinking (3 credits)
This course is an introduction to argumentation and reasoning. It focuses on the kinds of arguments one is likely to encounter in academic work, in the media, and in philosophical, social, and political debate. The course aims to improve students’ ability to advance arguments persuasively and their ability to respond critically to the arguments of others. Students will find the skills they gain in this course useful in virtually every area of study.
NOTE: Students who have received credit for PHIZ 210 or for this topic under a PHIZ 298 number may not take this course for credit.

PHIL 214 Deductive Logic (3 credits)
This course presents the modern symbolic systems of sentential and predicate logic. Students transcribe English sentences into a logical form, analyze the concepts of logical truth, consistency, and validity, as well as learn to construct derivations in each system.
NOTE: This course may not be taken for credit by students who have taken PHIL 212.

PHIL 216 Introduction to the Philosophy of Language (3 credits)
This course provides an introduction to the main problems in the philosophy of language, concerned with the analysis of the concepts of meaning, reference, truth, necessity.

PHIL 218 Inductive Logic (3 credits)
Prerequisite: PHIL 214, or permission of the Department. This course provides an introduction to probabilistic and non-probabilistic approaches to inductive logic. Topics covered may include: Hume’s problem of induction, the new riddle of induction, causality, and the interpretation of the probability calculus.

PHIL 220 Introduction to the Philosophy of Science (3 credits)
This course provides an introduction to the main problems in the philosophy of science. These include the structure of scientific theories, various models of scientific method and explanation, and the existence of unobservables.
NOTE: Students who have received credit for INTE 250 or PHIL 228 may not take this course for credit.
PHIL 226 **Introduction to Philosophy of Mind** (3 credits)
This course examines philosophical problems about mind, and competing solutions. Topics may include: How does the mind relate to the brain or body? Could computers think? How can one know what other minds are thinking? What is the nature of conscious experience? Which animals are conscious? What determines what one’s thoughts are about?

PHIL 232 **Introduction to Ethics** (3 credits)
Philosophical discussions of ethics have both practical significance (What should one do?) and theoretical interest (What does it mean to say “That's the right thing to do”?). In this course, students are introduced to some representative approaches to ethical thought and action. General questions about the nature of ethical reasoning are also considered. For example: Are there objective ethical truths or are ethical judgments merely relative to social norms? An effort is made to incorporate those ethical issues which are of specific importance to contemporary society.

NOTE: Students who have received credit for PHIZ 232 may not take this course for credit.

PHIL 233 **Applied Ethics** (3 credits)
This course focuses on ethical theory and its application to contemporary issues. The course covers central ethical theories such as virtue ethics (Aristotle), deontology (Kant), and utilitarianism (Mill). It applies these theories to contemporary moral issues such as humans’ relation to the environment and nonhuman animals, abortion, consumerism, the use of recreational drugs, the rationing of health-care resources, and national and international distributive justice.

NOTE: Students who have received credit for PHIZ 233 or for this topic under a PHIL 298 or PHIZ 298 number may not take this course for credit.

PHIL 234 **Business Ethics** (3 credits)
The purpose of this course is to reflect on issues associated with corporate responsibility with a view to identifying and responding to ethical situations, rather than focusing on specific rules of governance.

PHIL 235 **Biomedical Ethics** (3 credits)
This course is primarily concerned with contemporary biomedical debates, many of which are of current social and political significance: euthanasia and physician-assisted suicide, patients’ rights, animal experimentation, organ donation and transplantation, palliative care, abortion, genetic engineering, and new reproductive technologies.

NOTE: Students who have received credit for PHIZ 235 may not take this course for credit.

PHIL 236 **Environmental Ethics** (3 credits)
This course examines recent developments in ethical theories as they are applied to questions of environmental practices. Topics discussed may include the moral significance of nonhuman nature, duties to respond to climate change, economics and sustainable environmental protection, and environmental justice.

NOTE: Students who have received credit for this topic under a PHIL 298 or 398 number may not take this course for credit.

PHIL 241 **Philosophy of Human Rights** (3 credits)
This course investigates basic philosophical questions regarding human rights, such as their status between morality and law; their scope and the problem of relativism, the concept of human dignity, their relation to democracy, whether national or cosmopolitan, and the debate over the justifiability and feasibility of socio-economic rights as human rights.

NOTE: Students who have received credit for this topic under a PHIL 298 number may not take this course for credit.

PHIL 255 **Philosophy of Leisure** (3 credits)
Prerequisite: 30 university credits. This course is designed primarily for students in Therapeutic Recreation and Leisure Sciences. It consists of an examination of various leisure practices from the point of view of philosophical ideals of human fulfillment that include ethical thinking and reflection on some of the effects of global economic practices of consumption.

PHIL 260 **Presocratics and Plato** (3 credits)
This course is a study of ancient Greek philosophy from its beginnings to Plato.

PHIL 261 **Aristotle and Hellenistic Philosophy** (3 credits)
Prerequisite: PHIL 260, or permission of the Department. This course is an introduction to Aristotle and the main lines of thought in Hellenistic philosophy, including Stoicism, Epicureanism and Scepticism.

PHIL 263 **Introduction to Epistemology** (3 credits)
An introduction to the basic concepts and problems in epistemology, including belief, knowledge, scepticism, perception, and intentionality.

PHIL 265 **Introduction to Metaphysics** (3 credits)
This course is an introduction to metaphysics and the attempt to understand a mind-independent reality. This involves distinguishing those aspects of reality that are dependent on the mind from those aspects that are independent of the mind. For example, are colours mind-independent properties? Are there universal values and if so, are they mind-independent? Is there a God, and if so, what must that God be like?
PHIL 266  Introduction to Philosophy of Religion (3 credits)
This course explores a long philosophical tradition concerned with various issues associated with the idea of God, such as the various proofs for God’s existence, and questions such as: How does the existence of evil affect one’s views about God and the nature of God? What is the status of miracles? What are the varieties of religious experience, what is the nature of religious faith? How is one to understand religious language?

PHIL 275  From Modern to Postmodern: Philosophical Thought and Cultural Critique (3 credits)
This course focuses on key developments in modern and postmodern philosophy and their cultural influences. The course provides an introduction to philosophers (such as Kant, Nietzsche, and Foucault) and philosophical movements (such as empiricism, existentialism, and post-structuralism) of the modern era. It also introduces students to the tremendous influence that philosophical theory has had on the arts, on social and political movements, and on virtually every field of study in the humanities and social sciences.
NOTE: Students who have received credit for this topic under a PHIZ 298 number may not take this course for credit.

PHIL 285  Non-Western Philosophy (3 credits)
This course introduces the student to the philosophical traditions of non-Western cultures. The particular focus differs from year to year.

PHIL 298  Introductory Topics in Philosophy (3 credits)
PHIL 299  Introductory Topics in Philosophy (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

PHIL 314  Intermediate Logic: Metatheory (3 credits)
Prerequisite: PHIL 214, or permission of the Department. This course presents the basic concepts of metalogic, including mathematical induction, soundness and completeness, and decidability.

PHIL 315  Intermediate Logic: Themes and Problems (3 credits)
Prerequisite: PHIL 214, or permission of the Department. Topics covered may include modal logic, probabilistic logic, many-valued logic, relevance logic, and historical themes in logic.

PHIL 318  Philosophy of Biology (3 credits)
Prerequisite: Three credits in Philosophy or permission of the Department. This course examines a variety of philosophical issues in biology. Topics covered may include: fitness, function, units of selection, the nature of species, reductionism, biological explanation of human behaviour and the ethical and epistemological consequences of evolutionary theory.

PHIL 324  Philosophy of Social Science (3 credits)
Prerequisite: Three credits in Philosophy or 12 credits in social science, or permission of the Department. This course offers a philosophical examination of the structure and methodology of the social sciences.

PHIL 325  Philosophical Psychology (3 credits)
Prerequisite: PHIL 226, or permission of the Department. This course philosophically investigates the psychology of mind and cognition. Example questions: Which model of the mind’s architecture is best? Could all of psychology eventually be reduced to physics? How do sensory-motor systems and the environment shape cognition? How does one ascribe beliefs and desires to others? How well does one know one’s own beliefs?

PHIL 327  Kinds of Minds (3 credits)
Prerequisite: Three credits in Philosophy, or Computer Science, or Psychology, or Biology, or permission of the Department. This course explores human, animal, and artificial minds by combining philosophy, artificial intelligence, and neurobiology. Topics may include: What distinguishes human minds from those of non-human animals? Could robots endowed with human-like sensory systems exhibit mental traits? How do evolution and experience combine to explain the origin of cognition?

PHIL 328  Intermediate Philosophy of Science (3 credits)
Prerequisite: Three credits in Philosophy or permission of the Department. This course provides an in-depth study of the nature of justification in science, theories of scientific explanation, the rationality of theory change, and debates concerning realism and antirealism.

PHIL 329  Conceptual Revolutions in Science (3 credits)
Prerequisite: Three credits in Philosophy or permission of the Department. This course examines the philosophical implications of major scientific revolutions. Examples of such revolutions may include the Newtonian revolution and Einstein’s theories of relativity.

PHIL 330  Contemporary Ethical Theory (3 credits)
Prerequisite: PHIL 232 or 233 or 234 or 235 or 236 or 241, or permission of the Department. This course provides an examination of contemporary ethical theories such as deontology, utilitarianism, virtue theory, feminist ethics, and narrative ethics.
NOTE: Students who have received credit for PHIZ 330 or for this topic under a PHIL 398 or PHIZ 398 number may not take this course for credit.
PHIL 333  *Philosophical Ideas in Literature* (3 credits)
Prerequisite: Three credits in Philosophy, or permission of the Department. This course presents a comparative approach to
philosophical ideas in literature, which may involve authors from different historical time frames, different world views, or different
perspectives of a single author.

PHIL 339  *Aesthetics* (3 credits)
Prerequisite: Three credits in Philosophy, or permission of the Department. A survey of aesthetic theories in philosophy, with
particular attention to major developments in the modern and contemporary periods.

PHIL 342  *Political Philosophy* (3 credits)
Prerequisite: Three credits in Philosophy or Political Science, or permission of the Department. This course provides analyses
of important political and philosophical concepts such as globalization, nationalism, power, multiculturalism, tolerance, liberty,
equality, community, economic justice, and democracy.

PHIL 343  *Philosophy of Law: General Jurisprudence* (3 credits)
This course provides a philosophical study of natural law theory, legal positivism, and legal realism. The associated issues of legal
morality, legal justice, legal obligation and its limits, and legal reasoning are addressed and applied to cases.

PHIL 344  *The Philosophy of Liberalism* (3 credits)
In this course, the student examines several perspectives from which the problem of the relation between law and morality may be
treated. Conflicting concepts of law, morality, and the relation of the individual to society are discussed. The problem of authority is
examined in relation to issues of civil liberties, civil rights, and the social basis of legal conflicts.

PHIL 345  *Legal Philosophy: Legal Rights and Duties* (3 credits)
This course offers a philosophical study of the nature, sources, and functions of rights and duties. Attention is given to the particular
rights associated with contract and property, and their abuse, to duties arising by law alone, to excuses and justifications for failure
to fulfill duties, and to enforcement, punishment, and compromise.

PHIL 352  *Philosophy of History* (3 credits)
Prerequisite: Three credits in History or Philosophy, or permission of the Department. An analysis of the nature of historical
knowledge and explanation is followed by a study of classical and contemporary attempts to elucidate the meaning of history.
Authors may include Augustine, Vico, Kant, Hegel, Marx, Spengler, Popper, Toynbee, Arendt.

PHIL 356  *Philosophy of Education* (3 credits)
This course examines philosophical principles underlying educational theories and problems arising from the practical
implementation of those theories.

PHIL 360  *Rationalism* (3 credits)
Prerequisite: 12 credits in Philosophy including PHIL 260 and 261, or permission of the Department. This course is a study of
central aspects of the work of Descartes, Spinoza, and Leibniz, covering metaphysical, ethical and epistemological issues.

PHIL 361  *Empiricism* (3 credits)
Prerequisite: 12 credits in Philosophy including PHIL 260 and 261, or permission of the Department. This course is a study of
central aspects of the work of Locke, Berkeley, and Hume, covering metaphysical, ethical, and epistemological issues.

PHIL 362  *Medieval Philosophy* (3 credits)
Prerequisite: PHIL 260 or 261, or permission of the Department. This course is an introduction to the main lines of thought in
medieval philosophy. Thinkers examined may include Augustine, Boethius, Abelard, Anselm, Avicenna, Averroes, Thomas Aquinas,
Duns Scotus, William of Occam.
*NOTE: Students who have received credit for PHIL 363 may not take this course for credit.*

PHIL 364  *Intermediate Epistemology* (3 credits)
Prerequisite: Three credits in Philosophy, or permission of the Department. This course presents an intermediate study of major
contemporary issues in the theory of knowledge, such as scepticism, nonempirical knowledge, contextualism, virtue epistemology,
experimental epistemology, and debates between internalists and externalists concerning justification and knowledge.

PHIL 365  *Intermediate Metaphysics* (3 credits)
Prerequisite: Three credits in Philosophy, or permission of the Department. This course presents an intermediate study of
major contemporary issues in metaphysics, such as realism vs. anti-realism concerning the external world; mental causation,
personhood and theories of human nature; universals, essences and natural kinds.

PHIL 371  *Philosophy of Feminism* (3 credits)
Prerequisite: PHIL 232 or 263, or permission of the Department. This course provides an introduction to some of the central
issues in contemporary feminist philosophy. The key arguments in feminist epistemology, feminist ethics, and sex and gender
studies are discussed from a variety of perspectives.
PHIL 374  *Kant and 19th-Century Philosophy* (3 credits)
Prerequisite: Six credits in Philosophy, or permission of the Department. This course examines Kant and some of the main currents of post-Kantian philosophy, possibly including Hegel and post-Hegelians, the romantic reaction, positivism, and pragmatism.

*NOTE:* Students who have received credit for PHIL 474 may not take this course for credit.

PHIL 377  *20th-Century Continental Philosophy* (3 credits)
Prerequisite: Six credits in Philosophy, or permission of the Department. This course examines 20th-century French and German philosophy. Philosophers examined may include Husserl, Heidegger, Merleau-Ponty, Foucault, Derrida, and Habermas.

PHIL 378  *American Pragmatism* (3 credits)
Prerequisite: Six credits in Philosophy, or permission of the Department. This course provides an analysis of some classical American pragmatists, such as Peirce, Dewey, James and C.I. Lewis, together with exponents of contemporary neo-pragmatism, such as Putnam, Rorty, and Quine.

PHIL 385  *Marxism* (3 credits)
This course provides a critical analysis of the ideas of Marx and their modern development.

PHIL 387  *Existentialism* (3 credits)
This course acquaints the student with the fundamentals of the existentialist movement as a philosophical perspective. Philosophers considered may include Kierkegaard, Nietzsche, Heidegger, Sartre, Merleau-Ponty, Jaspers, Marcel, and Berdyaev.

PHIL 398  *Intermediate Special Topics in Philosophy* (3 credits)

PHIL 399  *Intermediate Special Topics in Philosophy* (6 credits)

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

PHIL 414  *Advanced Topics in Logic* (3 credits)
Prerequisite: PHIL 314, or permission of the Department. This course presents the fundamentals of an advanced topic in logic.

PHIL 416  *Philosophy of Language* (3 credits)
Prerequisite: 12 credits in Philosophy or permission of the Department. This course is an advanced study of a central problem in recent philosophy of language.

PHIL 420  *Advanced Philosophy of Science* (3 credits)
Prerequisite: 12 credits in Philosophy, or permission of the Department. This course explores advanced topics in the philosophy of science, such as theory change and justification, realism and anti-realism, or reductionism; or specific issues in philosophy of physics or biology, such as evolution and development.

PHIL 425  *Philosophy of Mind: Cognitive Science* (3 credits)
Prerequisite: PHIL 226 or 325 or 327, or permission of the Department. This interdisciplinary course combines the philosophical study of mind with current research in psychology, neuroscience, linguistics, and computer science.

PHIL 430  *Advanced Studies in Ethics* (3 credits)
Prerequisite: PHIL 232 or 330, or permission of the Department. This course offers a study of one or more of the following ethical theories: deontology, utilitarianism, virtue theory, feminist ethics, care ethics, narrative ethics, contractualism, and discourse ethics, with a focus on ethical reasoning and motivation.

PHIL 440  *Advanced Political Philosophy* (3 credits)
Prerequisite: PHIL 241 or 342, or permission of the Department. This course uses selected historical or contemporary writings in political philosophy to treat topics such as those of power, freedom, equality, distributive justice, law, and the boundaries of the political. Specific topics for this course are stated in the Undergraduate Class Schedule.

PHIL 463  *Honours Seminar in Epistemology* (3 credits)
Prerequisite: PHIL 263 or 265 or 364 or 365, and 12 credits in Philosophy, or permission of the Department. This course presents an intensive study of major contemporary issues in the theory of knowledge.

PHIL 465  *Honours Seminar in Metaphysics* (3 credits)
Prerequisite: PHIL 263 or 265 or 364 or 365, and 12 credits in Philosophy, or permission of the Department. This course presents an intensive study of major contemporary issues in metaphysics.

PHIL 471  *Advanced Topics in Feminist Theory* (3 credits)
Prerequisite: PHIL 371, or permission of the Department. An examination of recent issues in one of feminist ethics, epistemology or metaphysics. Subject will vary from year to year.
PHIL 480  Plato (3 credits)
Prerequisite: 12 credits in Philosophy including PHIL 260 and 261, or permission of the Department. Selected themes in the major dialogues of Plato are analyzed in depth.

PHIL 481  Aristotle (3 credits)
Prerequisite: 12 credits in Philosophy including PHIL 260 and 261, or permission of the Department. Selected passages from the major works of Aristotle are analyzed in depth.

PHIL 483  Advanced Topics in the History of Philosophy (3 credits)
Prerequisite: 12 credits in Philosophy, or permission of the Department. This course presents an intensive study of selected topics in the history of philosophy.

PHIL 485  Kant (3 credits)
Prerequisite: 12 credits in Philosophy, or permission of the Department. This course is an intensive study of Kant’s Critique of Pure Reason and related works.

PHIL 486  Hegel (3 credits)
Prerequisite: 12 credits in Philosophy, or permission of the Department. This course is an analysis of selected themes from Hegel’s works.

PHIL 487  Early Analytic Philosophy (3 credits)
Prerequisite: 12 credits in Philosophy, or permission of the Department. This course investigates selected philosophical problems as they arise in the writings of such early analytic philosophers as Moore, Russell, Ayer, Carnap, the early Wittgenstein, and Frege.

PHIL 488  Contemporary Analytic Philosophy (3 credits)
Prerequisite: 12 credits in Philosophy, or permission of the Department. This course investigates selected philosophical problems as they arise in the writings of such analytic philosophers as the later Wittgenstein, Quine, Ryle, Austin, Sellars, Davidson, Putnam, and others.

PHIL 489  Phenomenology (3 credits)
Prerequisite: 12 credits in Philosophy, or permission of the Department. This course examines the phenomenological approach to philosophical problems, theoretical or practical. It may include discussion of the seminal works of Husserl, Heidegger, and Merleau-Ponty.

PHIL 490  Advanced Continental Philosophy (3 credits)
Prerequisite: 12 credits in Philosophy including PHIL 374 or 377, or permission of the Department. This course investigates selected philosophical problems as they arise in the works of such philosophers as Nietzsche, Husserl, Heidegger, Sartre, Merleau-Ponty, Levinas, Gadamer, Adorno, Derrida, Deleuze, Habermas, Irigaray, Foucault, and others. Specific topics for this course are stated in the Undergraduate Class Schedule.

PHIL 495  Honours Essay (3 credits)
Prerequisite: Enrolment in Honours Philosophy; 30 credits in Philosophy. With permission of the Department, an honours student may arrange a tutorial program with a faculty member culminating in a research project not exceeding 40 pages.

PHIL 496  Tutorial in Philosophy (3 credits)
Prerequisite: Permission of the Department. This is an opportunity to carry out a personal project under the supervision of a faculty member. An intensive reading program is undertaken in the student’s area of special interest. Tutorials may be arranged with any faculty member, and the student must make these arrangements and obtain written permission in advance of registration. NOTE: Students who have received credit for PHIL 497 may take this tutorial for credit provided the subject matter is different.

PHIL 497  Tutorial in Philosophy (3 credits)
Prerequisite: Permission of the Department. See PHIL 496 for description. NOTE: Students who have received credit for PHIL 496 may take this tutorial for credit provided the subject matter is different.

PHIL 498  Advanced Topics in Philosophy (3 credits)

PHIL 499  Advanced Topics in Philosophy (6 credits)
Prerequisite: 12 credits in Philosophy, or permission of the Department. Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
**PHYSICS**

**Section 31.230**

---

**Faculty**

**Chair**
TRUONG VO-VAN, PhD University of Toronto; Professor

**Professors**
BARRY FRANK, PhD University of British Columbia
MARIANA FRANK, PhD University of Toronto
CALVIN S. KALMAN, PhD University of Rochester; Provost’s Distinction
SUSHIL K. MISRA, PhD St. Louis University
PANAGIOTIS VASILOPOULOS, PhD Université de Montréal

**Associate Professors**
ALEXANDRE CHAMPAGNE, PhD Cornell University
LASZLO KALMAN, PhD University of Szeged
RAMESH C. SHARMA, PhD University of Toronto
JOSEPH SHIN, MSc Cornell University
VALTER ZAZUBOVITS, PhD University of Tartu

**Assistant Professor**
PABLO BIANUCCI, PhD University of Texas at Austin

*For the complete list of faculty members, please consult the Department website.*

---

**Location**

Loyola Campus
Richard J. Renaud Science Complex, Room: SP 365.02
514-848-2424, ext. 3270

---

**Department Objectives**

Breakthroughs in physics have revolutionized thinking about the fundamentals of matter, motion, and energy. Physics is the study of these fundamentals. The Physics Department is committed to preparing students for careers or advanced study in the theoretical, applied, and biological aspects of physics. Students in the co-op program gain valuable job experience and discover the career opportunities open to them in addition to regular coursework.

---

**Programs**

Students are required to complete the appropriate entrance profile for entry into the program (see §31.002 — Programs and Admission Requirements — Profiles).

*Students are responsible for satisfying their particular degree requirements. The superscript indicates credit value.*

**42 Core Program**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAST 218</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>PHYS 232</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHYS 252</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHYS 334</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHYS 354</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHYS 367</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHYS 435</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

**69 BSc Honours in Physics**

**42 Core Program**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 496</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

*Concentration in Physics*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 345</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>PHYS 355</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHYS 358</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHYS 468</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHYS 478</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHYS 436</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHYS 458</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHYS 290</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHYS 370</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHYS 394</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHYS 440</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>PHYS 498</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
Concentration in Biophysics
12 BIOL 266; PHYS 260, 360, 461
9 Chosen from BIOL 261, 360, 367, 371; CHEM 235, 271, 431; PHYS 345, 358, 370, 440, 462, 463

66 BSc Specialization in Physics
Option A: Physics
42 Core Program
18 PHYS 345, 355, 358, 468, 478, 497
3 Chosen from PHYS 436, 458
3 Chosen from PHYS 290, 370, 394, 440, 498

66 BSc Specialization in Physics
Option B: Biophysics
42 Core Program
15 BIOL 266; CHEM 271; PHYS 260, 360, 497
9 Chosen from BIOL 261, 360, 367, 371; CHEM 235, 431; PHYS 345, 358, 370, 440, 461, 462, 463, 468

45 BSc Major in Physics
42 Core Program
3 Chosen from any PHYS course in consultation with an advisor

Physics Co-operative Program

Director
ALEXANDRE CHAMPAGNE, Associate Professor

The Physics co-operative program is offered to all full-time students who are enrolled in the Department and meet the academic requirements for co-op. Students interested in applying for the Physics co-op should refer to §24 where a full description of the admission requirements is provided.

Academic content is very similar to that of the regular programs, with some specific recommendations for courses to improve the students' job skills. While it is hoped that most of the positions will be in the Montreal area, students must be prepared to work in other parts of Canada.

Students are supervised personally and must meet the requirements specified by the Faculty of Arts and Science and the Institute for Co-operative Education in order to continue their studies in the co-op format.

Liaison between the student, the employers, and the Institute for Co-operative Education is provided by the Physics co-op committee, which includes the student's advisors.

Please refer to §24 for the schedule of study and work terms and the full description of admission requirements.

Physics Professional Experience Option

The Physics Professional Experience option is offered through the Institute for Co-operative Education. Like the co-operative program, the Professional Experience option allows students to gain practical experience through work terms related to their field of study. It is limited to one or two work terms, normally in the summer. Students interested in applying for the Professional Experience option should refer to §24 where a full description is provided.

Courses

Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.

PHYS 200 From Particles to Galaxies (3 credits)
This course covers all the major topics in physics including Galileo's role in science, the Newtonian synthesis, optics radiation and absorption of heat, relativity, quantum mechanics, astrophysics and cosmology at a level that a non-science student can grasp. Students in this course are not required to do any mathematical problem solving.

NOTE: Students in programs leading to the BSc degree may not take this course for credit to be applied to their program of concentration.

NOTE: Students who have received credit for this topic under a PHYS 298 or PHYZ 298 number may not take this course for credit.

PHYS 204 Mechanics (3 credits)
Prerequisite: MATH 203 or equivalent, previously or concurrently. Kinematics, Newton's laws of motion. Statics, dynamics. Conservation of momentum and energy. Rotational motion. Periodic motion. Lectures only.

NOTE: Students in programs leading to the BSc degree may not take this course for credit to be applied to their program of concentration. See PHYS 224 for laboratory associated with this course.
PHYS 205  Electricity and Magnetism (3 credits)
Prerequisite: MATH 203; PHYS 204 or equivalent. Electrical charge and Coulomb’s law. Electrical field and potential. Capacity, steady state, and transient currents. Electromagnetic induction and alternating currents. Lectures only.
NOTE: Students in programs leading to the BSc degree may not take this course for credit to be applied to their program of concentration. See PHYS 225 for laboratory associated with this course.

PHYS 206  Waves and Modern Physics (3 credits)
NOTE: Students in programs leading to the BSc degree may not take this course for credit to be applied to their program of concentration. See PHYS 226 for laboratory associated with this course.

PHYS 210  Discoveries in Physics (6 credits)
A non-mathematical course in physics specifically designed for students who have had little or no experience in physics. This course traces the fundamental ideas from which modern physics has emerged, and attempts to develop insights into the understanding of natural phenomena. Lectures only.
NOTE: Students in programs leading to the BSc degree may not take this course for credit.

PHYS 224  Introductory Experimental Mechanics (1 credit)
Prerequisite: PHYS 204 previously or concurrently, or permission of the Department. This laboratory course covers fundamental experiments in classical mechanics. Experiments include resolution of forces, centrifugal force and conservation of energy, pendulums. Laboratory only, 10 experiments.
NOTE: Students in programs leading to the BSc degree may not take this course for credit to be applied to their program of concentration.

PHYS 225  Introductory Experimental Electricity (1 credit)
Prerequisite: PHYS 205 previously or concurrently, or permission of the Department. This laboratory course covers fundamental experiments in electricity. Experiments include Kirchhoff’s law, resistors in series and parallel, oscilloscope, induction, alternating current. Laboratory only, 10 experiments.
NOTE: Students in programs leading to the BSc degree may not take this course for credit to be applied to their program of concentration.

PHYS 226  Introductory Experimental Waves and Modern Physics (1 credit)
Prerequisite: PHYS 206 previously or concurrently, or permission of the Department. This laboratory course covers the fundamental experiments in waves and modern physics. Experiments include spectrometer measurements. Newton’s rings and measurements involving radioactivity. Laboratory only, 10 experiments.
NOTE: Students in programs leading to the BSc degree may not take this course for credit to be applied to their program of concentration.

PHYS 232  Methods of Theoretical Physics I (3 credits)

PHYS 235  Object-Oriented Programming and Applications (3 credits)
Prerequisite: MATH 203, 204. Introduction to problem solving with computers; programming. Basic elements of an object-oriented language; basic data types, objects, expressions, simple programs. Control structures; library functions, one- and two-dimensional arrays. Introduction to mathematics software (Maple and/or Mathematica) and to programming languages (C/C++ and/or Fortran 77). The material is illustrated with simple examples from physics.
NOTE: Students may replace this course with COMP 248.
NOTE: Students who have received credit for COMP 248 or PHYS 233 may not take this course for credit.

PHYS 236  Numerical Analysis in Physics (3 credits)
Prerequisite: PHYS 235 or COMP 248. Basic numerical analysis, symbolic and numerical computation and programming with a computer language and/or mathematics software program, curve fitting. Numerical solutions to linear and nonlinear ordinary and partial differential equations, difference equations. Gaussian elimination, LU decomposition, least-square approximation, linear systems of equations. Numerical differentiation and integration.
NOTE: Students may replace this course with MAST 334.
NOTE: Students who have received credit for MAST 334 may not take this course for credit.

PHYS 245  Classical Mechanics (3 credits)
Prerequisite: MATH 204, 205 or equivalent. Statics of rigid bodies, work and potential functions, motion in uniform field. Particle motion in an accelerated frame, rotation coordinate systems, motion in a resisting medium, small oscillations, damped (harmonic)
motion, motion under central forces, mechanics of a rigid body, dynamics of systems of particles, motion of rigid bodies in three dimensions, elements of Lagrangian mechanics. Lectures only.  
NOTE: See PHYS 291 for laboratory associated with this course.  
NOTE: Students who have received credit for PHYS 243 or 244 may not take this course for credit.

PHYS 252  Optics (3 credits)  
Prerequisite: PHYS 206. Wave equation, phasors, EM waves, linear, circular and elliptical polarization, polariscope, Malus' law, dichroism, polaroid, polarizing Prism, quarter and half wave plates, wave superposition, interference, Young’s double slit experiment, Michelson interferometer, reflectance and transmittance of thin films, interferometers, dispersion, elements of Fourier analysis, diffraction, single slit diffraction, double slit, Fraunhofer and Fresnel limits, diffraction grating, Fresnel diffraction, instruments, introduction to lasers.  
NOTE: Students who have received credit for PHYS 352 may not take this course for credit.

PHYS 253  Electricity and Magnetism I (3 credits)  
Prerequisite: PHYS 205 or equivalent; MAST 218 or equivalent, previously or concurrently. Electrostatics, Gauss’ law, electric potential, curl and divergence of fields, capacitance, RC circuits, Laplace’s equation, Legendre equation, method of images, multipole expansion, dielectrics, polarization, dipole moments, electric displacement.  
NOTE: See PHYS 293 for laboratory associated with this course.

PHYS 260  Introductory Biophysics (3 credits)  
Cell physiology; macromolecules and molecular devices; transmission of genetic information; random walks, friction and diffusion; Reynolds number; entropy; temperature and free energy; entropic forces; chemical forces; self-assembly; membranes; active transport; nerve impulses. Overview of experimental techniques: X-ray crystallography; atomic force, electron and optical microscopies; patch-clamp techniques.  
NOTE: Students who have received credit for this topic under a PHYS 298 number may not take this course for credit.

PHYS 270  Introduction to Energy and Environment (3 credits)  
This course is designed for students who have little or no background in physics. Topics covered include relationship of physics to environment and energy. Concept and definition of work and energy, Interaction of people and inanimate objects with the environment. Heat and chemical energy. Electromagnetic and nuclear energy. Conservation of energy — how it affects everyday life. Sources of energy used on Earth. Solar energy. Production of wind power, water power, solar cells from sun’s energy, biological uses, biopower. Lectures only.  
NOTE: Students in programs leading to the BSc degree may not take this course for credit.

PHYS 273  Energy and Environment (3 credits)  

PHYS 290  Experimental Electronics (2 credits)  
Prerequisite: PHYS 205, 225 or equivalent. A practical laboratory course in electronics. This course explores the usage of electronic measuring instruments and components. Experiments include power supplies, transistor amplifiers, operational amplifiers, oscillators, audio and radio frequency amplifiers.  
NOTE: Students who have received credit for PHYS 295 and 296 may not take this course for credit.

PHYS 291  Experimental Mechanics I (1 credit)  
Prerequisite: PHYS 245 previously or concurrently. A laboratory course in mechanics. Experiments include pendulum, coefficient of restitution, centrifugal force, rotational inertia, inelastic impact.

PHYS 292  Experimental Mechanics II (1 credit)  
Prerequisite: PHYS 291. A laboratory course in mechanics. Experiments include the use of air tracks to study acceleration, collisions, dissipative forces, and periodic motion. Other experiments include viscosity and surface tension of liquids.

PHYS 293  Experimental Electricity and Magnetism I (1 credit)  
Prerequisite: PHYS 253 previously or concurrently. A laboratory course in electricity and magnetism. Experiments include motion of electrons in electric and magnetic fields, exponential relaxation, damped oscillations, resonance, non-linearity, negative resistance.

PHYS 294  Experimental Electricity and Magnetism II (1 credit)  
Prerequisite: PHYS 293. A laboratory course in electricity and magnetism. Experiments include the transistor, amplification and frequency response, transient response and negative feedback, positive feedback and oscillation, periodic structures.

PHYS 295  Experimental Electronics I (2 credits)  
A practical laboratory course in electronics. Experiments include resistors in series and parallel, voltmeter, Ohm’s law, Kirchhoff’s current and voltage laws, Ohmmeter, capacitor, inductor, transformer, rectifiers, voltage doubler, zener diode, power supplies.  
NOTE: Students who have received credit for PHYS 290 may not take this course for credit.
PHYS 296  **Experimental Electronics II** (2 credits)
Prerequisite: PHYS 295. A practical laboratory course in electronics. Experiments include oscilloscope, biasing of bipolar transistors, transistor amplifiers, voltage and current regulators, field-effect transistor, oscillators, operational amplifier circuits, audio amplifier, I-F transformer, limiter, amplitude and frequency modulation.
NOTE: Students who have received credit for PHYS 290 may not take this course for credit.

PHYS 297  **Experimental Optics** (1 credit)
Prerequisite: PHYS 252 previously or concurrently. An experimental course in optics. Experiments include diffraction, optical instruments, resonance, and various experiments using lasers. Laboratory only, 10 experiments.
NOTE: Students who have received credit for PHYS 392 may not take this course for credit.

PHYS 298  **Selected Topics in Physics** (3 credits)
PHYS 299  **Selected Topics in Physics** (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

PHYS 334  **Thermodynamics** (3 credits)
Prerequisite: PHYS 204 or equivalent; MAST 218, 219 or equivalent. Equation of state, ideal and real gases, thermodynamic surfaces, first law of thermodynamics, isothermal and adiabatic processes, the energy equation, liquefaction of gases, Carnot engine, second law of thermodynamics, entropy, third law, thermodynamic potentials, Clausius-Clapeyron equation, kinetic theory, equipartition of energy, Van der Waals’ equation, transport phenomena, probability and thermal distributions. Lectures only.
NOTE: See PHYS 393 for laboratory associated with this course.

PHYS 335  **Methods of Theoretical Physics II** (3 credits)
Prerequisite: PHYS 232 or equivalent; MAST 219 previously or concurrently. Function of a complex variable, Fourier series, applications to a vibrating string, heat conduction, Fourier transform, Laplace transform, application to differential equations, delta functions, eigenvalue problems. Lectures only.

PHYS 345  **Electricity and Magnetism II** (3 credits)
Prerequisite: PHYS 253 or equivalent; MAST 219 or equivalent, previously or concurrently. Biot-Savart Law, Ampere’s law, divergence and curl of B, magnetic vector potential, magnetization, ferromagnetism, electromagnetic induction, motional EMF, inductance, transformer, ac-circuits, Maxwell’s equations, the wave equation, polarization, reflection and transmission of em waves, rectangular wave guide, half-wave antenna. Lectures only.
NOTE: Students who have received credit for PHYS 346 may not take this course for credit.

PHYS 354  **Advanced Classical Mechanics** (3 credits)
Prerequisite: PHYS 232 or equivalent; PHYS 245 or equivalent; PHYS 253 or equivalent; PHYS 295. Survey of Newtonian mechanics; D’Alembert’s principle and Lagrangian formulation; variational formulation and Hamilton’s principle. Hamiltonian formulation, canonical transformations, Poisson brackets (connection to quantum mechanics); central force motion; planetary motion; scattering in a central field, dynamics of rigid bodies; Euler’s equations; Hamilton-Jacobi theory, applications. Introduction to non-linear mechanics.
NOTE: Students who have received credit for PHYS 355 may not take this course for credit.

PHYS 355  **Electronics** (3 credits)
Prerequisite: PHYS 358 recommended. Basic circuit analysis, network theorems, maximum power transfer, diode characteristics and circuits, power supply designs, transistor characteristics, incremental equivalent circuits, input and output impedance calculations, emitter follower and Darlington amplifiers, power amplifiers, dc stabilization and negative feedback, operational amplifiers, phase detection, frequency multiplier and special circuits. Lectures only.
NOTE: See PHYS 290 for laboratory associated with this course.

PHYS 358  **Solid State Physics** (3 credits)
Prerequisite: PHYS 377 concurrently. Drude and Sommerfeld theory of metals, crystal lattices, reciprocal lattice, electron levels in periodic potentials, tight-binding method, semiclassical model of electron dynamics and of conduction in metals, relaxation-time approximation, Boltzmann equation, homogeneous semiconductors, lattice vibrations, Fermi surface, cohesive energy.

PHYS 360  **Chemical Aspects of Biophysics** (3 credits)
Prerequisite: PHYS 253, 334. Stabilizing protein structures; bonding and nonbonding interactions; energy profiles; Ramachandran plot; stabilization through protonation-deprotonation. Interaction of macromolecules with solvents. Thermodynamics of protein folding, Ligand binding, Marcus-theory of biological electron transfer. Examples of modern biophysical techniques: electronic spectroscopies (absorption, fluorescence), X-ray absorption spectroscopy, NMR and EPR spectroscopy, IR and Raman spectroscopy, circular dichroism, differential scanning calorimetry.
NOTE: Students enrolled in a BSc Honours or Specialization in Biochemistry may not take this course for credit.

PHYS 367  **Modern Physics and Relativity** (3 credits)
Prerequisite: PHYS 205, 206 or equivalent; PHYS 354 recommended. Relativity: Lorentz transformations (revision), space-time and four-tensors, Minkowski map of space-time, four-velocity and four-acceleration, four-momentum, equivalence of mass and energy, angular momentum, three- and four-force, formal structure of Maxwell’s theory, transformation of E and B, electromagnetic energy
Prerequisite: PHYS 5; COMP or equivalent. Eight-bit microprocessor architecture: opcodes, addressing modes, memory.

ECG monitor, electrocardiograph, cardio-tachometer, blood-pressure recorder, respiration-rate recorder, and clinical thermometer.

Prerequisite: PHYS 90 or 96, or equivalent. A laboratory course in the maintenance and use of medical instruments, including

Prerequisite: PHYS 4 previously or concurrently. A laboratory course in thermodynamics. Experiments include Clement and

demultiplexers, multiplexers and sequencers; light-emitting diodes and LED displays; tristate and open collector outputs; flip-flops,

Prerequisite: PHYS 05 or equivalent; MATH 05 or equivalent. The celestial sphere. The solar system. Celestial mechanics.

Basic stellar characteristics. The galaxy — structure and content. Extragalactic objects. Lectures only.

Prerequisite: PHYS 384. The stars, stellar atmospheres, motion, interiors, and populations. Variable stars. Nebulae. Radio, X-ray,

and infrared sources. The galaxy — population and dynamics. The extragalactic universe. Lectures only.

Prerequisite: PHYS 232 or equivalent. One-dimensional flows and maps, bifurcations, two-dimensional flows and maps, phase plane

and limit cycles. Lorenz equations, strange attractors, chaos and nonlinearity, deterministic chaos, period doubling, experimental

manifestations. Fractals, fractal dimension, examples of chaos and of fractals. Applications in physics, biology, chemistry, and

engineering.

NOTE: Students who have received credit for this topic under a PHYS 498 number may not take this course for credit.

Prerequisite: PHYS 335, 345, 367. Schrödinger equation, probabilistic interpretation, normalization, expectation values, the

uncertainty principle, stationary states, the free particle, infinite square well, the finite square well, the harmonic oscillator, the
delta potential, the scattering matrix, vector spaces, postulates of quantum mechanics, operators and eigenvectors, compatible

observables, the uncertainty relations, time-evolution of states, Ehrenfest’s equations, the variational principle, nondegenerate
time-independent perturbation theory, degenerate perturbation theory, spherical coordinates and the hydrogen atom, angular

momentum, spin, addition of angular momenta.

NOTE: Students who have received credit for PHYS 477 may not take this course for credit.

Prerequisite: PHYS 205 or equivalent; MATH 205 or equivalent. The celestial sphere. The solar system. Celestial mechanics.

Prerequisite: PHYS 384. The stars, stellar atmospheres, motion, interiors, and populations. Variable stars. Nebulae. Radio, X-ray,

and infrared sources. The galaxy — population and dynamics. The extragalactic universe. Lectures only.

Prerequisite: PHYS 290 or equivalent. A laboratory course in the maintenance and use of medical instruments, including

ECG monitor, electrocardiograph, cardio-tachometer, blood-pressure recorder, respiration-rate recorder, and clinical thermometer.
The component parts of the instruments are studied first, and then the instruments are constructed and tested. Laboratory only.

NOTE: Students who have received credit for PHYS 397 may not take this course for credit.

Prerequisite: PHYS 334 previously or concurrently. A laboratory course in thermodynamics. Experiments include Clement and

Desormes’ experiment, vaporization, specific heats, liquid nitrogen boiling. Laboratory only, 10 experiments.

NOTE: Students who have received credit for PHYS 494 may not take this course for credit.

Prerequisite: PHYS 226 or equivalent, or permission of the Department. An experimental course in atomic physics. Experiments

include the Frank-Hertz experiment, the Zeeman effect, mass spectrometer, and some X-ray work. Laboratory only, 10 experiments.

Prerequisite: PHYS 334, 367. Statistical concepts, probability, Gaussian probability distribution, statistical ensemble, macrostates and

microstates, thermodynamic probability, statistical thermodynamics, reversible and irreversible processes, entropy, thermodynamic
laws and statistical relations, partition functions, Maxwell’s distributions, phase transformation, Maxwell-Boltzmann, Fermi-Dirac, and Bose-Einstein statistics, quantum statistics in classical limit, black-body radiation, conduction of electrons in metal, interacting particle system, lattice vibrations, virial coefficients, Weiss molecular field approximation, Kinetic theory of gases, Boltzmann equation. Lectures only.

**PHYS 436 Methods of Theoretical Physics III** (3 credits)
Prerequisite: PHYS 335 or equivalent. Partial differential equations, eigenfunction expansion and finite transforms, Laplace, Poisson, wave and diffusion equations, applications, special functions, boundary value problems, Slum-Liouville theory, Bessel functions, Legendre and Hermite polynomials, spherical harmonics, Green’s function and applications, perturbation theory, variational theory. Lectures only.

**PHYS 440 Computational Methods and Simulations in Physics** (3 credits)
Prerequisite: PHYS 232, 334, 377. The first part of the course fully develops the UNIX/Fortran/C code for problem solving through direct experience with problems in mechanics, electromagnetism, and quantum mechanics. Applications include finite square well, simple pendulum, charge distribution, phase space, anharmonic oscillator, vibrating string, etc. The second part of the course introduces the Monte Carlo and molecular dynamics methods, first-principles calculations for materials, electronic properties, electrodynamics and electrical circuit simulations, and biophysics simulations.

**PHYS 458 Advanced Electrodynamics** (3 credits)
Prerequisite: PHYS 354, 436. Electrostatic boundary-value problem and Green’s function, Maxwell’s equation, energy-momentum tensor, guided waves, dielectric wave guides, fibre optics, radiation static field, multipole radiation, velocity and acceleration field, Larmor’s formula, relativistic generalization, radiating systems, linear antenna, aperture in wave guide, Thomson scattering, bremsstrahlung, Abraham-Lorentz equation, Breit-Wigner formula, Green’s function for Helmholtz’s equation, Noether’s theorem. Lectures only.

**PHYS 461 Membrane Biophysics** (3 credits)
Prerequisite: BIOL 266, PHYS 360. Fluid dynamics; composition of natural membranes; selection criteria for artificial membranes; phases and phase transitions of lipids; lipid-protein interactions; transport mechanisms across membranes; facilitated diffusion, Michaelis-Menten equation, ion channels, active transport against a concentration gradient, ATPase: origin of membrane potentials; electrogenic ion pumps; experimental methods to measure membrane potentials (patch clamp, optical, radioactive); resting and action potentials.

**PHYS 462 Bioenergetics** (3 credits)
Prerequisite: PHYS 360, 461. Chemiosmotic energy transduction, ion transport across energy conserving membranes, quantitative bioenergetics: measurement of driving forces. Chemiosmotic proton circuit, respiratory chains, photosynthesis, photosynthetic generators of proton motive force, coupling between biological electron and proton transfer reactions, ATP synthase, metabolite and ion transport, mitochondria in the cell.

**PHYS 463 Optical Spectroscopy with Biophysics Applications** (3 credits)
Prerequisite: PHYS 377, Beer-Lambert Law, absorption; fluorescence; pump-probe; photon echo, IR and Raman spectroscopies; linear and circular dichroism; single molecule spectroscopy; spectral hole burning and fluorescence line narrowing. Relevant concepts of quantum mechanics (time-dependent and time-independent Schrödinger equation, spatial wavefunctions, transitions between states and time-dependent perturbation theory, lifetimes and uncertainty principle). Atomic and molecular orbitals. Some concepts related to symmetry and group theory. Resonance energy transfer. Optical properties of molecular aggregates.

**PHYS 468 Condensed Matter and Nanophysics** (3 credits)
Prerequisite: PHYS 366, PHYS 377 previously or concurrently. Review of phonon modes and electron band structure. Quantum condensed-matter topics: Hartree-Fock, mesoscopic quantum transport theory (quantum dots, 1D systems, 2D systems), superconductivity, the quantum Hall effects, and weak localization. 

**PHYS 469 Methods of Theoretical Physics II** (3 credits)
Prerequisite: PHYS 377. Particle states, classification of symmetry, parity, numerical solution of Schrödinger’s equation, WKB approximation, variational method, alpha decay probability, time-dependent perturbation theory, systems of particles in one dimension, interacting particles, identical particles, Pauli exclusion Principle, Motion in three dimensions, hydrogen atom, angular momentum and spin, Pauli spin matrices, Dirac’s relativistic wave equation.

**PHYS 480 Directed Readings in Theoretical Physics** (3 credits)
Prerequisite: Permission of the Department. A course for advanced students in which a special topic, selected in consultation with a faculty member, is studied in depth.
PHYS 488  **Lasers and Fibre-optics** (3 credits)
Prerequisite: PHYS 252, 354. Semiconductor physics, semiconductor sources, detectors, waveguides and fibres, optical communications, assorted topics in electro-optics.
*NOTE*: Students who have received credit for this topic under a PHYS 498 number may not take this course for credit.

PHYS 491  **Experimental Microprocessor Interfacing** (3 credits)
Prerequisite: PHYS 390; PHYS 391 or equivalent. Address decoding, multiplexing, and demultiplexing with TTL integrated circuits. Address decoding circuits, drivers, and receivers. Parallel, serial and non-TTL I/O. Breadboarding, wire-wrapping, and soldering techniques. The use of oscilloscopes, logic probes, and computers for circuit trouble-shooting. Drawing schematic diagrams. Timing diagrams. Data sheets. Laboratory only.

PHYS 494  **Methods of Experimental Physics** (3 credits)
Prerequisite: PHYS 290, 293, 394 or equivalent, or permission of the Department. A supervised research project which may include experiments in nuclear physics, laser and fibre-optics, solid state physics, ultrasonics, or thermal physics. A technical report is required.

PHYS 495  **Experimental Nuclear Physics** (1 credit)
Prerequisite: PHYS 394. A laboratory course in nuclear physics. Experiments include gamma- and beta-ray spectroscopy, nuclear magnetic resonance, half-life determination, nuclear activities. Laboratory only, 10 experiments.

PHYS 496  **Honours Research Project** (6 credits)
Prerequisite: Enrolment in Honours in Physics; permission of the Department. A research project for honours students that is carried out on a special topic in physics, biophysics, or applied physics under the supervision of a faculty member.

PHYS 497  **Specialization Research Project** (3 credits)
Prerequisite: Enrolment in the Specialization in Physics; permission of the Department. This is an independent studies course for advanced specialization students in which a special topic in physics, biophysics, or applied physics is studied under the supervision of a faculty member. The student is required to write a report and give a brief presentation.

PHYS 498  **Advanced Topics in Physics** (3 credits)

PHYS 499  **Advanced Topics in Physics** (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
Faculty

Chair
CSABA NIKOLENYI, PhD University of British Columbia; Professor

Distinguished Professors Emeriti
HENRY HABIB, PhD McGill University
JAMES MOORE, MA University of Toronto

Professors
HAROLD R. CHORNEY, PhD University of Toronto
MARCEL DANIS, LLL Université de Montréal
BROOKE JEFFREY, PhD Carleton University
JAMES KELLY, PhD McGill University
GUY LACHAPELLE, PhD Northwestern University
PATRIK MARIER, PhD University of Pittsburgh
MABEN POIRIER, PhD McGill University
NORRIN M. RIPSMAN, PhD University of Pennsylvania
DANIEL SALÉE, PhD Université de Montréal
PETER STOETT, PhD Queen’s University

Associate Professors
ANTOINE BILODEAU, PhD University of Toronto
ELIZABETH A. BLOODGOOD, PhD Princeton University
GRAHAM DODDS, PhD University of Pennsylvania
AXEL HUELSEMEYER, PhD University of Calgary
MEBS KANJI, PhD University of Calgary
EDWARD KING, PhD University of California, Berkeley
MICHAEL LIPSON, PhD University of Wisconsin-Madison
KIMBERLEY MANNING, PhD University of Washington
JEAN-FRANÇOIS MAYER, PhD Pennsylvania State University
STEPHANIE PATerson, PhD Carleton University
AMY POTEETE, PhD Duke University
FRANCESCA SCALA, PhD Carleton University
LEANDER SCHNEIDER, PhD Columbia University
JULIAN SCHOFIELD, PhD Columbia University
TRAVIS SMITH, PhD Harvard University
MARLENE SOKOLON, PhD North Illinois University

Assistant Professors
CEREN BELGE, PhD University of Washington
TINA HILGERS, PhD York University
MIREILLE PAQUET, PhD Université de Montréal

Lecturer
RICHARD BISAillon, PhD Concordia University

For the complete list of faculty members, please consult the Department website.

Location

Sir George Williams Campus
Hall Building, Room: H 1225-22
514-848-2424, ext. 2105
**Department Objectives**

The Department of Political Science offers a wide range of courses and programs to acquaint students with the living complexity of contemporary government and politics. The curriculum provides the theoretical foundations, analytical skills, and research methods for understanding the construction of government policy as well as the underlying nature and purpose of political processes and institutions. The aim is to prepare well-rounded, concerned citizens for careers in the public service and the private sector, or for graduate or law school.

**Programs**

The Department of Political Science offers the following programs of study: an honours, a major, and a minor.

Students seeking admission to the honours program may apply either for direct entry on the University application form or, once in the program, to the departmental honours advisor normally following the completion of 30 credits.

Students must apply to the departmental honours advisor for formal admission to either option of the honours program. Applications are due by May 15 for September admission and by November 15 for January admission. The number of places available in the Political Science Honours program is limited, and admission to the program is highly competitive. Students must have a cumulative GPA of at least 3.5 to be eligible to apply. If admitted, they must maintain an annual GPA of at least 3.5 to graduate with honours.

In order to maintain honours status, students must obtain approval for their programs from the honours advisor each year, prior to registration.

The program of courses leading to a Minor in Political Science consists of 24 credits in the Department. The minor is designed to provide an opportunity for students to make a combination with a specialization, a major, or honours in another discipline. A student's minor will be arranged in consultation with the Department of Political Science so that it relates to courses in the major area of study.

Students are responsible for satisfying their particular degree requirements.

The superscript indicates credit value.

**Option A**

**60 BA Honours in Political Science**

15 POLI 203, 204, 205, 206, 207

6 Chosen from POLI 306, 345, 364, 371, 373, 384

3 Chosen from POLI 393 or 372

33 Chosen from at least three of the five groups in Political Science at the 300 or 400 level with a minimum of 12 credits at the 400 level

3 POLI 496 (Honours Seminar)

*Students who opt to take POLI 372 are given three credits towards the 33-credit requirement in the Political Theory Group.*

**Option B**

**60 BA Honours (Thesis) in Political Science**

15 POLI 203, 204, 205, 206, 207

6 Chosen from POLI 306, 345, 364, 371, 373, 384

3 Chosen from POLI 393 or 372

3 POLI 396 (Honours Tutorial)

24 Chosen from at least three of the five groups in Political Science at the 300 or 400 level with a minimum of nine credits at the 400 level

6 POLI 495 (Honours Thesis)

3 POLI 496 (Honours Seminar)

*Students who opt to take POLI 372 are given three credits towards the 24-credit requirement in the Political Theory Group.*

**42 BA Major in Political Science**

15 POLI 203, 204, 205, 206, 207

27 Chosen from at least three of the five groups in Political Science at the 300 or 400 level with at least six credits at the 400 level

**24 Minor in Political Science**

12 POLI 203, 204, 205, 206

12 Chosen from any of the five groups in Political Science. A minimum of nine credits must be taken at the 300 or 400 level.

**24 Minor in Human Rights Studies**

6 PHIL 241; POLI 214

18 Chosen from ENGL 369, 380, 382, 383, 387; FPST 321; HIST 315, 359, 477; HIST 360 or SOCI 367; JOUR 442; PHIL 232, 342, 343, 345; POLI 301, 388; RELI 310, 312; SOCI 380 or ANTH 380; THEO 343

NOTE: For details on the course descriptions in the program listed above, please refer to the individual departmental course listings.
## Core Program

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 203</td>
<td>Introduction to Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLI 204</td>
<td>Introduction to Canadian Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLI 205</td>
<td>Introduction to International Relations</td>
<td>3</td>
</tr>
<tr>
<td>POLI 206</td>
<td>Introduction to Western Political Theory</td>
<td>3</td>
</tr>
<tr>
<td>POLI 207</td>
<td>Introduction to Political Science Research</td>
<td>3</td>
</tr>
</tbody>
</table>

## Group 1: International Politics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 213</td>
<td>Contemporary Issues in Global Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLI 214</td>
<td>Human Rights: An Overview</td>
<td>3</td>
</tr>
<tr>
<td>POLI 215</td>
<td>Global Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLI 216</td>
<td>Introduction to the United Nations</td>
<td>3</td>
</tr>
<tr>
<td>POLI 301</td>
<td>Social Movements and Protest Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLI 302</td>
<td>International Security</td>
<td>3</td>
</tr>
<tr>
<td>POLI 304</td>
<td>Theories of Foreign Policy Making</td>
<td>3</td>
</tr>
<tr>
<td>POLI 305</td>
<td>International Political Economy</td>
<td>3</td>
</tr>
<tr>
<td>POLI 311</td>
<td>International Public Law</td>
<td>3</td>
</tr>
<tr>
<td>POLI 312</td>
<td>Special Topics in International Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLI 315</td>
<td>International Organizations</td>
<td>3</td>
</tr>
<tr>
<td>POLI 318</td>
<td>Introduction to Strategic Studies</td>
<td>3</td>
</tr>
<tr>
<td>POLI 329</td>
<td>American Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>POLI 332</td>
<td>Theories of International Relations</td>
<td>3</td>
</tr>
<tr>
<td>POLI 342</td>
<td>Asia and Power Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLI 388</td>
<td>Human Rights and International Justice</td>
<td>3</td>
</tr>
<tr>
<td>POLI 391</td>
<td>Middle East and Global Conflict</td>
<td>3</td>
</tr>
<tr>
<td>POLI 394</td>
<td>Globalization and Sustainable Development</td>
<td>3</td>
</tr>
<tr>
<td>POLI 400</td>
<td>Advanced Seminar in International Relations Theory</td>
<td>3</td>
</tr>
<tr>
<td>POLI 402</td>
<td>Advanced International Political Economy</td>
<td>3</td>
</tr>
<tr>
<td>POLI 403</td>
<td>Global Ecopolitical Analysis</td>
<td>3</td>
</tr>
<tr>
<td>POLI 404</td>
<td>International Institutions</td>
<td>3</td>
</tr>
<tr>
<td>POLI 419</td>
<td>Strategic Studies</td>
<td>3</td>
</tr>
<tr>
<td>POLI 421</td>
<td>Transnational Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLI 422</td>
<td>Canadian Foreign Policy</td>
<td>3</td>
</tr>
<tr>
<td>POLI 423</td>
<td>Peace Studies and Global Governance</td>
<td>3</td>
</tr>
<tr>
<td>POLI 486</td>
<td>Advanced Seminar in International Relations</td>
<td>3</td>
</tr>
</tbody>
</table>

## Group 2: Comparative Politics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 214</td>
<td>Human Rights: An Overview</td>
<td>3</td>
</tr>
<tr>
<td>POLI 217</td>
<td>Comparing Democracies</td>
<td>3</td>
</tr>
<tr>
<td>POLI 301</td>
<td>Social Movements and Protest Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLI 310</td>
<td>Politics of the U.S.</td>
<td>3</td>
</tr>
<tr>
<td>POLI 313</td>
<td>Special Topics in Comparative Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLI 319</td>
<td>European Politics and Government</td>
<td>3</td>
</tr>
<tr>
<td>POLI 323</td>
<td>Politics of Eastern Europe</td>
<td>3</td>
</tr>
<tr>
<td>POLI 327</td>
<td>Comparative Democratization</td>
<td>3</td>
</tr>
<tr>
<td>POLI 328</td>
<td>Public Policy and the Politics of Equality</td>
<td>3</td>
</tr>
<tr>
<td>POLI 331</td>
<td>Comparative Party Systems</td>
<td>3</td>
</tr>
<tr>
<td>POLI 333</td>
<td>Politics of Russia</td>
<td>3</td>
</tr>
<tr>
<td>POLI 335</td>
<td>Politics of China</td>
<td>3</td>
</tr>
<tr>
<td>POLI 336</td>
<td>Politics of South Asia</td>
<td>3</td>
</tr>
<tr>
<td>POLI 337</td>
<td>Politics of Japan</td>
<td>3</td>
</tr>
<tr>
<td>POLI 342</td>
<td>Asia and Power Politics</td>
<td>3</td>
</tr>
<tr>
<td>POLI 352</td>
<td>Comparative Urban Politics and Government</td>
<td>3</td>
</tr>
<tr>
<td>POLI 366</td>
<td>Politics of Africa</td>
<td>3</td>
</tr>
<tr>
<td>POLI 375</td>
<td>Nationalism: Origins, Operation, and Significance</td>
<td>3</td>
</tr>
<tr>
<td>POLI 379</td>
<td>Politics of Latin America</td>
<td>3</td>
</tr>
<tr>
<td>POLI 395</td>
<td>Politics of the Middle East</td>
<td>3</td>
</tr>
<tr>
<td>POLI 405</td>
<td>Comparative Electoral Systems</td>
<td>3</td>
</tr>
<tr>
<td>POLI 406</td>
<td>Comparative Federalism and Political Integration</td>
<td>3</td>
</tr>
<tr>
<td>POLI 431</td>
<td>State-Society Relations in China</td>
<td>3</td>
</tr>
<tr>
<td>POLI 432</td>
<td>Comparative Public Administration and Bureaucracy</td>
<td>3</td>
</tr>
</tbody>
</table>
Group 3: Canadian and Quebec Politics

POLI 309 Women and Politics in Canada (3 credits)
POLI 314 Special Topics in Canadian and Quebec Politics (3 credits)
POLI 324 Parliament and the Charter (3 credits)
POLI 334 Political Participation in Canada (3 credits)
POLI 339 Quebec Politics and Society/La vie politique québécoise (3 credits)
POLI 340 Canadian Political Culture (3 credits)
POLI 341 Provincial and Territorial Politics (3 credits)
POLI 350 Canadian and Quebec Law (6 credits)
POLI 351 Canadian Federalism (3 credits)
POLI 363 Quebec Political Parties (3 credits)
POLI 365 Canadian Public Administration (3 credits)
POLI 367 Quebec Public Administration (3 credits)
POLI 393 Advanced Empirical Research Methods (3 credits)
POLI 407 Parliamentary Bills of Rights (3 credits)
POLI 408 Public Opinion and Public Policy (3 credits)
POLI 409 Canada: State/Society Relations (3 credits)
POLI 428 Constitutional Politics in Canada (3 credits)
POLI 429 Political Socialization in Canadian and Comparative Perspective (3 credits)
POLI 488 Advanced Seminar in Canadian and Quebec Politics (3 credits)

Group 4: Public Policy and Administration

POLI 212 Politics and Economy (3 credits)
POLI 316 Special Topics in Public Policy and Administration (3 credits)
POLI 320 Development of Western Legal Systems (3 credits)
POLI 327 Comparative Democratization (3 credits)
POLI 328 Public Policy and the Politics of Equality (3 credits)
POLI 349 Political and Social Theory and the City (3 credits)
POLI 352 Comparative Urban Politics and Government (3 credits)
POLI 353 Principles of Public Policy (3 credits)
POLI 361 Advocacy Groups and Public Policy (3 credits)
POLI 362 Policy Analysis and Program Evaluation (3 credits)
POLI 363 Issues in Canadian Public Policy (3 credits)
POLI 365 Canadian Public Administration (3 credits)
POLI 367 Quebec Public Administration (3 credits)
POLI 393 Advanced Empirical Research Methods (3 credits)
POLI 410 Environmental Policy in the Developing World (3 credits)
POLI 411 Gender and Public Policy (3 credits)
POLI 412 Comparative Social Policy (3 credits)
POLI 413 Theories and Practices of Governance (3 credits)
POLI 432 Comparative Public Administration and Bureaucracy (3 credits)
POLI 463 Government and Business in Canada (3 credits)
POLI 489 Advanced Seminar in Public Policy and Administration (3 credits)

Group 5: Political Theory

POLI 306 Classical Political Thought (3 credits)
POLI 317 Special Topics in Political Theory (3 credits)
POLI 345 Contemporary Political Philosophy (3 credits)
POLI 349 Political and Social Theory and the City (3 credits)
POLI 364 Hellenistic, Roman, Medieval Political Philosophy (3 credits)
POLI 368 Media, Technology and Politics (3 credits)
POLI 371 Early Modern Political Philosophy (3 credits)
POLI 372 Political Science and Scientific Method (6 credits)
POLI 373 Late Modern Political Philosophy (3 credits)
POLI 384 Principles of Political Theory (3 credits)
POLI 386 Contemporary Liberalism and its Critics (3 credits)
POLI 389 Religion and Politics (3 credits)
POLI 401 American Political Thought (3 credits)
POLI 414 Authors of Political Imagination (3 credits)
POLI 415 Modern Political Theory and Religion (3 credits)
POLI 416 Ancient Political Texts (3 credits)
POLI 417 Governance (3 credits)
POLI 418 Machiavelli (3 credits)
POLI 425 Foundations of Liberalism (3 credits)
POLI 426 Nietzsche (3 credits)
POLI 427 Political Thought of the Enlightenment (3 credits)
POLI 430 Scientism, Ideology and Liberalism (3 credits)
POLI 433 Critics of Modernity (3 credits)
POLI 490 Advanced Seminar in Political Theory (3 credits)

Political Science Co-operative Program

Director
ELIZABETH A. BLOODGOOD, Associate Professor

The Political Science co-operative program is offered to all full-time honours students who are enrolled in the Department and meet the academic requirements for co-op. Students interested in applying for the Political Science co-op should refer to §24 where a full description of the admission requirements is provided.

Academic content is identical to that of the regular programs, with some specific recommendations for courses to improve the students’ job skills. While most of the positions will be in the Montreal area, students must be prepared to work in other parts of Canada.

Students are supervised personally and must meet the requirements specified by the Faculty of Arts and Science and the Institute for Co-operative Education in order to continue their studies in the co-op format.

Liaison between the student, the employers, and the Institute for Co-operative Education is provided by the Political Science co-op committee, which includes the student’s advisors.

Please refer to §24 for the schedule of study and work terms and the full description of admission requirements.

Courses

Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.

N.B.: Explanation of course numbers and the core program:
1. Political Science Honours and Major students should normally complete the 15-credit core program in their first year of full-time equivalent studies. Mature Entry Program (MEP) and Extended Credit Program (ECP) students must consult an academic advisor regarding the completion of the 15-credit core.
2. Courses at the 200 and 300 level are open to all students in other departments and Faculties.
3. Courses at the 400 level are taught as seminars and are generally open to students enrolled in a Political Science program who have successfully completed 60 credits.

POLI 202 Introduction to Political Science (3 credits)
This course seeks to develop a broad basis from which to pursue further political inquiry. It offers an introductory examination of basic ideas regarding the state, power, authority, and systems of government. The course examines the diverse approaches to the specific study of political phenomena and provides a fundamental understanding of political concepts.
NOTE: Students who have received credit for POLZ 202 may not take this course for credit.

POLI 203 Introduction to Comparative Politics (3 credits)
This course introduces students to the main concepts of comparative political analysis. Major topics include different types of governmental systems and institutions, regime types, electoral systems and political parties, state-society relations, political economy, nationalism, democratization, globalization, and other types of political transformations. By examining several different countries, students gain an understanding of the great diversity of political life and the many ways in which politics affects citizens.

POLI 204 Introduction to Canadian Politics (3 credits)
This course is a basic introduction to the fundamental issues of Canadian public life and the federal political system. It presents an overview of the constitution, institutions, political parties, electoral system, interest groups, and public opinion that represent the essential components of Canada’s political culture and government.

POLI 205 Introduction to International Relations (3 credits)
This course introduces the principal themes, terms, concepts, and debates in the contemporary study of international relations. It provides an historical analysis of global politics and international economy.
### Introduction to Western Political Theory (3 credits)
This course introduces students to the study of Western political theory through a variety of primary source readings. Assigned texts may be drawn from philosophy, history, literature and other forms of political writing.

### Introduction to Political Science Research (3 credits)
This course demonstrates how research is conducted in political science. Students learn how to develop a research design. The course introduces them to various research methodologies and provides several approaches for reporting and presenting research.

**NOTE:** Students who have received credit for POLI 392 may not take this course for credit.

### Public Security and Terrorism (3 credits)
This course provides an overview of modern terrorism and its evolution, focusing on terrorist movements, groups, and incidents in many parts of the world over time. Students gain an understanding of the theory behind terrorism, its roots, goals, and ideologies, as well as its relation to governments, the media, and the public.

**NOTE:** Students who have received credit for this topic under a POLI 298 number may not take this course for credit.

### Politics and Economy (3 credits)
This course is a general introduction to the interaction between politics and economy. It focuses on the impact of international and national economic structures on domestic political systems.

### Contemporary Issues in Global Politics (3 credits)
This course introduces students to major trends and issues in world politics, such as human rights, refugees, ethnic conflict, environmental degradation, migration, and the peacekeeping role of the U.N.

**NOTE:** Students who have received credit for POLI 298 may not take this course for credit.

### Human Rights: An Overview (3 credits)
This course introduces students to the historical origins of the concept of human rights; the international regime and the acceptance of several generations of rights such as civil and political rights, economic rights, group rights, and women’s rights; the critiques of universalism and the problems of implementation of human rights.

**NOTE:** Students who have received credit for this topic under a POLI 298 number may not take this course for credit.

### Global Politics (3 credits)
This course introduces students to several theoretical perspectives related to global politics, and then examines current events. The focus is on conflict resolution, the impact of globalization, the roles of international organizations, and information technology.

**NOTE:** Students who have received credit for this topic under a POLI 298 number may not take this course for credit.

### Introduction to the United Nations (3 credits)
This course examines the operations and issues of the United Nations organization. It covers the operation of the Security Council and other components of the United Nations. It surveys micro-issues such as routine operations, the internal bureaucracy, the ethics of its procedures, and its historical background.

**NOTE:** Students who have received credit for this topic under a POLI 298 number may not take this course for credit.

### Comparing Democracies (3 credits)
This course introduces students to the field of comparative politics by examining the institutional structures of established advanced industrial democracies. Particular emphasis is placed on the study of constitutions; the legislative, executive, and the judicial branches of government; and the electoral and party systems.

**NOTE:** Students who have received credit for this topic under a POLI 298 number may not take this course for credit.

### Governance and Organized Crime (3 credits)
This course examines the history, legal processes and the role played by governmental security structures such as the police and the bureaucracy, as well as the international agencies that combat organized crime. To begin with, this course describes and defines organized crime and provides an overview of different theories and models explaining organized crime. Furthermore, the course focuses on certain specific issues such as drug trafficking, prostitution, racketeering, smuggling, and economic crimes. Different types of organized crime groups such as Asian gangs, the Mafia, and outlaw motorcycle gangs — the Hells Angels in particular — are also discussed. Finally, the course examines particular cases of terrorism and structures of governance and how they relate to organized crime.

**NOTE:** Students who have received credit for this topic under a POLI 298 number may not take this course for credit.

### Introduction to Law and Society (3 credits)
This interdisciplinary course examines the roles law plays in society in Canada and internationally, from the perspectives of history, political science, anthropology, sociology, and philosophy.

**NOTE:** Students who have received credit for ANTH 285, HIST 285, or SOCI 285, or for this topic under an ANTH 298, HIST 298, POLI 298, or SOCI 298 number, may not take this course for credit.

### Selected Topics in Political Science (3 credits)

### Selected Topics in Political Science (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
POLI 301 Social Movements and Protest Politics (3 credits)
Prerequisite: POLI 203 and 207; or permission of the Department. This course examines the ideas, organization, and actions of such social movements as environmentalism, peace, human rights, labour, feminism, and anti-globalization. Theories of social movement mobilization, influence across national contexts, and the politics of protest are given particular attention.

POLI 302 International Security (3 credits)
Prerequisite: POLI 205 and 207; or permission of the Department. This course examines the causes of war and peace in the international system. It studies the impact on war and peace of such influences as cognitive psychology, identity, group decision-making, bureaucratic processes, regime types, conflict spirals, arms control, arms races, balance of power, hegemonic stability theory, trade, interdependence, environment and non-renewable resources, and international institutions.
NOTE: Students who have received credit for this topic under a POLI 298 number may not take this course for credit.

POLI 304 Theories of Foreign Policy Making (3 credits)
Prerequisite: POLI 205 and 207; or permission of the Department. This course explores the major international and domestic determinants of foreign policy. Principal topics include the influence on foreign policy of the international system, geography, leadership, regime-type, transnationalism, and non-governmental organizations. This course draws upon the experiences of a variety of Western democratic states.
NOTE: Students who have received credit for POLI 338 or for this topic under a POLI 398 number may not take this course for credit.

POLI 305 International Political Economy (3 credits)
Prerequisite: POLI 205 and 207; or permission of the Department. This course examines institutions, processes, and issues in economic relations between states. Topics covered include theories of international political economy (IPE), international trade, global finance, multinational corporations, development, globalization, and regional blocs.
NOTE: Students who have received credit for POLZ 305 may not take this course for credit.

POLI 306 Classical Political Thought (3 credits)
Prerequisite: POLI 206 and 207; or permission of the Department. This course focuses on the foundations of Western political thinking in ancient Greece. Through a careful examination of texts by Greek poets, historians and philosophers, concepts such as nature and convention, regime types, and justice and the good life are explored.

POLI 309 Women and Politics in Canada (3 credits)
Prerequisite: POLI 204 and 207; or permission of the Department. This course examines the role of women in Canadian politics at the federal, provincial, and local level. Historical, theoretical, and legal perspectives are examined and include the politics of racism, sexuality, community organizing, suffrage, and representation within formal political structures. It focuses on the diversity and development of the women’s movement in Canada.

POLI 310 Politics of the U.S. (3 credits)
Prerequisite: POLI 203 and 207; or permission of the Department. This course surveys the structures and dynamics that inform the contemporary American political process. In addition to studying the traditional governmental institutions, the course aims to provide a foundation for understanding and critically analyzing public opinion, the media and elections, federalism, political parties and interest groups, civil rights and civil liberties, and current issues in public policy.

POLI 311 International Public Law (3 credits)
Prerequisite: POLI 205 and 207; or permission of the Department. This course explores the meaning, effectiveness, and potential of interstate law. Among the topics covered are the source and development of international law; the role of the International Court of Justice; sovereignty, territory, and natural resources; human rights violations, the state and war crimes tribunals; and international environmental law.

POLI 312 Special Topics in International Politics (3 credits)
Prerequisite: POLI 205 and 207; or permission of the Department. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

POLI 313 Special Topics in Comparative Politics (3 credits)
Prerequisite: POLI 203 and 207; or permission of the Department. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

POLI 314 Special Topics in Canadian and Quebec Politics (3 credits)
Prerequisite: POLI 204 and 207; or permission of the Department. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

POLI 315 International Organizations (3 credits)
Prerequisite: POLI 205 and 207; or permission of the Department. This course offers an overview of international institutions and global governance. It examines major theoretical perspectives on international organizations, and addresses the role of the United Nations system, regional organizations, and non-governmental organizations in promoting international co-operation to address collective problems.
POLI 316  **Special Topics in Public Policy and Administration** (3 credits)
Prerequisite: POLI 207; or permission of the Department. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

POLI 317  **Special Topics in Political Theory** (3 credits)
Prerequisite: POLI 206 and 207; or permission of the Department. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

POLI 318  **Introduction to Strategic Studies** (3 credits)
Prerequisite: POLI 205 and 207; or permission of the Department. This course is an introductory examination of the theoretical aspects of strategic studies, including the principles of war, as they apply to combat on land, at sea, and in the air.

**NOTE:** Students who have received credit for this topic under a POLI 398 number may not take this course for credit.

POLI 319  **European Politics and Government** (3 credits)
Prerequisite: POLI 203 and 207; or permission of the Department. This course is a study of government and politics in selected European countries. It provides an analysis of political institutions, cultures, and processes.

POLI 320  **Development of Western Legal Systems** (3 credits)
Prerequisite: POLI 203 and 207; or permission of the Department. This course is an overview of the major legal systems of the Western world, with special emphasis on the political decisions which influenced their growth and direction. Students study the development of Roman law, Romano-Germanic law, and English common law.

POLI 321  **Comparative Party Systems** (3 credits)
Prerequisite: POLI 203 and 207; or permission of the Department. This course introduces students to the study of the emergence and the operation of the Israeli political system and government. Topics may include the formation of the Israeli State; the legislative, the executive, political parties and the electoral process; ethnic divisions; gender and politics; and the issue of the Palestinian territories.

POLI 322  **Politics of Eastern Europe** (3 credits)
Prerequisite: POLI 203 and 207; or permission of the Department. This course studies the political process and institutions of the region, with a special focus on the recent transformation relating to economic problems, social structures, culture, and ethnic conflicts, as well as the role of governmental policies in domestic and foreign affairs.

POLI 323  **Parliament and the Charter** (3 credits)
Prerequisite: POLI 204 and 207; or permission of the Department. This course examines the judicial and parliamentary responses to the Canadian Charter of Rights and Freedoms. Particular attention is paid to the judicialization of politics and the emerging dialogue on rights between courts and legislatures in important areas of public policy.

**NOTE:** Students who have received credit for this topic under a POLI 398 number may not take this course for credit.

POLI 324  **Comparative Democratization** (3 credits)
Prerequisite: POLI 203 and 207; or permission of the Department. This course discusses the nature of democracy and the challenges of democratization, drawing on experiences with democratization in Southern Europe, Latin America, Eastern Europe, and Africa. Students assess prospects for democratization and consider how other countries might encourage greater democracy in countries currently experiencing regime change.

**NOTE:** Students who have received credit for this topic under a POLI 398 number may not take this course for credit.

POLI 325  **Public Policy and the Politics of Equality** (3 credits)
Prerequisite: POLI 204 and 207; or permission of the Department. This course reviews theoretical debates about the role of the state and the individual, collective and individual rights, integration, and the role of cultural diversity and identity. It examines selected policy demands of women, the poor, refugees, and other constituencies.

POLI 326  **American Foreign Policy** (3 credits)
Prerequisite: POLI 205 and 207; or permission of the Department. This course covers the sources and significance of American foreign policy, including the U.S. foreign policy-making process, the political and historical context of U.S. foreign policy decision making, and the nature and dimensions of contemporary American power. Major theoretical and policy debates are considered.

POLI 327  **Comparative Party Systems** (3 credits)
Prerequisite: POLI 203 and 207; or permission of the Department. This course introduces students to the academic study of political parties and party systems. It examines the determinants of party behaviour from a number of theoretical perspectives, including historical, sociological and institutional. The topics covered include, but are not limited to, the number of parties, electoral systems, party finance, leadership selection, and government formation and stability. Specific case studies are selected both from established and new democracies.

**NOTE:** Students who have received credit for this topic under a POLI 398 number may not take this course for credit.

POLI 328  **Theories of International Relations** (3 credits)
Prerequisite: POLI 205 and 207; or permission of the Department. This course provides an introduction to international relations theory, covering the major debates between realism, liberalism, constructivism, and critical theory, as well as competing epistemological and methodological orientations.
POLI 333  Politics of Russia (3 credits)
Prerequisite: POLI 203 and 207; or permission of the Department. This course is a study of the government and politics of the old and the new Russia, including emerging political, social, and economic structures, conflicts, and issues.

POLI 334  Political Participation in Canada (3 credits)
Prerequisite: POLI 204 and 207; or permission of the Department. This course examines the various approaches to understanding the participation of the public in politics, primarily electoral but also non-electoral activities, in Canada and from a comparative perspective.
NOTE: Students who have received credit for this topic under a POLI 398 number may not take this course for credit.

POLI 335  Politics of China (3 credits)
Prerequisite: POLI 203 and 207; or permission of the Department. This course focuses on political development of China. Topics include political mobilization, economic development, democracy, and the policy process.

POLI 336  Politics of South Asia (3 credits)
Prerequisite: POLI 203 and 207; or permission of the Department. This course examines in a comparative manner the political systems of South Asian countries in light of their socio-economic environment. Specific emphasis is placed on four countries — India, Pakistan, Bangladesh, and Sri Lanka. After a comprehensive study of the social and political structure of these countries, agrarian and industrial policies are evaluated.

POLI 337  Politics of Japan (3 credits)
Prerequisite: POLI 203 and 207; or permission of the Department. This course focuses on the political development of Japan since the end of World War II. Emphasis is placed on Japanese modernization, post-industrial politics, national security and constitutional pacifism.

POLI 339  (also listed as SCPA 339)
Quebec Politics and Society/ La vie politique québécoise (3 credits)
Prerequisite: POLI 204 and 207; or permission of the Department. This course is a study of the changing party structure and political issues in Quebec and their relationship to constitutional, cultural, and economic factors.
On étudiera dans ce cours l’évolution structurelle des partis et des questions politiques au Québec en fonction de facteurs d’ordre constitutionnel, culturel et économique.
NOTE: Students who have received credit for POLI 211 or SCPA 211 may not take this course for credit.
NOTE: The course will be offered in both English and French on a rotational basis. Please consult the Undergraduate Class Schedule for details.

POLI 340  Canadian Political Culture (3 credits)
Prerequisite: POLI 204 and 207; or permission of the Department. This course approaches Canadian politics from a societal perspective. The objective is to develop a better understanding of Canada’s political culture through a cross-time and cross-national analysis.

POLI 341  Provincial and Territorial Politics (3 credits)
Prerequisite: POLI 204 and 207; or permission of the Department. This course analyzes regional political cultures in Canada including the development of provincial political parties and public administrations, the rise of third parties, provincial and territorial constitutional positions, electoral behaviour, and institutional reform in the northern Territories.
NOTE: Students who have received credit for POLI 438 may not take this course for credit.

POLI 342  Asia and Power Politics (3 credits)
Prerequisite: POLI 203 and 207; or permission of the Department. This course examines the politics of regional powers in Asia and explores the international relations of several Asian countries, in particular India, China, Japan, Indonesia, and Vietnam.
NOTE: Students who have received credit for this topic under a POLI 398 number may not take this course for credit.

POLI 345  Contemporary Political Philosophy (3 credits)
Prerequisite: POLI 206 and 207; or permission of the Department. This course examines the character of contemporary political theory when viewed from both a modernist and an anti-modernist understanding of political life. The course also involves an examination into what it means to be modern and whether the critique of modernity is itself a very modern activity.
NOTE: Students who have received credit for this topic under a POLI 398 number may not take this course for credit.

POLI 349  Political and Social Theory and the City (3 credits)
Prerequisite: POLI 206 and 207; or permission of the Department. This course examines the theoretical and ideological aspects of city government in historical and normative perspective.

POLI 350  Canadian and Quebec Law (6 credits)
Prerequisite: POLI 204 and 207; or permission of the Department. This course is an introduction to Canadian and Quebec law. It emphasizes certain areas of criminal law, the Canadian Charter of Rights and Freedoms, and Quebec civil law. An analysis is undertaken of the criminal court structure and criminal procedure, legal constitutional rights; the civil court structure and civil court procedures.
POLI 351  **Canadian Federalism** (3 credits)
Prerequisite: POLI 204 and 207; or permission of the Department. This course is a critical and analytical study of the theory of federalism, its principles, and techniques, and the response of Canadian federal systems to the demands of cultural dualism and regional pressures.

POLI 352  **Comparative Urban Politics and Government** (3 credits)
Prerequisite: POLI 204 and 207; or permission of the Department. This course deals with politics and government in selected Canadian cities, with comparative reference to cities elsewhere in the world.

POLI 353  **Principles of Public Policy** (3 credits)
Prerequisite: POLI 204 and 207; or permission of the Department. This course examines the concepts, theories and approaches to the study of public policy. It also explores the major actors, processes and institutions involved in the development of public policy from a Canadian and/or comparative perspective. Topics include the role of the bureaucracy, globalization and internationalization, and state-society relations in policy-making.

POLI 356  **Canadian Political Parties** (3 credits)
Prerequisite: POLI 204 and 207; or permission of the Department. This course provides a comprehensive examination of the origins and development of political parties in Canada at both the federal and provincial levels. Theories about party development, including one party dominance, brokerage politics and third party development, are examined in order to determine the efficacy of political parties.

POLI 361  **Advocacy Groups and Public Policy** (3 credits)
Prerequisite: POLI 204 and 207; or permission of the Department. Students examine the broad social, economic, political, and cultural forces shaping governmental decisions and policies. Particular attention is paid to the conflict between private and public concerns.

POLI 362  **Policy Analysis and Program Evaluation** (3 credits)
Prerequisite: POLI 204 and 207; or permission of the Department. This course provides a basic understanding of various approaches to policy planning and policy evaluation. Special emphasis is placed on various conceptual, methodological, and ethical issues emergent in the evaluation of governmental policy performance.

POLI 363  **Issues in Canadian Public Policy** (3 credits)
Prerequisite: POLI 204 and 207; or permission of the Department. The course examines alternative public policies in selected areas at the federal, provincial, and municipal levels in Canada. Policies analyzed vary from year to year and include such areas as social welfare, culture, education, language, environmental protection, energy conservation, urban renewal, and economic policy.

POLI 364  **Hellenistic, Roman, Medieval Political Philosophy** (3 credits)
Prerequisite: POLI 206 and 207; or permission of the Department. This course examines the political teachings of the Hellenistic schools such as the Academics, the Stoics, the Epicureans and the Skeptics, the political writings from the Roman Republic and Empire, and the political problematics posed by early Christianity.

POLI 365  **Canadian Public Administration** (3 credits)
Prerequisite: POLI 204 and 207; or permission of the Department. This course examines the organization and composition of the federal bureaucracy, the role of the bureaucracy in the making and implementation of public policy, patterns of recruitment, and the mechanisms of accountability and control.

POLI 366  **Politics of Africa** (3 credits)
Prerequisite: POLI 203 and 207; or permission of the Department. This course is a comparative study of political institutions and processes in selected African countries. Countries selected may vary from year to year. NOTE: Students should consult the Department for current topic.

POLI 367  **Quebec Public Administration** (3 credits)
Prerequisite: POLI 204 and 207; or permission of the Department. This course examines the organization and composition of Quebec bureaucracy, the role of civil servants and the making and implementation of public policy, patterns of recruitment, and the mechanisms of accountability and control.

POLI 368  **Media, Technology and Politics** (3 credits)
Prerequisite: POLI 206 and 207; or permission of the Department. This course examines the impact upon politics of changes in technology and the media. Students discuss a diverse range of contemporary thinkers and their understanding of the digital future. Particular attention is paid to the age of electronic politics and its effect upon the actual practice of political power.

POLI 371  **Early Modern Political Philosophy** (3 credits)
Prerequisite: POLI 206 and 207; or permission of the Department. Students are introduced to the origins of modern political thought from the Renaissance and the Reformation through to the mid-18th century.

POLI 372  **Political Science and Scientific Method** (6 credits)
Prerequisite: POLI 206 and 207; or permission of the Department. This course focuses on contemporary interpretations of reasoning by natural scientists (i.e. empiricism, philosophical relativism and philosophical realism), and inquires into the implications of each of these interpretations for the study of the social sciences in general and political science in particular.
POLI 373 **Late Modern Political Philosophy** (3 credits)
Prerequisite: POLI 206 and 207; or permission of the Department. This course examines the progression and criticism of modern political thought from the mid-18th century through to the early-20th century.

POLI 375 **Nationalism: Origins, Operation, and Significance** (3 credits)
Prerequisite: POLI 203 and 207; or permission of the Department. Using specific case studies, this course examines the theories of nationalism developed originally in the early-19th century as a purely European phenomenon. It relates the rise of nationalism to the processes of modernization.

POLI 379 **Politics of Latin America** (3 credits)
Prerequisite: POLI 203 and 207; or permission of the Department. This course examines the political structures and processes of selected countries in South America, Central America, and the Caribbean. Countries selected may vary from year to year.
NOTE: Students should consult the Department for current topic.

POLI 384 **Principles of Political Theory** (3 credits)
Prerequisite: POLI 206 and 207; or permission of the Department. This course is an intensive study of a basic work by a major thinker such as Plato, Aristotle, Machiavelli, Hobbes or Hegel. It examines a major text such as Plato’s *Laws* or Hegel’s *Phenomenology* as well as commentaries on it, while attempting to explore systematically the issues and problems raised by the text and the interpretative traditions that follow from it.

POLI 386 **Contemporary Liberalism and Its Critics** (3 credits)
Prerequisite: POLI 206 and 207; or permission of the Department. This course examines recent developments in the theory and practice of liberalism, as well as criticisms of liberal principles and the liberal way of life from a range of contemporary perspectives.

POLI 388 **Human Rights and International Justice** (3 credits)
Prerequisite: POLI 205 and 207; or permission of the Department. This course surveys normative questions comprising human rights discourse, with an emphasis on international efforts to promote human rights standards. Topics include the role of the United Nations, the North-South debate, environmental security, the obligation of individuals and states, women’s rights and the work of non-governmental organizations. Special consideration is given to the controversy between the universal and particular applications of human rights.
NOTE: Students who have received credit for POLZ 388 may not take this course for credit.

POLI 389 **Religion and Politics** (3 credits)
Prerequisite: POLI 206 and 207; or permission of the Department. This course studies the relationship between religion and politics with reference to historical, philosophical, theological and contemporary political thought.
NOTE: Students who have received credit for this topic under a POLI 398 number may not take this course for credit.

POLI 391 **Middle East and Global Conflict** (3 credits)
Prerequisite: POLI 205 and 207; or permission of the Department. This course is a study of the Middle East in transition, conflict and ideology in a global context of changing regional alliances. Topics include regional conflicts such as the Arab-Israeli conflict, the Iraq-Iran war, the Gulf crisis, foreign policy process, and the end of the cold war and its impact in the new millennium.

POLI 393 **Advanced Empirical Research Methods** (3 credits)
Prerequisite: POLI 207; or permission of the Department. This course presents quantitative and qualitative approaches to data analysis.

POLI 394 **Globalization and Sustainable Development** (3 credits)
Prerequisite: POLI 205 and 207; or permission of the Department. This course is an introduction to the emerging field of global environmental politics. It surveys the present environmental crisis and the roles of states, international organizations, and civil society. Various case studies dealing with oceans, forests, fisheries, biodiversity, global warming, and others are used to illustrate the inherent complexity of transnational ecological issues in the era of globalization.
NOTE: Students who have received credit for POLZ 394 may not take this course for credit.

POLI 395 **Politics of the Middle East** (3 credits)
Prerequisite: POLI 203 and 207; or permission of the Department. This course is a comparative study of the government and politics of Arab North Africa, the Fertile Crescent, and the Arabian peninsula. Countries and topics covered may vary from year to year.
NOTE: Students should consult the Department for current topic.

POLI 396 **Honours Tutorial** (3 credits)
Prerequisite: Enrolment in the Honours (Thesis Option B) in Political Science. This course requires students to conduct a literature review in a topic to be chosen for their thesis, complete a bibliography, and work on their methodological approaches.

POLI 398 **Selected Topics in Political Science** (3 credits)

POLI 399 **Selected Topics in Political Science** (6 credits)

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
POLI 400  Advanced Seminar in International Relations Theory (3 credits)
Prerequisite: See N.B. number (3) and POLI 205 and 207; or permission of the Department. This course addresses central questions of international relations theory, such as the causes of war, the paths to peace and co-operation, and the relationship between power and wealth. Students consider major paradigmatic approaches to these questions from realist, liberal and constructivist perspectives, as well as the utility of eclectic or cross-paradigmatic approaches.
NOTE: Students who have received credit for this topic under a POLI 486 number may not take this course for credit.

POLI 401  American Political Thought (3 credits)
Prerequisite: See N.B. number (3) and POLI 206 and 207; or permission of the Department. This seminar examines texts articulating the theoretical foundations and historical development of the American regime, with attention to the relationship between the institutions, processes, individuals and ideas shaping the American way of life.

POLI 402  Advanced International Political Economy (3 credits)
Prerequisite: See N.B. number (3) and POLI 205, 207 and 305; or permission of the Department. This course covers both major theoretical approaches in International Political Economy (IPE) and the practical efforts of states to shape, control, and adapt to the international economic system. Students develop and continually practise the skills of logically coherent analysis, discussion, and presentation.
NOTE: Students who have received credit for this topic under a POLI 486 number may not take this course for credit.

POLI 403  Global Ecopolitical Analysis (3 credits)
Prerequisite: See N.B. number (3) and POLI 205, 207 and 394; or permission of the Department. This seminar contextualizes contemporary ecological problems and global governance efforts to mitigate them. Students analyze multilateral environmental agreements in depth and explore various policy options that promise to anticipate future international ecopolitical issues.
NOTE: Students who have received credit for this topic under a POLI 486 number may not take this course for credit.

POLI 404  International Institutions (3 credits)
Prerequisite: See N.B. number (3) and POLI 205, 207 and 315; or permission of the Department. This course is an advanced seminar covering major theoretical perspectives on the significance in world politics of international institutions and regimes, and of inter-governmental and non-governmental organizations.
NOTE: Students who have received credit for this topic under a POLI 498 number may not take this course for credit.

POLI 405  Comparative Electoral Systems (3 credits)
Prerequisite: See N.B. number (3) and POLI 203, 207, and 331; or permission of the Department. This course focuses on the role of politics, and policy impacts that electoral laws have on party competition in both advanced industrialized and less developed democracies. The course introduces students to the detailed study of both the structure and the consequences of the main electoral systems.

POLI 406  Comparative Federalism and Political Integration (3 credits)
Prerequisite: See N.B. number (3) and POLI 203 and 207; or permission of the Department. This course begins by examining the theories of political integration, federalism and nationalism, and the various policy instruments available to the modern state to achieve integration, before moving to an analysis of the current situation in a range of modern federal states as well as the emerging confederal system of the European Union.
NOTE: Students who have received credit for this topic under a POLI 498 number may not take this course for credit.

POLI 407  Parliamentary Bills of Rights (3 credits)
Prerequisite: See N.B. number (3) and POLI 204 and 207; or permission of the Department. This seminar explores the political origins and functioning of bills of rights in selected parliamentary democracies. Particular attention is paid to the "judicialization of politics" and the attempts to promote institutional dialogue between judicial and parliamentary actors in Westminster systems such as Canada, Australia, New Zealand and the United Kingdom.
NOTE: Students who have received credit for this topic under a POLI 488 number may not take this course for credit.

POLI 408  Public Opinion and Public Policy (3 credits)
Prerequisite: See N.B. number (3) and POLI 204 and 207; or permission of the Department. By relying on examples from Quebec and Canada, this seminar focuses on the role of public opinion in shaping public policy. It offers an overview of scholarly debate and research on public opinion and political communication.
NOTE: Students who have received credit for this topic under a POLI 498 number may not take this course for credit.

POLI 409  Canada: State-Society Relations (3 credits)
Prerequisite: See N.B. number (3) and POLI 204 and 207; or permission of the Department. The current research associated with the perception of a growing sense of democratic malaise and political discontent has prompted several academics to assess the current state of Canadian democracy. Students examine and discuss the current research and critically analyze the implications for Canada's state-society relations.
NOTE: Students who have received credit for this topic under a POLI 488 number may not take this course for credit.

POLI 410  Environmental Policy in the Developing World (3 credits)
Prerequisite: See N.B. number (3) and POLI 203; and POLI 207 or GEOG 300; or permission of the Department. This course surveys the interactions between development strategies and the environment. In particular, consideration is given to the environmental ramifications of large development projects, different systems of property rights, decentralization, international
debt, and foreign aid in the context of forests, rivers, rangeland, wildlife, and groundwater. Students also discuss the challenges — developmental and environmental — associated with managing highly valuable natural resources. Examples are drawn from throughout the developing world.

**NOTE:** Students who have received credit for this topic under a POLI 487 number may not take this course for credit.

**POLI 411 Gender and Public Policy** (3 credits)
Prerequisite: See N.B. number (3) and POLI 207; and POLI 353 or 365; or permission of the Department. This course fosters an understanding of the theoretical and practical issues surrounding the study of gender and public policy and introduces them to recent scholarship in this area. Students examine a number of themes and debates, including gender and policy studies, gender and the welfare state, women's groups in the policy process, and feminist perspectives on the bureaucracy.

**NOTE:** Students who have received credit for this topic under a POLI 498 number may not take this course for credit.

**POLI 412 Comparative Social Policy** (3 credits)
Prerequisite: See N.B. number (3) and POLI 207 and 353; or permission of the Department. This seminar examines various explanations for the development and retrenchment of the welfare state in different countries. It analyzes typologies developed to conceptualize welfare-state regimes and examines, in a comparative fashion, key social policies such as health, pensions, and employment.

**NOTE:** Students who have received credit for this topic under a POLI 461 may not take this course for credit.

**POLI 413 Theories and Practices of Governance** (3 credits)
Prerequisite: See N.B. number (3) and POLI 207; and POLI 353 or 365; or permission of the Department. This course examines the mechanisms, processes, and institutions that influence decisions concerning public life. It explores the interaction among the state, the private sector and civil society in social and economic development. Topics may include new public management, public-private partnerships, representation and citizen participation in policy-making, alternative service delivery, and public accountability.

**POLI 414 Authors of Political Imagination** (3 credits)
Prerequisite: See N.B. number (3) and POLI 206 and 207; or permission of the Department. This seminar considers the political impact of contingent narrative approaches to shifts in an individual’s political imagination as opposed to purely rational or universally applicable philosophical arguments. The political potential of a broad range of literary styles, such as poetry, drama and the short story, is discussed alongside texts from the fields of philosophy, neuroscience and rhetoric so that their respective impacts can be assessed.

**NOTE:** Students who have received credit for this topic under a POLI 490 number may not take this course for credit.

**POLI 415 Modern Political Theory and Religion** (3 credits)
Prerequisite: See N.B. number (3) and POLI 206 and 207; or permission of the Department. This seminar explores the use and abuse of religious ideas, texts and traditions in the theoretical foundations of modernity such as ethical priorities and orientations, political and social institutions, and the purposes and status of science, found at the core of modern life.

**NOTE:** Students who have received credit for this topic under a POLI 490 number may not take this course for credit.

**POLI 416 Ancient Political Texts** (3 credits)
Prerequisite: See N.B. number (3) and POLI 206 and 207; or permission of the Department. This seminar explores, by careful reading of philosophic, poetic, or historical texts, the ancient political conceptualizations that frame and contribute to Western political ideas, issues and goals.

**NOTE:** Students who have received credit for this topic under a POLI 490 number may not take this course for credit.

**POLI 417 Governance** (3 credits)
Prerequisite: See N.B. number (3) and POLI 206 and 207; or permission of the Department. This seminar investigates how the efforts of governments to control the lives, thoughts and thought processes of the members of society are central to the modern governmental process and how they have been part of the agenda since the beginning of the late modern era.

**NOTE:** Students who have received credit for this topic under a POLI 490 number may not take this course for credit.

**POLI 418 Machiavelli** (3 credits)
Prerequisite: See N.B. number (3) and POLI 206 and 207; or permission of the Department. This seminar acquaints students with the arguments surrounding Machiavellian scholarship in particular and Renaissance political issues in general. Students study two of Machiavelli’s canonical texts (*The Prince and The Discourses*) in addition to his less well known but essential contribution to Florentine historiography (*Florentine Histories*). The political and literary context of Machiavelli’s writings, and how it colours contemporary criticism, is discussed.

**NOTE:** Students who have received credit for this topic under a POLI 490 number may not take this course for credit.

**POLI 419 Strategic Studies** (3 credits)
Prerequisite: See N.B. number (3) and POLI 205 and 207; or permission of the Department. This seminar covers the theory and application of nuclear weapons as a means of deterrence to warfare. It surveys issues in nuclear control, missile defense, and deterrence design. Through simulations, special attention is given to contrasting theories on the utility of nuclear force.

**POLI 421 Transnational Politics** (3 credits)
Prerequisite: See N.B. number (3) and POLI 205 and 207; or permission of the Department. This seminar examines the activities of non-state actors, including NGOs, social movements, corporations, and individuals, and their roles in creating global society,
POLI 422  **Canadian Foreign Policy** (3 credits)
Prerequisite: See N.B. number (3) and POLI 205 and 207; or permission of the Department. This course examines Canada’s foreign policy. In this seminar, particular emphasis is given to the decision-making process by which foreign policy is formulated and implemented, with particular reference to Canadian relations vis-à-vis the United States, the Commonwealth, and the developing countries.

POLI 423  **Peace Studies and Global Governance** (3 credits)
Prerequisite: See N.B. number (3) and POLI 205 and 207; or permission of the Department. This seminar focuses on the theory and practice of peace amongst nations. The course begins with a survey of analyses explaining the causes of aggression, war and peace, including theories of structural violence and revolution; nationalism and cosmopolitanism. It then examines the roles played by the state, international organizations, and peace movements, focusing on global and regional disarmament initiatives and peace-keeping.

POLI 425  **Foundations of Liberalism** (3 credits)
Prerequisite: See N.B. number (3) and POLI 206 and 207; or permission of the Department. This seminar examines the genesis, principles and purposes of classical liberalism as it is articulated by early modern authors. This involves investigating conceptions of and arguments for personal freedom, natural equality, private property, individual rights and limited government, among other topics. It then explores the subsequent development and distortion of liberal ideas by later theorists in the tradition.
NOTE: Students who have received credit for this topic under a POLI 490 number may not take this course for credit.

POLI 426  **Nietzsche** (3 credits)
Prerequisite: N.B. number (3) and POLI 206 and 207; or permission of the Department. This seminar is devoted to an exploration of the philosophical teaching of Friedrich Nietzsche and the subsequent influence of this teaching on the political and spiritual developments of Western culture. Nietzsche’s influence on such movements as deconstruction, nihilism, and postmodernism is explored.
NOTE: Students who have received credit for this topic under a POLI 498 number may not take this course for credit.

POLI 427  **Political Thought of the Enlightenment** (3 credits)
Prerequisite: See N.B. number (3) and POLI 206 and 207; or permission of the Department. This course examines the impact of Enlightenment thinking in Europe, especially Scotland and the reformed parts of Northern France, Switzerland, the Netherlands, and the German states.
NOTE: Students who have received credit for this topic under a POLI 498 number may not take this course for credit.

POLI 428  **Constitutional Politics in Canada** (3 credits)
Prerequisite: See N.B. number (3) and POLI 204 and 207; or permission of the Department. This seminar considers the emergence of “mega constitutional politics” in the 1960-1995 period involving state and societal actors. Topics include the Victoria Charter, Patration, Meech Lake Accord, Charlottetown Accord, the 1980 and 1995 Quebec referenda, and attempts at non-constitutional reform since 1995.
NOTE: Students who have received credit for this topic under a POLI 488 number may not take this course for credit.

POLI 429  **Political Socialization in Canadian and Comparative Perspective** (3 credits)
Prerequisite: See N.B. number (3) and POLI 205 and 207; or permission of the Department. This course aims at understanding the social origins of political opinions, attitudes and values, under what conditions they change, and how they affect political dynamics in Canada and in a comparative perspective.
NOTE: Students who have received credit for this topic under a POLI 487 number may not take this course for credit.

POLI 430  **Scientism, Ideology and Liberalism** (3 credits)
Prerequisite: See N.B. number (3) and POLI 206 and 207; or permission of the Department. This seminar examines contemporary approaches to scientific and ideological explanations of political activity, and analyzes the relationship between science and ideology and contemporary liberalism. Students discuss the works of prominent contemporary thinkers who offer a critique of scientific and/or ideological politics and who propose a non-ideological liberalism.
NOTE: Students who have received credit for this topic under a POLI 490 number may not take this course for credit.

POLI 431  **State-Society Relations in China** (3 credits)
Prerequisite: See N.B. number (3) and POLI 203 and 207; or permission of the Department. This course explores different approaches to the study of state-society relations in the People’s Republic of China. Specifically, the course considers the applicability of concepts such as neo-traditionalism, state reach, corporatism, civil society, and rightful resistance, during both the Maoist and reform eras.
NOTE: Students who have received credit for this topic under a POLI 487 number may not take this course for credit.

POLI 432  **Comparative Public Administration and Bureaucracy** (3 credits)
Prerequisite: N.B. number (3) and POLI 204 and 207; or permission of the Department. This course examines the theories and the development of public administration within a comparative context. Using a Weberian framework of bureaucracy, the course critically evaluates the formal-rational concepts of bureaucracy in relation to case studies of public services in Europe and the new bureaucratic structures developed in other countries.
NOTE: Students who have received credit for POLI 380 may not take this course for credit.
POLI 433  Critics of Modernity  (3 credits)
Prerequisite: See N.B. number (3) and POLI 206 and 207; or permission of the Department. This seminar studies selected writings by major critics of modernity during the 20th century. The authors studied may include Hannah Arendt, Albert Camus, Fyodor Dostoevsky, George Grant, Bertrand de Jouvenel, Alasdair MacIntyre, Jacques Maritain, Richard Niebuhr, Michael Oakeshott, Leo Strauss, Charles Taylor, and Eric Voegelin.

POLI 463  Government and Business in Canada  (3 credits)
Prerequisite: See N.B. number (3) and POLI 204, 207 and 353; or permission of the Department. This seminar in public policy is designed to explore the relationship between government and business in Canada. Particular attention is paid to the formation and implementation of policy intended to promote and control enterprise, and the role of government as entrepreneur.

POLI 481  Issues in Western European Politics  (3 credits)
Prerequisite: See N.B. number (3) and POLI 203 and 207; or permission of the Department. This seminar examines the nature of politics of the states and societies of Western Europe, including the significance of their membership in the European Union.

POLI 483  State and Society in Latin America  (3 credits)
Prerequisite: See N.B. number (3) and POLI 203, 207 and 379; or permission of the Department. This seminar examines the nature of politics in Latin America. A specific focus is placed on selective issues of state-society relations, and the emergence of new political forces and institutions in response to changes in the socio-economic structure of the region.

POLI 484  Post-Communist Democracies  (3 credits)
Prerequisite: See N.B. number (3) and POLI 203 and 207; and POLI 323 or 333; or permission of the Department. This seminar reviews the post-communist states' transition to democracy and their state-formation. The seminar focuses on the interplay between the forces of nationalism, ethnicity, identity, and the transition to democratic structures.

POLI 485  Issues in Development and Democracy  (3 credits)
Prerequisite: See N.B. number (3) and POLI 203; or permission of the Department. This seminar focuses on the political and economic problems of the new nations. A particular emphasis is placed on understanding the process of development and state formation within a democratic context.

POLI 486  Advanced Seminar in International Relations  (3 credits)
Prerequisite: See N.B. number (3) and POLI 205 and 207; or permission of the Department.

POLI 487  Advanced Seminar in Comparative Politics  (3 credits)
Prerequisite: See N.B. number (3) and POLI 203 and 207; or permission of the Department.

POLI 488  Advanced Seminar in Canadian and Quebec Politics  (3 credits)
Prerequisite: See N.B. number (3) and POLI 204 and 207; or permission of the Department.

POLI 489  Advanced Seminar in Public Policy and Administration  (3 credits)
Prerequisite: See N.B. number (3) and POLI 207; POLI 353 or 365; or permission of the Department.

POLI 490  Advanced Seminar in Political Theory  (3 credits)
Prerequisite: See N.B. number (3) and POLI 206 and 207; or permission of the Department.

Advanced seminars deal with selected topics in sub-fields of political science. Topics vary from year to year. 

NOTE: Students should consult the Department for a description of these courses.

POLI 495  Honours Thesis  (6 credits)
Prerequisite: Enrolment in the Honours (Thesis Option B) in Political Science. The student works with an individual faculty member in a particular field of study in Political Science. Students are asked to produce a sustained piece of written work to be defended before a departmental committee.

POLI 496  Honours Seminar  (3 credits)
Prerequisite: Permission of the Department. This seminar involves the student in formulating an honours research proposal, and the research and writing of an honours paper. Topics of the seminar vary from year to year.

POLI 497  Internship  (3 credits)
Prerequisite: Permission of the Department. The internship is a one-term apprenticeship in some aspect of public affairs and policy analysis. Placements may be drawn from all areas of possible employment, including private sector, government and community organizations. Students are asked to submit a written report which summarizes and evaluates their work experience. NOTE: Eligible students should have completed 39 credits in Political Science and must have an excellent academic record with a minimum GPA of 3.5. The undergraduate committee of the Department will determine the eligibility of the student and will approve the internship. Students should consult the Department for further information.

POLI 498  Advanced Topics in Political Science  (3 credits)
Prerequisite: See N.B. number (3) and POLI 207; and POLI 203, 204, 205 or 206; or permission of the Department. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
Faculty

Chair

VIRGINIA B. PENHUNE, PhD McGill University; Professor

Distinguished Professors Emeriti

ZALMAN AMIT, PhD McGill University
TANNIS ARBUCKLE-MAAG, PhD University of Toronto
ANNA-BETH DOYLE, PhD Stanford University
DOLORES PUSHKAR, PhD University of Saskatchewan
ALEX E. SCHWARTZMAN, PhD University of Toronto
JANE STEWART, PhD University of London
BARBARA WOODSIDE, PhD McMaster University

Professors

SHIMON AMIR, PhD McGill University; Provost’s Distinction
LOUIS BERGER, PhD Université de Montréal
WILLIAM BUKOWSKI, PhD Michigan State University
JUNE S. CHAIKELSON, PhD McGill University
C. ANDREW CHAPMAN, PhD McMaster University
REX B. KLINE, PhD Wayne State University
JEAN-ROCH LAURENCE, PhD Concordia University
JAMES G. PFAUS, PhD University of British Columbia
NATALIE PHILLIPS, PhD Dalhousie University
DIANE POULIN-DUBOIS, PhD Université de Montréal
ADAM RADOVSKY, PhD University of British Columbia
NORMAN SEGALOWITZ, PhD University of Oxford
LISA SERBIN, PhD State University of New York at Stony Brook
PETER SHIZGAL, PhD University of Pennsylvania; Provost’s Distinction
DALE M. STACK, PhD Queen’s University; Provost’s Distinction
CARSTEN WROSCH, PhD Free University of Berlin

Associate Professors

ANDREAS ARVANITOGIANNIS, PhD Concordia University
WAYNE BRAKE, PhD McGill University
MICHAEL CONWAY, PhD University of Waterloo
ROBERTO DE ALMEIDA, PhD Rutgers University
MARK ELLENBOGEN, PhD Concordia University
CONSTANTINA GIANNOPoulos, PhD Concordia University
RICK GURNSEY, PhD Queen’s University
AARON JOHNSON, PhD University of Glasgow
KAREN Z. LI, PhD University of Toronto
JENNIFER McGRATH, PhD Bowling Green State University
SYDNEY B. MILLER, PhD McGill University
DAVID MUMBY, PhD University of British Columbia
ANDREW RYDER, PhD University of British Columbia
URIS O’CONNOR, PhD Tel Aviv University

Assistant Professors

ERIN T. BARKER, PhD University of Alberta
KRISTA BYERS-HEINLEIN, PhD University of British Columbia
NADIA CHAUDHRI, PhD University of Pittsburgh
KRISTEN DUNFIELD, PhD Queen’s University
JEAN-PHILIPPE GOULIN, PhD Ohio State University
ROISIN O’CONNOR, PhD State University of New York at Buffalo
Affiliate Professors
SAM BURSTEIN, PhD University of Waterloo
THIEN THANH DANG-VU, PhD Université de Liège
MICHEL DUGAS, PhD Université Laval
PAUL D. HASTINGS, PhD University of Toronto
JASON STEFFENER, PhD New Jersey Institute of Technology
WALTER WITTICH, PhD McGill University

Senior Lecturers
THERESA BIANCO, PhD University of Western Australia
LUCIE BONNEVILLE, PhD Concordia University

For the complete list of faculty members, please consult the Department website.

Location
Loyola Campus
Psychology Building, Room: PY 146
514-848-2424, ext. 2222

Richard J. Renaud Science Complex, Room: SP 244

Department Objectives
Psychology is the scientific study of mental life, both its neurological bases and its manifestations in behaviour. Psychology also examines the factors that promote change in behaviour and mental activity. Through teaching and research, the Department serves the community by furthering such knowledge and applying it to promote human welfare. The commitment of faculty members to research assures that students keep up with current developments. Their involvement in community programs keeps students and faculty alike in close touch with the practical application of the discipline.

Programs
The Department of Psychology offers minor, major, specialization, and honours programs. Both BA and BSc degrees are offered, and students may also choose a Behavioural Neuroscience option for these degrees. Students planning a career or graduate studies in psychology are normally expected to follow the appropriate honours or specialization program. Students planning to pursue graduate studies in clinical psychology should ensure that the course electives they choose coincide with requirements of the licensing boards. The major program is designed for students who wish to concentrate their studies in psychology but at the same time wish to pursue general education in other disciplines. The major program can be combined with a major in another department.

Students registered in the Honours, Specialization, or Major in Psychology may select Psychology electives in various Content Areas in order to obtain a broad overview of the discipline. The five Content Areas within the Department are Social, Personality, and Culture; Developmental; Clinical and Health; Behavioural Neuroscience; and Cognitive Science. It is possible for students to pursue in-depth studies within these specific Content Areas by taking Tier 2 courses. The minor program can be taken only by students registered in another degree program and provides the opportunity to gain basic exposure to the main sub-disciplines of psychology or to pursue one such area in some depth.

Students are strongly encouraged to take advantage of academic counselling services available in the Department of Psychology in order to select the program and courses that best meet their needs. Students are ultimately responsible for satisfying their particular degree requirements.

The superscript indicates credit value.
Students seeking admission to the honours program may apply either for direct entry on the University application form or, once in the program, to the departmental honours advisor normally following the completion of 30 credits. Students must have a GPA of 3.5 in Psychology courses to qualify for entry to the honours and must maintain this GPA to remain within the program. To qualify for entry into the specialization program, students must have a GPA of 3.0 in Psychology courses and must maintain this GPA to remain within the program.

For additional information concerning programs and courses, students should consult the Department.

66 BA Honours in Psychology
30 Core Requirements (PSYC 305, 310, 311, 315, 316, 355, 490, 491, 495)
15 Chosen from Tier 1 with at least:
  6 chosen from the Social, Personality, and Culture Content Area and/or the Developmental Content Area
  6 chosen from the Behavioural Neuroscience Content Area and/or the Cognitive Science Content Area
12 Chosen from at least two different Tier 2 Content Areas
  9 Psychology elective credits at the 300 or 400 level
66 BSc Honours in Psychology
30 Core Requirements (PSYC 305, 310, 311, 315, 316, 355, 490, 491, 495)
15 Chosen from Tier 1 with at least:
  6 chosen from the Social, Personality, and Culture Content Area and/or the Developmental Content Area
  6 chosen from the Behavioural Neuroscience Content Area and/or the Cognitive Science Content Area
12 Chosen from at least two different Tier 2 Content Areas
6 Psychology elective credits at the 300 or 400 level

NOTE: In addition, students must complete a minimum of 15 science credits outside the Department.
NOTE: Students must have completed an appropriate program of science prerequisites in order to be admitted to BSc programs.

66 BSc Honours in Psychology (Behavioural Neuroscience Option)
30 Core Requirements (PSYC 305, 310, 311, 315, 316, 355, 490, 491, 495)
15 Chosen from Tier 1 with at least:
  6 chosen from the Social, Personality, and Culture Content Area and/or the Developmental Content Area
  6 chosen from the Behavioural Neuroscience Content Area and/or the Cognitive Science Content Area
12 Chosen from the Tier 2 Behavioural Neuroscience Content Area and PSYC 445
9 Psychology elective credits at the 300 or 400 level

An additional 21 Science credits as specified below:
9 CHEM 221, 222, 271
3 BIOL 225 or 226
9 Chosen from BIOL 225, 226, 227, 261, 266, 321, 364, 367, 462, CHEM 478

60 BA Specialization in Psychology
15 Core Requirements (PSYC 305, 310, 315, 316, 355)
15 Chosen from Tier 1 with at least:
  6 chosen from the Social, Personality, and Culture Content Area and/or the Developmental Content Area
  6 chosen from the Behavioural Neuroscience Content Area and/or the Cognitive Science Content Area
12 Chosen from at least two different Tier 2 Content Areas
18 Psychology elective credits at the 300 or 400 level

60 BSc Specialization in Psychology (Behavioural Neuroscience Option)
15 Core Requirements (PSYC 305, 310, 315, 316, 355)
15 Chosen from Tier 1 with at least:
  6 chosen from the Social, Personality, and Culture Content Area and/or the Developmental Content Area
  6 chosen from the Behavioural Neuroscience Content Area and/or the Cognitive Science Content Area
12 Chosen from the Tier 2 Behavioural Neuroscience Content Area and PSYC 445
18 Psychology elective credits at the 300 or 400 level

An additional 21 Science credits as specified below:
9 CHEM 221, 222, 271
3 BIOL 225 or 226
9 Chosen from BIOL 225, 226, 227, 261, 266, 321, 364, 367, 82, 462, CHEM 478

60 BSc Specialization in Psychology
15 Core Requirements (PSYC 305, 310, 315, 316, 355)
15 Chosen from Tier 1 with at least:
  6 chosen from the Social, Personality, and Culture Content Area and/or the Developmental Content Area
  6 chosen from the Behavioural Neuroscience Content Area and/or the Cognitive Science Content Area
12 Chosen from at least two different Tier 2 Content Areas
18 Psychology elective credits at the 300 or 400 level

NOTE: In addition, students must complete a minimum of 15 science credits outside the Department.
NOTE: Students must have completed an appropriate program of science prerequisites in order to be admitted to BSc programs.

42 BA Major in Psychology
12 Core Requirements (PSYC 305, 310, 315, 355)
15 Chosen from Tier 1 with at least:
  6 chosen from the Social, Personality, and Culture Content Area and/or the Developmental Content Area
  6 chosen from the Behavioural Neuroscience Content Area and/or the Cognitive Science Content Area
15 Psychology elective credits at the 300 or 400 level

42 BSc Major in Psychology
12 Core Requirements (PSYC 305, 310, 315, 355)
15 Chosen from Tier 1 with at least:
  6 chosen from the Social, Personality, and Culture Content Area and/or the Developmental Content Area
  6 chosen from the Behavioural Neuroscience Content Area and/or the Cognitive Science Content Area
15 Psychology elective credits at the 300 or 400 level

NOTE: Students must have completed an appropriate program of science prerequisites in order to be admitted to BSc programs.
24 Minor in Psychology
6* Core Requirements (PSYC 310, 315)
12 Psychology elective credits with a minimum of nine credits at the 300 and/or 400 level

*Students exempted from PSYC 200 will replace the credits with 300- or 400-level PSYC credits.

### Core Requirements

#### FOR MINOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 310</td>
<td>Research Methods and Designs I</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 315</td>
<td>Statistical Analysis I</td>
<td>3</td>
</tr>
</tbody>
</table>

#### PLUS FOR MAJOR

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 305</td>
<td>History and Systems</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 355</td>
<td>Fundamentals of Behavioural Neurobiology</td>
<td>3</td>
</tr>
</tbody>
</table>

#### PLUS FOR SPECIALIZATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 316</td>
<td>Statistical Analysis II</td>
<td>3</td>
</tr>
</tbody>
</table>

#### PLUS FOR HONOURS

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 311</td>
<td>Research Methods and Designs II</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 490</td>
<td>Honours Seminar Topics</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 491</td>
<td>Honours Seminar Issues</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 495</td>
<td>Honours Thesis</td>
<td>6</td>
</tr>
</tbody>
</table>

### TIER 1

#### Social, Personality, and Culture Content Area

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 321</td>
<td>Fundamentals of Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 325</td>
<td>Fundamentals of Social Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Developmental Content Area

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 333</td>
<td>Fundamentals of Lifespan Development</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Clinical and Health Content Area

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 340</td>
<td>Fundamentals of Psychopathology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 341</td>
<td>Fundamentals of Health Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 342</td>
<td>Forensic Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Behavioural Neuroscience Content Area

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 351</td>
<td>Fundamentals of Learning</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 354</td>
<td>Evolutionary Foundations of Psychology</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Cognitive Science Content Area

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 363</td>
<td>Fundamentals of Sensation and Perception</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 364</td>
<td>Fundamentals of Cognition</td>
<td>3</td>
</tr>
</tbody>
</table>

### TIER 2

#### Social, Personality, and Culture Content Area

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 420</td>
<td>The Self in Social Context</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 423</td>
<td>Emotion</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 424</td>
<td>Cultural Psychology</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 425</td>
<td>Culture, Development, and the Self</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 426</td>
<td>Psychometrics and Individual Differences</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 427</td>
<td>Current Issues in Personality</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 428</td>
<td>Social and Cultural Advanced Issues</td>
<td>3</td>
</tr>
</tbody>
</table>
### Developmental Content Area
- PSYC 431 Infancy (3 credits)
- PSYC 432 Childhood Development (3 credits)
- PSYC 433 Adolescent Development (3 credits)
- PSYC 434 Aging (3 credits)
- PSYC 435 Developmental Psychopathology (3 credits)
- PSYC 438 Developmental Advanced Issues (3 credits)

### Clinical and Health Content Area
- PSYC 440 Psychopathology: Mood, Anxiety, and Personality Disorders (3 credits)
- PSYC 441 Psychopathology: Schizophrenia and Neurocognitive Disorders (3 credits)
- PSYC 442 Psychopathology: Behaviour Regulation Disorders (3 credits)
- PSYC 443 Psychological Intervention Models (3 credits)
- PSYC 444 Hypnosis and Dissociation (3 credits)
- PSYC 445 Human Neuropsychology (3 credits)
- PSYC 446 Stress (3 credits)
- PSYC 447 Current Issues in Health Psychology (3 credits)
- PSYC 448 Clinical Advanced Issues (3 credits)

### Behavioural Neuroscience Content Area
- PSYC 450 Neurobiology of Drug Abuse and Addiction (3 credits)
- PSYC 451 Neurobiology of Learning and Memory (3 credits)
- PSYC 452 Neurobiology of Sensation and Perception (3 credits)
- PSYC 453 Neurobiology of Motivated Behaviour (3 credits)
- PSYC 454 Hormones and Behaviour (3 credits)
- PSYC 455 Neuropharmacology (3 credits)
- PSYC 456 Functional Neuroanatomy (3 credits)
- PSYC 457 Foundations of Animal Behaviour (3 credits)
- PSYC 458 Behavioural Neuroscience Advanced Issues (3 credits)

### Cognitive Science Content Area
- PSYC 460 Vision (3 credits)
- PSYC 461 Computational Modelling of Human Cognition (3 credits)
- PSYC 462 Memory and Attention (3 credits)
- PSYC 463 Concepts and Categories (3 credits)
- PSYC 464 Judgment and Decision Making (3 credits)
- PSYC 465 Language (3 credits)
- PSYC 466 Cognitive Development (3 credits)
- PSYC 467 Learning (3 credits)
- PSYC 468 Cognitive Science Advanced Issues (3 credits)

### ADVANCED EXPERIENCE COURSES
- PSYC 387 Directed Research in Psychology (3 credits)
- PSYC 483 Directed Readings in Psychology (3 credits)
- PSYC 485 Specialization Project (6 credits)
- PSYC 487 Advanced Directed Research in Psychology (3 credits)

### Courses

Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.

**PSYC 200 Introductory Psychology** (6 credits)

This comprehensive survey course introduces the student to a wide variety of topics in scientific psychology. Topics include the foundations of modern psychology, neural mechanisms, learning and memory, sensation and perception, motivation and emotion, cognitive processes, social influences, personality, disorders of cognition and behaviour, and therapy.

**NOTE:** Students who have received credit for or exemption from Introductory Psychology at Cégep or other post-secondary institutions may not take this course for credit.

**NOTE:** Students entering all Psychology programs except the minor who have not received credit for or exemption from Introductory Psychology at Cégep or other post-secondary institutions must take this course, but not for Psychology program credit.

**PSYC 210 Critical Thinking in Psychology** (3 credits)

This course provides an innovative approach to understanding how psychologists think about the mind and behaviour, ask and answer questions, and collect and interpret evidence to clarify ideas and test hypotheses. Students learn the difference between critical thinking and gullibility. Students also develop skills to identify errors and misrepresentations in information presented in the media and in viewpoints driven by agendas rather than evidence.

**NOTE:** Students registered in a Psychology program may not take this course for credit.
PSYC 221 **Foundations of Personality** (3 credits)
The organization, functioning, and development of personality are discussed from the point of view of the major current theories. Evidence from empirical studies is introduced to illustrate various influences on personality. Socio-economic, cultural, and biological factors may also be considered.
*NOTE: Students registered in a Psychology program may not take this course for credit.*

PSYC 222 **Person and Society** (3 credits)
This course considers current personality and social psychology research as it relates to people’s everyday lives. The focus is on blending these two research areas. The study of personality concerns itself with the psychology of the individual, individual differences, and the role of individual-level factors in explaining behaviour. In contrast, social psychology focuses on how behaviour may be influenced by social and contextual factors. Topics may include the many ways of describing the self and others, persuasion, group processes, close relationships, aggression, and prosocial behaviour.
*NOTE: Students registered in a Psychology program may not take this course for credit.*

PSYC 223 **Motivation and Emotion in Daily Life** (3 credits)
Why do individuals do the things they do? Why don’t individuals do the things they don’t do? When confronted with challenges, what determines whether individuals persist in the face of difficulty or decide to invest their energy elsewhere? This course presents models that address the question of why individuals do the things they do. These models are related to specific topics such as appetitive behaviour, love and sexual behaviour, arousal and attention, peak performance, aggression and anger, conflict, stress, curiosity, creativity, goal-setting, and achievement.
*NOTE: Students registered in a Psychology program may not take this course for credit.*

PSYC 230 **Womb to Tomb: Psychological Transitions Across the Lifespan** (3 credits)
This course studies the cognitive, socio-emotional, and physical changes and continuities that occur across the lifespan. Major theories of development are discussed and related to each of the life stages. Students also gain insight into the developmental processes that influence themselves and others.
*NOTE: Students who have received credit for AHSC 220 may not take this course for credit.*
*NOTE: Students registered in a Psychology program may not take this course for credit.*

PSYC 231 **Adolescence** (3 credits)
This course is an introduction to the study of adolescence. Topics are considered from cross-disciplinary and cross-cultural perspectives. Topics may include physical change, family relationships, friends and peers, sexual and sex-related behaviours, cognitive growth, and lifestyles.
*NOTE: Students registered in a Psychology program may not take this course for credit.*
*NOTE: Students who have received credit for PSYC 280 may not take this course for credit.*

PSYC 235 **When Good Kids Go Bad** (3 credits)
This course examines the social, emotional, and behavioural problems encountered by children, youth, and parents. Manifestations of these issues range from day-to-day “normal” concerns to maladaptive and dangerous behaviours. Potential contributing biological, familial, peer, cultural, and economic factors are considered, as well as the uniquely different ways in which individuals react to what seem to be “similar” backgrounds.
*NOTE: Students registered in a Psychology program may not take this course for credit.*

PSYC 240 **Foundations of Psychopathology** (3 credits)
This course deals with major concepts and issues concerning psychopathology in humans. It considers current scientific models of diagnosis, etiology, assessment, and therapy. It reviews the major disorders of the DSM system, and explores social, learning, cognitive, biomedical, and psychodynamic approaches to major clinical disorders.
*NOTE: Students registered in a Psychology program may not take this course for credit.*

PSYC 241 **Stress, Health, and Coping** (3 credits)
Coping skills are directly related to health and to the amount of stress a person experiences. This course introduces students to research that explains how and why stress affects health. The ways in which coping skills and other recourses can effectively reduce stress are also considered. The course examines what psychologists know about stress in a research-oriented manner, giving equal attention to the physiological, psychological, and cognitive underpinnings of coping and health.
*NOTE: Students registered in a Psychology program may not take this course for credit.*

PSYC 242 **Psychology and the Law** (3 credits)
Psychology and the law interact in myriad ways. The criminal justice system, from its code to its enforcement, is based on implicit psychological assumptions about human behaviour and how it should be controlled. Those in the justice system make decisions based on evidence from observations and testimony, both of which are assumed to be gathered in an objective, unbiased manner. Those in psychological professions assume they can influence decisions made in the legal system by providing experimental evidence. This course examines the roles psychologists play in the legal system, the assumptions of both legal and psychological professional groups, and how these groups can complement one another.
*NOTE: Students registered in a Psychology program may not take this course for credit.*
*NOTE: Students who have received credit for PSYC 263 or for this topic under a PSYC 298 number may not take this course for credit.*
PSYC 243  Learning Disabilities (3 credits)
This course deals with selected aspects of theory and practice related to learning disabilities including perceptual and motor
disabilities, language disabilities, and methods of diagnosis and remediation. Issues of accurate assessment and differentiation
from other forms of disability are also considered.
NOTE: Students registered in a Psychology program may not take this course for credit.
NOTE: Students who have received credit for PSYC 281 may not take this course for credit.

PSYC 250  Drugs and Behaviour (3 credits)
This course examines various factors related to the use and abuse of licit and illicit drugs including alcohol and nicotine, depressants
and stimulants, tranquilizers, opium derivatives, and hallucinogenic compounds. One of the main themes emphasized is why some
people lose their ability to socially and physiologically regulate their intake. The course material focuses on the prevalent concepts
in the field, theoretical models guiding researchers and clinicians, and approaches to intervention.
NOTE: Students registered in a Psychology program may not take this course for credit.
NOTE: Students who have received credit for PSYC 261 or for this topic under a PSYC 298 number may not take this course for
credit.

PSYC 251  Learning and Memory in Daily Life (3 credits)
This course examines current research on learning and memory and introduces students to a variety of topics in this area. Theories
of learning and memory are related to examples from everyday life. Specific topics may include memory accuracy, techniques for
improving study skills and school performance, animal training, sports training, strategies for memory improvement, strategies for
changing bad habits, and child discipline.
NOTE: Students registered in a Psychology program may not take this course for credit.

PSYC 255  Brain and Behaviour (3 credits)
This course is an introduction to the biological bases of behaviour. The structural and functional anatomy of the central nervous
system is presented, with particular emphasis on the neural pathways involved in behaviours relating to motivation, mood,
learning and memory, and sensation and perception. This course explores how recent research helps in understanding how
normal and abnormal brain functioning affect human behaviour.
NOTE: Students registered in a Psychology program may not take this course for credit.

PSYC 264  Perception and Cognition in Daily Life (3 credits)
This course introduces topics related to perception and cognition. The emphasis of the course is on how humans acquire, store,
and use information in real-world contexts. Topics covered include reading, object perception, art and motion pictures, language
processing, music, problem solving, and planning.
NOTE: Students registered in a Psychology program may not take this course for credit.
NOTE: Students who have received credit for PSYC 249 or for this topic under a PSYC 298 number may not take this course for
credit.

SELECTED TOPICS IN PSYCHOLOGY
The 00-level Selected Topics courses (PSYC 97; PSYC 98; PSYC 99) are designed as elective courses for students who are
not registered in a Psychology program. These courses cover a wide variety of areas of contemporary interest. The particular
topic varies from one term to the next and the material is dealt with in a manner appropriate for students who have minimal formal
background in psychology.
NOTE: Students registered in a Psychology program may not take these courses for credit.
The Department also offers 400-level topics courses for students registered in Psychology programs. (See below.)

PSYC 297  Selected Topics in Psychology (3 credits)
PSYC 298  Selected Topics in Psychology (3 credits)
PSYC 299  Selected Topics in Psychology (6 credits)

PSYC 305  History and Systems (3 credits)
Prerequisite: PSYC 200 or equivalent. This introductory course examines the historical background of psychology beginning with
ancient Greece, the Middle Ages, and the Renaissance, through the William James era. Early contributions to psychology from
the fields of philosophy, religion, physics, physiology, and psychophysics are presented and related to the various psychological
schools of thought of the 19th century. Students gain an understanding of how cultural and social forces and various scientific
paradigms shaped psychological theory and how psychological perspectives contribute to social life.
NOTE: Students who have received credit for PSYC 320 may not take this course for credit.

PSYC 310  Research Methods and Designs I (3 credits)
Prerequisite: PSYC 200 or equivalent; PSYC 315 previously or concurrently. This course describes the methods used by psychology
researchers to obtain information and understand psychological phenomena and processes. Students learn how research studies
are conceptualized and conducted, and how data are analyzed and interpreted within specific areas of psychology. Observational,
experimental, and correlational techniques are presented in the context of ongoing research, to enable students to develop a
conceptual understanding of the procedures used to develop and evaluate hypotheses and theories in psychology.
PSYC 311 **Research Methods and Designs II** (3 credits)
Prerequisite: PSYC 310, 315; PSYC 316 previously or concurrently; and permission of the Department. Advanced methodological issues in psychological research are introduced. Students gain experience in the critical evaluation of research design and methodology by conducting several experiments in different research areas, by analyzing and interpreting data from these experiments, and writing and presenting their research findings. This course is primarily intended for students who are preparing for graduate school. Lectures and laboratory.

PSYC 315 **Statistical Analysis I** (3 credits)
Prerequisite: PSYC 200 or equivalent; or permission of the Department. This course is an introduction to statistics that are used in the context of psychology research. Topics dealt with include frequency distributions, measures of central tendency and dispersion, the normal curve, correlation, linear regression, elementary probability theory, an introduction to hypothesis testing, and the t test. These topics are covered in lectures and in weekly laboratory sessions where students learn how to perform statistical tests both manually and with specialized software. **NOTE:** Students who have completed CQEP QM 360-300 (Quantitative Methods) and MATH 201-300 (Complementary Topics in Mathematics) with 75% or better grades can be exempt from PSYC 315. Exemptions may be granted on the basis of other courses. Application for exemption should be made to the Arts and Science Student Academic Services.

PSYC 316 **Statistical Analysis II** (3 credits)
Prerequisite: PSYC 310, 315. This course is an extension of PSYC 315. It is designed to advance students' understanding of hypothesis testing and statistical inferences. The course presents the general linear model, which subsumes multiple regression, analysis of variance (ANOVA), and analysis of covariance (ANCOVA). As well, the course deals in detail with the limits of null-hypothesis significance testing (NHST) and reviews alternatives to NHST including confidence intervals, measures of effect size, and meta-analysis. Lectures and weekly laboratory. **NOTE:** See §200.7

PSYC 321 **Fundamentals of Personality** (3 credits)
Prerequisite: PSYC 310, 315, previously or concurrently. This course is an introduction to theories of personality. The development, structure, and correlates of personality are presented from the viewpoint of major classical and current theories. Theories may include trait, biological, learning, and cognitive perspectives, as well as psychodynamic, humanistic, and existential perspectives. Through the examination of specific studies and the discussion of general methodological principles of personality research, emphasis is placed on the role of research in shaping and validating theories of personality. **NOTE:** Students who have received credit for PSYC 325 may not take this course for credit.

PSYC 325 **Fundamentals of Social Psychology** (3 credits)
Prerequisite: PSYC 310, 315, previously or concurrently. This course is an introduction to social psychology. It covers the scientific study of how people's thoughts, feelings, and behaviours are influenced by the presence of others. Topics discussed may include social and self-perception; attitudes and attitude change; and conformity, group processes, interpersonal attraction, prosocial behaviour, aggression, and prejudice. **NOTE:** Students who have received credit for PSYC 331 may not take this course for credit.

PSYC 333 **Fundamentals of Lifespan Development** (3 credits)
Prerequisite: PSYC 310, 315, previously or concurrently. This course is an introduction to developmental psychology. It provides a broad survey of psychological research and theories about human development across the lifespan. It emphasizes the interaction of physical, cognitive, and socio-emotional domains in development from infancy to old age. Although the main focus of the course is on normative development, aspects of abnormal development may be covered. Specific methodological challenges and procedures relevant to developmental research are also discussed. **NOTE:** Students who have received credit for PSYC 371 may not take this course for credit.

PSYC 340 **Fundamentals of Psychopathology** (3 credits)
Prerequisite: PSYC 310, 315, previously or concurrently. This course is an introduction to psychopathology. The course deals with major concepts and issues in the study of psychopathology. It focuses on the major models of etiology, diagnosis, prognosis, assessment, and treatment, and presents the major disorders and five axes of the DSM system. Behavioural, cognitive, social learning, neurobiological, sociocultural, evolutionary, and psychodynamic approaches to psychopathology are covered, with an emphasis on research and methodology throughout. **NOTE:** Students who have received credit for PSYC 322 may not take this course for credit.

PSYC 341 **Fundamentals of Health Psychology** (3 credits)
Prerequisite: PSYC 310, 315, previously or concurrently. This course is an introduction to the multidisciplinary field of health psychology. Issues relating to health and illness across the lifespan, including health promotion and maintenance, prevention and treatment of illness, etiology and correlates of health, illness and dysfunction, and the health care system are covered from a biopsychosocial perspective. Topics such as social support, smoking, stress, cardiovascular disease, pain, and cancer are also presented. **NOTE:** Students who have received credit for PSYC 342 may not take this course for credit.

PSYC 342 **Forensic Psychology** (3 credits)
Prerequisite: PSYC 310, 315, 340. This course critically examines research and theory relating to a number of selected issues of contemporary interest in forensic psychology. Topics such as the admissibility of scientific evidence, eye-witness testimony, trauma
and memory, jury selection, clinical and actuarial profiling, psychopathy, serial offenders, the validity of psychiatric examinations and lie detectors, the insanity defence, and expert testimony are presented in light of recent Canadian and American legal decisions. NOTE: Students who have received credit for PSYC 328 or for this topic under a PSYC 398 number may not take this course for credit.

PSYC 351 Fundamentals of Learning (3 credits)
Prerequisite: PSYC 310, 315, previously or concurrently. This course is an introduction to theories and empirical findings concerning basic mechanisms of learning and memory in humans and non-human animals. Topics covered may include the study of learning in historical perspective, Pavlovian conditioning, operant conditioning, reinforcement, stimulus control of behaviour, types of memory, self-control and observational learning, and behavioural paradigms used in contemporary research on learning and memory. NOTE: Students who have received credit for PSYC 346 may not take this course for credit.

PSYC 354 Evolutionary Foundations of Psychology (3 credits)
Prerequisite: PSYC 310, 315, previously or concurrently. This course examines the ways that evolutionary thought has influenced the study of behaviour. Fundamental evolutionary processes are introduced, and ideas about how those processes may have shaped human and animal behaviour are considered. Additional topics include biological and cognitive continuity among species, sources of individual differences in behavioural traits, evolutionarily stable strategies and states, methods of testing evolutionary hypotheses about behaviour, and the comparative method in psychology.

PSYC 355 Fundamentals of Behavioural Neurobiology (3 credits)
Prerequisite: BIOL 200, BIOL 201, BIOL 202, Cegep Biology 301, Cegep Biology 101-NYA, or Cegep Biology 921. This course provides an introduction to the neural mechanisms that underlie behaviour. Topics include the structure and function of neurons, neural communication, an introduction to neuroanatomy and endocrinology, and the processing of sensory information. Students also learn how complex systems, such as the sensory and motor systems, interact to produce behaviour. NOTE: Students who have received credit for BIOL 383 or PSYC 358 may not take this course for credit.

PSYC 363 Fundamentals of Sensation and Perception (3 credits)
Prerequisite: PSYC 310, 315, previously or concurrently. This course introduces the physiological and psychological mechanisms of sensation and perception. Thorough treatment is given to questions of how information about the world is acquired through visual and auditory systems, and other modalities, that together is used with stored information to create an ongoing mental representation of the world. Topics such as pitch perception, colour vision, perception of movement, size and space perception, illusions, and distance are covered. NOTE: Students who have received credit for PSYC 349 may not take this course for credit.

PSYC 364 Fundamentals of Cognition (3 credits)
Prerequisite: PSYC 310, 315, previously or concurrently. This course introduces cognitive psychology. Theoretical perspectives and experimental findings that inform the current understanding of how humans acquire, represent, and use knowledge are presented and discussed. Topics include attention, memory, categorization, language, and thinking. This course allows students to gain familiarity with topics and concepts necessary to pursue advanced studies in cognition. NOTE: Students who have received credit for PSYC 352 may not take this course for credit.

PSYC 372 Personnel Psychology (3 credits)
Prerequisite: PSYC 310, 315, previously or concurrently. This course focuses on the contributions of psychology to several human resource considerations in organizations. Topics include personnel selection, training methods, personnel appraisal, and career development. This is an applied area of psychology, and therefore the interplay between theory, research, and application is emphasized. NOTE: Students who have received credit for PSYC 385 may not take this course for credit.

PSYC 374 Organizational Psychology (3 credits)
Prerequisite: PSYC 310, 315, previously or concurrently. Understanding psychology can help organizations reach their goals, retain their workforce, and make themselves attractive to future employees and investors. This applied psychology course focuses on research and theories relevant to the behaviour of managers and employees. Topics include the history of Industrial/Organizational(I/O) psychology; organizational development and communication; motivation, personality, and leadership; employee satisfaction and commitment; group behaviour; negotiation and conflict resolution; and job stress. NOTE: Students who have received credit for PSYC 386 may not take this course for credit.

PSYC 387 Directed Research in Psychology (3 credits)
Prerequisite: PSYC 311, 316; permission of the Department. Under the supervision of a faculty member, typically from within the Department, the student carries out an independent research project and completes a written report. The area of study is decided upon through consultation with the faculty member. NOTE: Students who have received credit for PSYC 439 may not take this course for credit.

PSYC 420 The Self in Social Context (3 credits)
Prerequisite: PSYC 310, 315, 325. This course addresses a wide range of theoretical and empirical approaches to the self in contemporary social psychology. Self-esteem and self-concept are addressed in terms of social context, personal and social norms, affective experience, and interpersonal behaviour. Other topics covered may include narcissism, self-presentation,
self-regulation, egocentrism, and limits to self-knowledge. Issues relating to gender, gender identity, and the development of
gender roles and gender differences in the social context may also be discussed.
NOTE: Students who have received credit for PSYC 332 may not take this course for credit.

PSYC 423  Emotion (3 credits)
Prerequisite: PSYC 310, 315; 321 or 325. This course addresses models of emotion and individual differences in emotion
and mood. The subject of how emotion influences attention, memory, evaluation, and behaviour in the social domain is also
considered. In addition, particular attention is paid to a number of specific emotions.
NOTE: Students who have received credit for PSYC 334 may not take this course for credit.

PSYC 424  Cultural Psychology (3 credits)
Prerequisite: PSYC 310, 315; 321 or 325. This course introduces cultural and cross-cultural perspectives in psychology. It focuses
on theoretical assumptions and research methods specific to these perspectives, and covers research on the ways in which culture
both emerges from, and shapes basic psychological processes. Specific topics include evolution and culture; cultural differences
in self-concept and value systems; acculturation, cultural contact, and adaptation; culture and cognition; and cultural variation in
psychopathology, health, and therapy.
NOTE: Students who have received credit for this topic under a PSYC 398 number may not take this course for credit.

PSYC 425  Culture, Development, and the Self (3 credits)
Prerequisite: PSYC 310, 315; 325 or 333. This course examines cultural variations in developmental processes and outcomes,
especially as they are related to the self-concept. Following a presentation of the basic concepts in the understanding of
development and of culture, particular domains of development are examined according to how they vary across cultural contexts.
Examples of domains include moral development, education, and suicide. The overarching goal is to
describe human development as taking place within a cultural milieu, the consequences of this perspective for fundamental
issues in psychology and the social sciences, and the implications for the challenges of pluralism, globalization, and public policy.
NOTE: Students who have received credit for this topic under a PSYC 398 number may not take this course for credit.

PSYC 426  Psychometrics and Individual Differences (3 credits)
Prerequisite: PSYC 310, 315. In this course, consideration is given to the general theory of psychological measurement and its
application in the development and use of various psychometric instruments such as achievement, intelligence, aptitude, personality,
and interest tests. Derived scores, norms, reliability, and validity of these instruments are discussed in the context of general
measurement problems in psychology. Item analysis, signal-detection theory, diagnostics, and non-questionnaire methods may
also be discussed.
NOTE: Students who have received credit for PSYC 316 may not take this course for credit.

PSYC 427  Current Issues in Personality (3 credits)
Prerequisite: PSYC 310, 315, 321. This course critically examines selected contemporary issues in personality psychology with
a focus on recent research findings. The importance of personality in explaining behaviours, personal beliefs, developmental
outcomes, and quality of life is considered.
NOTE: Students who have received credit for PSYC 327 may not take this course for credit.

PSYC 428  Social and Cultural Advanced Issues (3 credits)
Prerequisite: PSYC 310, 315; and permission of the Department. This course addresses the most recent advanced issues of
contemporary interest in social and cultural psychology. The main topic of the course changes from one term to the next. Potential
topics include social cognition, aggression and violence, experimental-existential psychology, social-cultural neuroscience, or
culture and evolution. Students should consult with the Psychology Department for information on the central course topic for the
current year.
NOTE: Students who have received credit for this topic under a PSYC 398 number may not take this course for credit.

PSYC 431  Infancy (3 credits)
Prerequisite: PSYC 310, 315, 333. This course provides a comprehensive account of psychological development in infancy.
Aspects of infant development such as physical, perceptual, cognitive, verbal, emotional, and social development are covered.
Theoretical perspectives and research methods specific to the study of infant development are emphasized.
NOTE: Students who have received credit for PSYC 373 may not take this course for credit.

PSYC 432  Childhood Development (3 credits)
Prerequisite: PSYC 310, 315, 333. This course provides an analysis of theories pertaining to the basic processes of development
during early childhood and school-age periods. A broad range of theoretical positions and methodological strategies are presented.
Emphasis is on physical, cognitive, emotional, social, and personality development and the origins of individual differences in
adjustment and well-being. Particular attention is given to cultural variability in development and to developmental differences
between girls and boys.
NOTE: Students who have received credit for PSYC 375 may not take this course for credit.

PSYC 433  Adolescent Development (3 credits)
Prerequisite: PSYC 310, 315, 333. This course provides an overview of theory and research relating to multiple domains
of development during adolescence. Topics include hormonal processes, physical and cognitive development, peer and
parent-adolescent relations, family processes, gender roles, identity formation, sexuality, delinquency, drug abuse, suicide, and psychological disorders in adolescents. When possible, topics are considered from cross-cultural and historical perspectives.

NOTE: Students who have received credit for PSYC 379 may not take this course for credit.

PSYC 434  **Aging** (3 credits)
Prerequisite: PSYC 310, 315, 333. This course covers recent developments in the psychology of aging. Topics include age-related changes in physiology, biology, and in sensory and cognitive functioning. Particular attention is given to the effects of these age-related changes on behaviour, personality, interpersonal functioning, gender roles, coping, and adjustment. Methodological considerations in aging research are also discussed.

NOTE: Students who have received credit for PSYC 380 may not take this course for credit.

PSYC 435  **Developmental Psychopathology** (3 credits)
Prerequisite: PSYC 310, 315; 333 or 340. Using principles of developmental and clinical psychology, this survey course focuses primarily on understanding the pathways to abnormal adjustment in childhood and adolescence. The origins of deviant and competent behaviour are examined, with special attention to the multiplicity of possible risk factors and causal processes, assessment of problems and diagnoses, and the efficacy of interventions. Students are also introduced to a number of behavioural problems such as attention-deficit and hyperactivity disorder; aggression, externalizing problems, and disruptive behaviour disorders; internalizing problems, anxiety, and mood disorders; learning disabilities; mental retardation; and autism.

NOTE: Students who have received credit for PSYC 377 may not take this course for credit.

PSYC 438  **Developmental Advanced Issues** (3 credits)
Prerequisite: PSYC 310, 315; and permission of the Department. This course addresses the most recent advanced issues of contemporary interest in developmental psychology. The main topic of the course changes from one term to the next. Potential topics include social, cognitive, language, or personality development. Students should consult with the Psychology Department for information on the central course topic for the current year.

NOTE: Students who have received credit for this topic under a PSYC 398 number may not take this course for credit.

PSYC 440  **Psychopathology: Mood, Anxiety, and Personality Disorders** (3 credits)
Prerequisite: PSYC 310, 315, 340. This course presents a focused and thorough investigation of mood and anxiety disorders. Problems studied include depressive, bipolar, and anxiety disorders. Relevant somatoform (e.g. hypochondriasis) and personality (e.g. avoidant, dependent) disorders may also be discussed. Topics include contemporary theory, classification issues, and ongoing controversies, with an emphasis on current research.

NOTE: Students who have received credit for PSYC 323 may not take this course for credit.

PSYC 441  **Psychopathology: Schizophrenia and Neurocognitive Disorders** (3 credits)
Prerequisite: PSYC 310, 315, 340. This course presents a focused and thorough investigation of schizophrenia and the neurocognitive disorders. Problems studied include schizophrenia and related psychotic disorders (e.g. delusional disorder, schizoaffective disorder), as well as dementia and other disorders of aging. Relevant personality (e.g. paranoid, schizotypal) disorders may also be discussed. Topics include contemporary theory, classification issues, and ongoing controversies, with an emphasis on current research.

NOTE: Students who have received credit for PSYC 324 may not take this course for credit.

PSYC 442  **Psychopathology: Behaviour Regulation Disorders** (3 credits)
Prerequisite: PSYC 310, 315, 340. This course presents a focused and thorough investigation of psychopathology resulting from disorders of behaviour regulation. Problems studied include eating, substance use, and impulse-control disorders. Relevant sexual, gambling, and personality (e.g. borderline, antisocial) disorders may also be discussed. Topics include contemporary theory, classification issues, and current controversies, with an emphasis on current research.

PSYC 443  **Psychological Intervention Models** (3 credits)
Prerequisite: PSYC 310, 315, 340. This course presents a focused and thorough investigation of major approaches to psychological intervention. It focuses on general principles of therapy, research methods for the study of process and outcome, and the contrasts between various theories and modalities. Topics include cognitive behavioural therapy, psychodynamic psychotherapy, humanistic-existential therapy, couples and family therapy, group therapy, and motivational interviewing. Professional and ethical issues pertaining to clinical psychologists and clinical psychology research may also be discussed.

NOTE: Students who have received credit for this topic under a PSYC 398 number may not take this course for credit.

PSYC 444  **Hypnosis and Dissociation** (3 credits)
Prerequisite: PSYC 310, 315, 340. This course critically examines research, theory, and methodological approaches relating to a number of selected issues of contemporary interest in the area of hypnosis and dissociative phenomena. Experimental and applied research on selected topics such as recovered memory, dissociation, pain and psychosomatic disorders, social and cognitive correlates of hypnotic responses, and the issue of coercion is reviewed. The forensic and clinical uses and abuses of hypnosis are surveyed and contrasted to experimental findings.

NOTE: Students who have received credit for PSYC 330 or for this topic under a PSYC 398 number may not take this course for credit.
PSYC 445  **Human Neuropsychology** (3 credits)
Prerequisite: PSYC 310, 315, 355. This course is a general introduction to human neuropsychology. Topics discussed include principles of brain organizations and function, human neuroimaging and recording techniques, the contribution of clinical patients and single case studies, selected neurological disorders, and cognitive neuroscience. Emphasis is on how these issues can be meaningfully related to human behaviour, emotion, sensory perception, and higher cognitive processes.

**NOTE:** Students who have received credit for PSYC 359 may not take this course for credit.

PSYC 446  **Stress** (3 credits)
Prerequisite: PSYC 310, 315, 355; 340 or 341. This course examines how the evolutionary and adaptive stress response has come to contribute to health and pathology in modern society. The major endocrine, neurobiological, and cognitive underpinnings of the stress response are covered, and current stress research is discussed. Topics include the role of stress in aging, memory, depression, drug abuse, post-traumatic stress disorder, and the consequences of exposure to stress and adversity.

PSYC 447  **Current Issues in Health Psychology** (3 credits)
Prerequisite: PSYC 310, 315, 341. This course offers a focused treatment of selected advanced topics in health psychology. Potential topics include psychosocial and environmental antecedents of disease, adaptation to medical illness, approaches to improve health and manage disease, pediatric psychology, and mechanisms by which psychosocial and environmental characteristics get inside the body to influence health.

**NOTE:** Students who have received credit for PSYC 393 may not take this course for credit.

PSYC 448  **Clinical Advanced Issues** (3 credits)
Prerequisite: PSYC 310, 315; and permission of the Department. This course addresses the most recent advanced issues of contemporary interest in clinical psychology. The main topic of the course changes from one term to the next. Potential topics include neurobiology of psychopathology, functional somatic syndromes, personality and psychopathology, psychotherapy process research, or epidemiology of psychological disorders. Students should consult with the Psychology Department for information on the central course topic for the current year.

**NOTE:** Students who have received credit for this topic under a PSYC 398 number may not take this course for credit.

PSYC 450  **Neurobiology of Drug Abuse and Addiction** (3 credits)
Prerequisite: PSYC 310, 315, 355. This course focuses on the behavioural and neuronal mechanisms involved in drug abuse and addiction. It provides students with a solid conceptual foundation of how drugs of abuse affect the brain and behaviour. Topics such as the pharmacology of drugs of abuse, drug-induced neuronal plasticity in brain regions related to motivation and reward, and the interaction between biological factors and environmental events in addiction are discussed.

**NOTE:** Students who have received credit for PSYC 361 may not take this course for credit.

PSYC 451  **Neurobiology of Learning and Memory** (3 credits)
Prerequisite: PSYC 310, 315, 351, 355. This course deals with some of the major questions about the neural bases of learning and memory. A number of mechanisms subserving learning and memory are investigated, including models based on relatively simple nervous systems (e.g. conditioning in Aplysia), as well as more complex systems (e.g. the neuronal mechanisms mediating eyeblink conditioning in the rabbit and the neuronal pathways that mediate reinforcement). Other topics may include the anatomical bases of memory, including the role of the hippocampus in spatial memory, and the role of the NMDA receptor in learning and memory.

**NOTE:** Students who have received credit for PSYC 362 may not take this course for credit.

PSYC 452  **Neurobiology of Sensation and Perception** (3 credits)
Prerequisite: PSYC 310, 315, 355, 363. This course examines the relationship between the structures of the sensory systems and perception. Topics include how the structure of the eye and ear determine how and what is seen and heard, the modularity of cortical organization, segregation and integration of visual information, PDP and other models, bottom-up and top-down processing, and the reconstruction of the perceptual world.

**NOTE:** Students who have received credit for PSYC 365 may not take this course for credit.

PSYC 453  **Neurobiology of Motivated Behaviour** (3 credits)
Prerequisite: PSYC 310, 315, 355. This course examines the neural mechanisms that mediate motivated behaviour, and provides an introduction to concepts such as goal-directed behaviour and incentive motivation. Other topics include pleasure and pain, ingestive behaviour; sexual and reproductive behaviour; aggression; temperature regulation; and sleep, arousal, and biological rhythms.

**NOTE:** Students who have received credit for PSYC 367 may not take this course for credit.

PSYC 454  **Hormones and Behaviour** (3 credits)
Prerequisite: PSYC 310, 315, 355. This course deals with the role of hormones in integrating the activity of various neural, endocrine, and sensory systems to bring about organized, purposeful behaviour. Topics include reproductive, sexual, or environmentally adaptive systems. Treatment of material ranges from the molecular to the behavioural level.

**NOTE:** Students who have received credit for PSYC 369 may not take this course for credit.

PSYC 455  **Neuropharmacology** (3 credits)
Prerequisite: PSYC 310, 315, 355. This course focuses on neurochemistry and neuropharmacology relating to synaptic transmission. The chemistry and pharmacology of each major class of neurotransmitters is discussed. The pharmacological and psychological bases of drug actions are also explored, to provide an understanding of pharmacokinetics, pharmacodynamics,
and pharmacotherapeutics, as they relate to issues such as CNS disease, affective disorders, and the treatment of pain. This course is primarily intended for students wishing to pursue advanced graduate work in neuroscience or clinical psychology, or for those who are seeking to enter the health professions.

**PSYC 456  Functional Neuroanatomy (3 credits)**
Prerequisite: PSYC 310, 315, 355. This course focuses on the structural and functional anatomy of brain systems underlying important cognitive functions such as motor behaviour, sensory perception, learning, and memory. Emphasis is on how comparative anatomy and different experimental techniques contribute to the understanding of brain function. Through discussion of the results of anatomical, physiological, and neuroimaging studies, students develop an in-depth knowledge of the structure and function of the human brain.

**PSYC 457  Foundations of Animal Behaviour (3 credits)**
Prerequisite: PSYC 310, 315, 355. This course explores the bases underlying the study of animal behaviour as they relate to the study of psychobiology and evolutionary psychology. Topics may include reproductive strategies, communication, the effects of early experience, learning and cognition, and the mechanisms of orientation navigation and homing in animals. Behaviour genetics, theory of evolution, basic ethological concepts, and methodological issues are also discussed.

*NOTE: Students who have received credit for PSYC 396 may not take this course for credit.*

**PSYC 458  Behavioural Neuroscience Advanced Issues (3 credits)**
Prerequisite: PSYC 310, 315, 355. This course addresses the most recent advanced issues of contemporary interest in behavioural neuroscience. The main topic of the course changes from one term to the next. Potential topics include examination of the current state of scientific study of motivation or a focused look at memory consolidation. Students should consult with the Psychology Department for information on the central course topic for the current year.

*NOTE: Students who have received credit for this topic under a PSYC 398 number may not take this course for credit.*

**PSYC 460  Vision (3 credits)**
Prerequisite: PSYC 310, 315, 363. This course builds on the introduction to the visual system developed in PSYC 363. Topics are examined from the psychophysical, computational, and physiological perspectives and may include advanced treatment of colour, motion, and texture perception; spatial vision; object, face, and scene recognition; eye movement control; flow fields; attention; and perception-in-action.

**PSYC 461  Computational Modelling of Human Cognition (3 credits)**
Prerequisite: PSYC 310, 315; 363 or 364. This course reviews the history of the view of mind as machine and the various computational metaphors that have helped in understanding the particular kind of computational device the brain is. The course explores the ways in which computational models of mind are implemented and can be tested against psychological theories and data. Students learn how to construct simplified representations of reality based on rule-based processes to recreate aspects of human cognition.

**PSYC 462  Memory and Attention (3 credits)**
Prerequisite: PSYC 310, 315, 364. This course provides an advanced introduction to theories and empirical research on memory and attention. Topics include various memory systems and mechanisms, including long- and short-term memory, working, episodic, and semantic memory. The course also addresses research on attentional processes such as switching, selective, and divided attention.

**PSYC 463  Concepts and Categories (3 credits)**
Prerequisite: PSYC 310, 315, 364. This course provides an advanced introduction to theories of conceptual representation and processes of categorization. It reviews the empirical research in these fields, including studies with normal and impaired populations.

**PSYC 464  Judgment and Decision Making (3 credits)**
Prerequisite: PSYC 310, 315, 364. This course is an introduction to the cognitive and affective processes involved in evaluating options and choosing between them. Major theories and empirical studies are reviewed from an interdisciplinary perspective that includes both cognitive science and neuroscience and that draws on research carried out on humans and on other animals.

**PSYC 465  Language (3 credits)**
Prerequisite: PSYC 310, 315, 364. This course covers the cognitive, developmental, and social aspects of language and human communication. Topics may include linguistic theory, language acquisition, language comprehension and production, the biological bases of language, reading, speech perception, and second-language development.

*NOTE: Students who have received credit for PSYC 395 may not take this course for credit.*

**PSYC 466  Cognitive Development (3 credits)**
Prerequisite: PSYC 310, 315, 333 or 364. This course provides an advanced introduction to the development of children’s thinking, from infancy through the elementary-school years. The goal of the course is to familiarize students with recent theory and research on the cognitive development in children. Topics include the development of language, perception, concept, social cognition, and memory.
PSYC 467  Learning (3 credits)
Prerequisite: PSYC 310, 315, 351. This course is a continuation of PSYC 351; it presents a more focused and thorough treatment of more advanced topics in learning. These may include developmental aspects of learning, animal memory and cognition, human applications of conditioning principles, biological constraints on learning, and the physiology of learning and memory. Different sections of the course may cover different sets of topics.
NOTE: Students who have received credit for PSYC 347 may not take this course for credit.

PSYC 468  Cognitive Science Advanced Issues (3 credits)
Prerequisite: PSYC 310, 315; and permission of the Department. This course addresses the most recent advanced issues of contemporary interest in cognitive science. The main topic of the course changes from one term to the next. Possible topics include memory, attention, concept formation, category representation, decision-making, reasoning, language, intelligence, creativity, skill acquisition, cognitive and language development, or the neural bases of cognitive functioning. Students should consult with the Psychology Department for information on the central course topic for the current year.
NOTE: Students who have received credit for this topic under a PSYC 398 number may not take this course for credit.

PSYC 463  Directed Readings in Psychology (3 credits)
Prerequisite: PSYC 311, 316; permission of the Department. This course is designed for the advanced student wishing to do independent, individually supervised literature research on a specific topic in psychology. This research culminates in a written report. Students should have a well-defined topic and a faculty supervisor, typically selected from within the Psychology Department, before registering for this course.
NOTE: Students who have received credit for PSYC 436 may not take this course for credit.

PSYC 485  Specialization Project (6 credits)
Prerequisite: PSYC 311, 316; permission of the Department. This seminar provides students with experience in the design, conduct, analysis, and reporting of independent research in the major areas of psychology. The research is undertaken under the supervision of a faculty member.
NOTE: Students who have received credit for PSYC 400 may not take this course for credit.

PSYC 487  Advanced Directed Research in Psychology (3 credits)
Prerequisite: PSYC 310, 315; 485 or 495; and permission of the Department. This course is for students who have completed a specialization project or honours thesis and wish to conduct an additional research project. Under the supervision of a faculty member, typically from within the Department, the student carries out an independent research project and completes a written report. The area of study is decided upon through consultation with the faculty member.

PSYC 490  Honours Seminar Topics (3 credits)
Prerequisite: PSYC 311, 316; permission of the Department. The aim of this seminar is to provide a forum for the discussion of topics relating to current knowledge, theory, and methods in psychology, and to help students achieve a critical understanding of psychology. Topics may include learning, interpersonal relations, human development, perception, cognition, subjective well-being, or language. Emphasis is on current theory as it relates to selected topics within psychology.
NOTE: Students who have received credit for PSYC 421 may not take this course for credit.

PSYC 491  Honours Seminar Issues (3 credits)
Prerequisite: PSYC 311, 316; permission of the Department. The aim of this seminar is to provide a forum for the discussion of issues relating to current knowledge, theory, and methods in psychology, and to help students achieve a critical understanding of psychology. Issues may include social and development processes, motivation, emotion, or the biological bases of behaviour. Selected issues from these areas are discussed from theoretical perspectives specific to given phenomena.
NOTE: Students who have received credit for PSYC 422 may not take this course for credit.

PSYC 495  Honours Thesis (6 credits)
Prerequisite: PSYC 311, 316. Open to final-year honours students with permission of the Department. This course requires the student to propose and conduct a study, and submit a thesis written according to the APA format. Students are also required to give an oral presentation in class on their proposal and on their final thesis. The work is supervised by a faculty member selected by the student, typically from within the Psychology Department.
NOTE: Students who have received credit for PSYC 430 may not take this course for credit.
Faculty

Chair
LORENZO DITOMMASO, PhD McMaster University, Professor

Distinguished Professors Emeriti
FREDERICK BIRD, PhD University of California, Berkeley
MICHEL DESPLAND, ThD Harvard University
JACK LIGHTSTONE, PhD Brown University
SHEILA McDONOUGH, PhD McGill University
T.S. RUKMANI, PhD DLitt University of Delhi

Professors
RICHARD FOLTZ, PhD Harvard University
NORMA JOSEPH, PhD Concordia University
MICHAEL OPPENHEIM, PhD University of California, Santa Barbara
LESLIE ORR, PhD McGill University

Hindu Studies Chair
T.B.A.

Associate Professors
DONALD BOISVERT, PhD University of Ottawa
LYNDA CLARKE, PhD McGill University
NAFTALI COHN, PhD University of Pennsylvania
CARLY DANIEL-HUGHES, ThD Harvard University
MARC DES JARDINS, PhD McGill University
SHAMAN HATLEY, PhD University of Pennsylvania
NORMAN RAVVIN, PhD University of Toronto

Assistant Professor
HILLARY KAELL, PhD Harvard University

Quebec and Canadian Jewish Studies Chair
IRA ROBINSON, PhD Harvard University; Professor, Provost’s Distinction

Senior Lecturer
MARC LALONDE, PhD Concordia University

For the complete list of faculty members, please consult the Department website.

Location

Sir George Williams Campus
Annex FA, Room: 101
514-848-2424, ext. 2065
religion.concordia.ca

Department Objectives

The Department of Religion is dedicated to the academic study of various faiths and of social and cultural phenomena affected by religions. The curriculum includes the comparative study of many religious traditions of the world. At both the undergraduate and graduate levels, students are encouraged to develop an understanding of at least two religious traditions. Whatever the student’s special focus, the informed appreciation of the beliefs and values of other cultures is considered an essential dimension of education for today’s world.
Programs

Students are responsible for satisfying their particular degree requirements. The superscript indicates credit value. Students seeking admission to the honours program may apply either for direct entry on the University application form or, once in the program, to the departmental honours advisor normally following the completion of 30 credits. The Department of Religion requires a statement of intent with the application for honours programs.

60 BA Honours in Religion
12 In a language related to thesis; or in a related discipline such as Anthropology, Classics, English Literature, History, Philosophy, Sociology, Women’s Studies
6 Chosen from RELI 209\(^{3}\), 210\(^{3}\), 214\(^{3}\), 215\(^{3}\)
21 From area of primary concentration*
6 From area of secondary concentration*
6 RELI elective credits at the 300 or 400 level
3 RELI 409\(^{3}\)
6 RELI 410\(^{8}\)
*See areas of concentration.

42 BA Major in Religion
6 Chosen from RELI 209\(^{3}\), 210\(^{3}\), 214\(^{3}\), 215\(^{3}\)
21 From area of primary concentration*
6 From area of secondary concentration*
6 RELI elective credits at the 300 or 400 level
3 RELI 409\(^{3}\)
*See areas of concentration.

24 Minor in Religion
6 Chosen from RELI 209\(^{3}\), 210\(^{3}\), 214\(^{3}\), 215\(^{3}\)
18 RELI elective credits (chosen in consultation with the departmental advisor)

60 BA Honours in Judaic Studies
12 Chosen from: HEBR 210\(^{6}\), 241\(^{1}\), 242\(^{1}\); RELI 401\(^{3}\)
Students who demonstrate fluency in Hebrew by a written examination may substitute RELI courses at the 300 and 400 level approved by the departmental advisor.
6 Chosen from RELI 209\(^{3}\), 210\(^{3}\), 214\(^{3}\), 215\(^{3}\)
3 RELI 220\(^{3}\)
9 Chosen from RELI 301\(^{1}\), 326\(^{1}\), 327\(^{1}\), 328\(^{1}\)
9 Chosen from RELI 329\(^{1}\), 336\(^{1}\), 338\(^{1}\), 339\(^{1}\), 381\(^{1}\), 391\(^{1}\), 392\(^{1}\), 395\(^{1}\), 407\(^{3}\)
6 Chosen from RELI 223\(^{1}\), 224\(^{1}\), 225\(^{1}\), 226\(^{1}\), 302\(^{1}\), 316\(^{1}\), 318\(^{1}\), 319\(^{1}\), 320\(^{1}\), 321\(^{1}\), 322\(^{1}\), 323\(^{1}\), 324\(^{1}\), 325\(^{1}\) or other appropriate courses approved by the departmental advisor
3 Chosen from RELI 332\(^{1}\), 334\(^{1}\), 335\(^{1}\) or other appropriate courses approved by the departmental advisor
3 RELI elective credits at the 300 or 400 level
3 RELI 409\(^{3}\)
6 RELI 410\(^{8}\)

48 BA Major in Judaic Studies
12 Chosen from HEBR 210\(^{6}\), 241\(^{1}\), 242\(^{1}\); RELI 401\(^{3}\)
Students who demonstrate fluency in Hebrew by a written examination may substitute RELI courses at the 300 and 400 level approved by the departmental advisor.
6 Chosen from RELI 209\(^{3}\), 210\(^{3}\), 214\(^{3}\), 215\(^{3}\)
3 RELI 220\(^{3}\)
9 Chosen from RELI 301\(^{1}\), 326\(^{1}\), 327\(^{1}\), 328\(^{1}\)
9 Chosen from RELI 329\(^{1}\), 332\(^{1}\), 334\(^{1}\), 335\(^{1}\), 336\(^{1}\), 338\(^{1}\), 339\(^{1}\), 381\(^{1}\), 391\(^{1}\), 392\(^{1}\), 395\(^{1}\), 407\(^{3}\) or other appropriate courses approved by the departmental advisor
6 Chosen from RELI 223\(^{1}\), 224\(^{1}\), 225\(^{1}\), 226\(^{1}\), 302\(^{1}\), 316\(^{1}\), 318\(^{1}\), 319\(^{1}\), 320\(^{1}\), 321\(^{1}\), 322\(^{1}\), 323\(^{1}\), 324\(^{1}\), 325\(^{1}\) or other appropriate courses approved by the departmental advisor
3 RELI 409\(^{3}\)

24 Minor in Judaic Studies
6 Chosen from RELI 209\(^{3}\), 210\(^{3}\), 214\(^{3}\), 215\(^{3}\)
3 RELI 220\(^{3}\)
6 Chosen from RELI 301\(^{1}\), 326\(^{1}\), 327\(^{1}\), 328\(^{1}\)
9 RELI elective credits at the 300 or 400 level chosen in consultation with the departmental advisor
42 BA Major in Southern Asia Studies
6 Required in first year: HIST 261, RELI 215
6 Chosen from HIST 364, 393, 462 and/or any Special Topics course(s) on Southern Asia in the same Department
9 Chosen from RELI 224, 225, 226, 318, 340, 341, 346, 347, 348, 350, 384
3 Chosen from POLI 336 and/or any Special Topics course(s) on Southern Asia in the same Department
NOTE: Any of the above courses may be substituted by a Special Topics course on Southern Asia in the same Department and approved by the departmental advisor.
18 Chosen from any relevant courses in the core disciplines, including Special Topics courses (not already counted towards the above requirements) or courses dealing with Southern Asia in the departments of Economics, Education, English, Geography, Planning and Environment, Sociology/Anthropology, the Faculty of Fine Arts, and the John Molson School of Business

24 Minor in Southern Asia Studies
6 Required: HIST 261, RELI 215
6 Chosen from ECON 311, 319; HIST 364, 393, 462; POLI 336
6 Chosen from RELI 224, 225, 226, 318, 340, 341, 346, 347, 348, 350, 384; FMST 335
NOTE: Any of the above courses may be substituted by an appropriate course on Southern Asia approved by the departmental advisor.
6 Elective credits from any courses dealing primarily with Southern Asia, and Special Topics courses in any discipline with a Southern Asia theme or focus

24 Minor in Iranian Studies
3 RELI 318
3 Chosen from ANTH 322 or ANTH courses dealing with the peoples and cultures of Iran or Persia and approved by the departmental advisor
3 Chosen from CLAS 310 or HIST 219; HIST 242, 369, 467; POLI 391, 395
3 Chosen from RELI 224, 316, 317, 319, 383, 411
6 Chosen from RELI 313, 412, 414 or RELI courses dealing with the religions of Iran or Persia and approved by the departmental advisor
6 Chosen from any courses dealing primarily with Iran or the Eurasian regions historically influenced by Iranian and Persian culture and approved by the departmental advisor
NOTE: Any of the above courses may be substituted by an appropriate course approved by the departmental advisor.

Areas of Concentration

A. Asian Religions (21 credits)
21 Chosen from RELI 224, 225, 226, 318, 319, 340, 341, 346, 347, 348, 350, 361, 364, 383, 384, 385, 411 or other appropriate courses approved by the departmental advisor

B. Christianity (21 credits)
3 RELI 223
12 Chosen from RELI 301, 302, 320, 321, 322 or other appropriate courses approved by the departmental advisor
6 Christianity elective credits at the 300 or 400 level

C. Judaism (21 credits)
6 RELI 220, 301
6 Chosen from RELI 326, 327, 328 or other appropriate courses approved by the departmental advisor
9 Judaic Studies elective credits at the 300 or 400 level

D. Women and Religion (21 credits)
3 RELI 233
6 Chosen from RELI 381, 382, 383, 384, 385, 391, 392 or other appropriate courses approved by the departmental advisor
9 Chosen from RELI 372, 380, 387, 389, 406 or other appropriate courses approved by the departmental advisor
3 Women and Religion elective credits at the 300 or 400 level

E. Islam (21 credits)
6 Chosen from RELI 224, 316, 319
12 Chosen from RELI 314, 315, 317, 318, 348, 383, 412; from 316 or 319 if not taken to satisfy requirements in first category; from 411 or 416 if not taken to satisfy requirements in third category; or other appropriate courses approved by the departmental advisor
3 Chosen from RELI 411 or 416; or other appropriate courses approved by the departmental advisor
NOTE: Majors in Religion concentrating in Islam may count up to six credits of Arabic toward the Islam concentration. Honours students concentrating in Islam must take at least nine credits of Arabic, to be counted in the 12-credit “language related to thesis” category of the honours program. Honours students may also count an additional six credits of Arabic toward their program.
NOTE: Students who demonstrate fluency in Arabic by a written examination may substitute RELI courses at the 300 and 400 level approved by the departmental advisor.
Courses

Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.

RELI 209  The Religious Imagination (3 credits)
This course explores the conceptual elements that underlie the religious experience. These elements include the notion of the sacred, beliefs, cosmologies and myths, the origins and understanding of evil, ethics and salvation.
NOTE: Students who have received credit for RELI 211 may not take this course for credit.

RELI 210  Religion in Practice (3 credits)
This course focuses on the day-to-day practice of religious traditions. Included are the expression of religious experiences through art, music, and scripture; transmission of these religious expressions through ritual, worship and mystical/ecstatic practices; and the construction and maintenance of different types of religious authority and communal identities.
NOTE: Students who have received credit for RELI 211 may not take this course for credit.

RELI 214  Religions of the West (3 credits)
This course surveys the history, doctrines, institutions, and practices of religions that arose in Western Asia, including Judaism, Christianity, and Islam. The course examines contemporary forms of religious life in those parts of the world where these traditions have spread, as well as indigenous religions. The course explores the religious activities and experiences of both women and men within these various traditions.
NOTE: Students who have received credit for RELI 213 or RELZ 214 may not take this course for credit.

RELI 215  Religions of Asia (3 credits)
This course surveys the history, doctrines, institutions, and practices of religions that have arisen in and spread throughout Asia, including Hinduism, Buddhism, and the religions of China and Japan. The course explores the religious activities and experiences of both women and men within these traditions.
NOTE: Students who have received credit for RELI 213 or RELZ 215 may not take this course for credit.

RELI 216  Encountering Religions (3 credits)
This course serves as an introduction to some of the religions of today’s world, and explores several contemporary contexts where people of diverse religious backgrounds come into contact with one another.
NOTE: Students who have received credit for RELI 216 or for this topic under a RELI 298 number may not take this course for credit.

RELI 218  Wisdom, Traditions, and Enlightenment (3 credits)
Most of the world’s religions have formulated a set of teachings which convey an idea of the fundamental realities of the nature of the universe, and of the path by which humankind can come to a realization of these realities. Such a realization is frequently equated with the ultimate goal of enlightenment as liberation, or knowledge of/union with the transcendent. This course explores several of the religious traditions which have developed texts and practices leading to wisdom.
NOTE: Students who have received credit for RELI 218 or for this topic under a RELI 298 or RELZ 298 number may not take this course for credit.

RELI 220  Introduction to Judaism (3 credits)
This course examines the continuities and changes in Jewish society, institutions, concepts, and traditions from ancient times to the present. It also provides an introduction to Jewish practice and belief in its contemporary diversity, including a survey of the rituals, symbols, and ceremonies of Jews today.
NOTE: Students who have received credit for RELI 222 may not take this course for credit.

RELI 223  Introduction to Christianity (3 credits)
This course provides an introduction to key developments and enduring structures in the historical evolution of Christianity. It examines the variety of expressions of faith that are embodied by the Eastern churches (e.g. Greek and Russian Orthodox, Syrian) and the Western (e.g. Roman Catholic, Protestant), and traces the ways in which institutions, symbols, and rituals have in the past and continue today to carry forward the Christian tradition as a world religion in a variety of cultural contexts.

RELI 224  Introduction to Islam (3 credits)
This course explores the religious tradition of Islam through the beliefs and practices of the vast number of Muslims scattered throughout the world — in the Middle East, Indonesia, India and Pakistan, North America, and other places. It examines the scriptures and common rituals or “pillars” of the religion, as well as expressions of life and culture in the past and present such as the law (shariah), the Islamic arts, and the mystical orders.

RELI 225  Introduction to Hinduism (3 credits)
This course surveys Hinduism in its diverse history, sects, schools of thought, sacred texts, spiritual practices, and contemporary interpretations. Students focus on several prominent dimensions of the tradition, including the Hindu temple, mysticism and metaphysics in the Upanishads, karma and rebirth, dharma (religious duty and the cosmic/social order), moksha (liberation), gender and caste, devotional traditions, and narrative literatures.
RELI 226  Introduction to Buddhism (3 credits)
This course introduces students to the diversity of forms of Buddhism that have emerged in history and are practised today. It examines those aspects that are shared in common by Buddhists all over the world, including reverence for the Buddha, support of the monastic order, and adherence to the Buddha's teachings. The course explores the ways in which these ideals and beliefs are expressed through such Buddhist practices as worship, study, pilgrimage, and meditation.

NOTE: Students who have received credit for RELI 350 or 364 may not take this course for credit.

RELI 233  Introduction to Women and Religion (3 credits)
This introduction to the particular problems and issues in the study of women and religion uses case studies from various religious traditions. The course presents a survey of the different levels of participation, the complex ritual activities, and the intriguing divine imagery associated with women that are found in many religious traditions. Questions pertaining to the contemporary feminist discourse on such topics as witchcraft, matriarchy, and goddess religions are also explored.

RELI 298  Selected Topics in Religion (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

RELI 300  Cults and New Religious Movements in North America (3 credits)
This course takes a sociological and historical approach towards understanding new religious movements (NRM s), popularly known as “cults.” The course examines the reasons for their controversial status in society, and undertakes a survey of the beliefs, rituals, leadership, membership, recruitment strategies, and social organization of a number of specific NRMs.

NOTE: Students who have received credit for RELI 217 or for this topic under a RELI 298 number may not take this course for credit.

RELI 301  Biblical Studies I: The Hebrew Bible (3 credits)
An introduction to the methods and results of biblical scholarship with regard to the history, culture, and religion of ancient Israel. Particular attention is given to the major religious affirmations and theological concepts of the Hebrew Bible that have become central in the subsequent development of Judaism.

RELI 302  Biblical Studies II: Christian Origins (3 credits)
A critical survey of Christian origins, this course focuses on New Testament literature and considers historical setting, history of text, religious and cultural significance. Attention is paid to extra-canonical literature and other relevant sources.

RELI 307  Christian Mystics (3 credits)
Based on the study of significant texts, this course offers a historical and sociological exploration of the range of mystical and ecstatic experiences within the Christian tradition. Special consideration is given to the role which gender plays in understanding these experiences.

RELI 310  Self and Other: Identity and Ethical Development (3 credits)
This course considers ethical issues arising in the context of personal and interpersonal relations, families and friendships, and health and medical care. These issues are discussed in relation to traditional and contemporary moral perspectives, both religious and non-religious. Topics covered may vary from year to year, but may include discussions of conscience and career, privacy, sexual relations, harassment, substance abuse, abortion, euthanasia, and gay and lesbian relations.

NOTE: Students who have received credit for RELZ 310 may not take this course for credit.

RELI 312  Justice and Social Conflict in a Globalized World (3 credits)
This course considers ethical issues arising in the context of social, legal, and political relations. These issues are discussed in relation to both traditional and contemporary moral perspectives, both religious and non-religious. Topics covered typically include discussions of social and economic inequality, welfare, poverty, just punishment, business ethics, public ethics, economic development, and sustainable development.

NOTE: Students who have received credit for RELI 332 or RELZ 312 may not take this course for credit.

RELI 313  Zoroastrianism (3 credits)
Zoroastrianism, though counting no more than a few hundred thousand practitioners today, is one of the most significant traditions in the history of religions, providing a world-view and ethical framework later adopted by Judaism, Christianity, and Islam. This course covers the 3,000-year history of Zoroastrianism, including controversies surrounding its origins, its contributions to other religions, its eventual decline, and the Zoroastrian diaspora of contemporary times. Readings from the Avesta and other texts are in English translation.

RELI 314  Muslim Cultures of North America (3 credits)
This course traces the appearance and growth of Muslim presence in the United States and Canada, from the first immigrant communities in the late-19th century to the present, and the more recent trend of conversion among North Americans. Issues facing Muslim communities such as integration, discrimination, and education are investigated, as well as the emergence of distinctively North American forms of Islamic thought and lifestyle.

NOTE: Students who have received credit for this topic under a RELI 498 number may not take this course for credit.

RELI 315  Muslim Cultures in Southern Asia (3 credits)
About one-third of the world’s Muslims live in India, Pakistan, or Bangladesh, making Southern Asia the world region with the largest proportion of Muslims. Yet many aspects of Muslim belief and practice in these countries have a distinctively South Asian
flavour and in some cases derive from regional cultural traditions. This course looks at the history of Muslim presence in Southern Asia, including its extensive political and cultural impact from the seventh century to the present, and investigates the complexities of communal identity over the course of that history. The role of Sufism and Muslim contributions to South Asian literature, art, architecture, and music are also explored.

RELI 316  Classical Islam (3 credits)
The course explores the various aspects of Muslim civilization from its initial spread from Arabia to Spain, sub-Saharan Africa, India, and China, up to the age of the Ottoman, Safavid, and Mughal empires in the 16th and 17th centuries. Special attention is given to the emergence of schools of law, theology, philosophy, and mystical orders, as well as the literature, arts, and architecture of diverse Muslim societies.

RELI 317  Sufism (3 credits)
The course explores the emergence and development of Islamic mysticism beginning with pious individuals in the eighth century and coalescing into institutional forms by the 10th. Attention is given to the teachings of key mystical figures, the Sufi orders, and the social role of Sufism. Sufi poetry, music, and other forms of devotion and practice are studied in the contexts of diverse Muslim societies over the past 1,000 years up to the present.
NOTE: Students who have received credit for this topic under a RELI 379 number may not take this course for credit.

RELI 318  Shiite Islam (3 credits)
This course explores the history and ideas of Shiism, from the inception of the movement to the present. The various sects are introduced and treated, including the Twelvers, Ismailis, Zaydis, Druze, and Alawites. Basic Shiite doctrines such as crypto-religion (taqiyyah), esoterism, messianism, quietism, and syncretism are considered in comparison with other religions. Study of the modern period treats subjects such as theocracy, political activism, and martyrdom. The course examines the centres of Shiite population: Southern Asia, Iran, Iraq and the Gulf, Lebanon, and North America.

RELI 319  Modern Islam (3 credits)
This course surveys some of the main questions raised by modernity for Muslims and the various types of responses to it that Muslims have sought to formulate and put into practice, particularly in terms of how knowledge is defined, how society is governed, and how men and women are to relate to each other and to non-Muslims.

RELI 320  Catacombs, Crusades and Convents: History of Christianity I (3 credits)
This first course of the sequence on Christianity, historically considered, examines the life and thought of Christians as a minority in the Graeco-Roman world and their transition to a position of power. The course studies the rise of monasticism after the collapse of the Roman Empire, the construction of medieval Christianity and its flowering with the founding of the Friars amid the great theological syntheses of the 13th century. Saint Augustine, Saint Francis and Aquinas are the key figures studied.
NOTE: Students who have received credit for RELI 303 may not take this course for credit.

RELI 321  Mystics, Heretics and Reformers: History of Christianity II (3 credits)
This second course of the sequence on Christianity, historically considered, focuses on the period from 1300 to 1650 and examines the many groupings for alternatives to the hierarchical synthesis proposed by great minds and leading authorities. It concludes with a study of the new orthodoxies established by Protestant reformers (Luther and Calvin) and by the Council of Trent in the 16th century.
NOTE: Students who have received credit for RELI 304 may not take this course for credit.

RELI 322  From Toleration to Political and Social Activism: History of Christianity III (3 credits)
This third course of the sequence on Christianity, historically considered, examines the rise of the doctrine of toleration and its progressive implementation by modern nation states. Attention is focused on the transformations that this imposed on Christian belonging and Christian thinking. The course looks at the evolution of the churches from the mid-17th century up to the contemporary period, with particular attention to attitudes toward women, education of children, poverty, slavery and missions.
NOTE: Students who have received credit for RELI 306 may not take this course for credit.

RELI 323  Honouring the Gods and Feasting with Friends: The Ancient Mediterranean (3 credits)
This course explores various dimensions of social and religious life among Greeks, Romans, and others in the ancient Mediterranean. With the help of both archaeological and literary sources, the course examines the concrete ways in which ordinary women and men maintained fitting relations with their gods, with their rulers, and with one another, illuminating the religious and cultural contexts in which early Judaism and Christianity emerged.

RELI 324  On the Margins of Christianity: Heresy, Dissidence and the End of the World (3 credits)
This course investigates marginal forms of Christianity which have found themselves ignored, excluded, or suppressed by more mainstream Christian groups and institutions. The course explores aspects of the history of heretical movements, mysticism, and apocalypticism. It looks at the world-views and practices associated with such marginal forms of Christianity, placing religious traditions and movements within their broader social, cultural, and political contexts.
NOTE: Students who have received credit for RELI 308 may not take this course for credit.

RELI 325  Leaders, Rebels and Saints (3 credits)
This course, which varies in focus from year to year, investigates the lives of controversial or influential women and men in the history of different religious traditions. Going beyond mere biography, the course situates particular figures within their social and
cultural contexts, while dealing with how such prominent figures were viewed, portrayed, and used by others. Specific topics for this course will be stated in the Undergraduate Class Schedule.

NOTE: Students who have received credit for RELI 308 may not take this course for credit.

RELI 326 **Ancient Judaism** (3 credits)
This course examines the variety of Judaic expression in the period of Late Antiquity. This includes the concepts, institutions, and literature of both rabbinic and non-rabbinic Judaisms as well as their biblical background. The development of rabbinic systems of thought and law, as well as their expression in rabbinic literature, are considered.

RELI 327 **Medieval Jewish Thought and Institutions** (3 credits)
This course examines the intellectual, religious, and social history of selected Jewish communities during the Middle Ages. Both internal Jewish developments and changing Jewish relations with their non-Jewish neighbours are considered.

RELI 328 **Modern Judaism** (3 credits)
This course surveys the major historical events, sociological and political forces, and intellectual currents which shaped Judaism in the modern period as well as the ways that Jewish communities responded to these forces. Among the topics explored are: Emancipation, forms of religious adjustment, anti-semitism, the experience of Jewish communities in Russia and North America, the Holocaust, and Zionism and the state of Israel.

RELI 329 **Israel: Religion and State** (3 credits)
This course studies the emergence and development of the state of Israel, from the beginnings of the Zionist movement to the present time. It also explores the major political, social, and intellectual developments in both the pre- and post-state periods. The role of Judaism within the changing state is a primary focus.

RELI 330 **Montreal Jewish Community** (3 credits)
Exploring the Montreal Jewish community’s uniqueness in terms of its ethnic, denominational, political, linguistic and cultural composition, this course examines some of the institutions, along with the buildings, programs, groups and individuals that are located in “Jewish” Montreal. The course focuses on the Jewish community’s historical, institutional and social connections to both Montreal society as a whole and other Jewish communities.

NOTE: Students who have received credit for this topic under a RELI 398 number may not take this course for credit.

RELI 331 **Literature and the Holocaust** (3 credits)
Religious, historical, literary, and political contexts have been applied to come to terms with the events of the Holocaust. All of these are relevant as students read important and provocative novels dealing with such issues as ethics, the relationship between art and history, the use of humour and popular cultural forms, as well as the way that storytelling helps direct our understanding of events that are often said to be incomprehensible. The wider impact of fiction dealing with the Holocaust on the popular media, including film, CD-ROMs, video, and news reporting, is also considered.

NOTE: Students who have received credit for this topic under a RELI 398 number may not take this course for credit.

RELI 332 **Canadian Jewish Literature** (3 credits)
This course explores the Jewish voice in Canadian literature which can be seen to be the first opening toward a multicultural tradition in this country. Writers such as A.M. Klein, Mordecai Richler, Henry Kreisel, and Leonard Cohen created an English-language tradition of Jewish writing that is varied, provocative, and lively. Students look at novels, short stories, some poetry, memoir, and criticism. Students also consider non-Jewish authors, such as Gwethalyn Graham and Mavis Gallant, who were among the first to write about Jewish characters for an English-speaking Canadian audience. This course allows students to consider issues related to Canadian identity and culture, ethnic studies, and multiculturalism alongside literary questions.

NOTE: Students who have received credit for this topic under a RELI 335 number may not take this course for credit.

RELI 334 **Introduction to Canadian Jewish Studies** (3 credits)
This course introduces the history of the Canadian Jewish community and the themes, personalities, and media which have contributed to Canadian Jewish culture and life. Students explore historical texts, novels, films, and museums in order to gain a sense of the particularity of Jewish culture in Canada and its place in the Canadian multicultural ethic. The relationship of Canadian Jewry to communities in the United States, Europe, and Israel, and to its own past, is also examined.

RELI 335 **Jewish Cultures of Canada** (3 credits)
This course offers students a detailed view by way of history, local culture, creative life, and religious activity of the various centres of Jewish culture in Canada. Instructors make use of a variety of materials to supplement course texts, for example: films, visiting speakers, local tours, and archival resources.

RELI 336 **Sephardic Judaism** (3 credits)
This course studies the social and spiritual life of the various communities within the Sephardi world. Topics include Judaism under Islam; the expulsion and dispersion; Sephardi-Maghrebi Judaism; modern times in Arab lands; Sephardi life in the new world, Europe, and Israel. In addition, the philosophical, Halakhic, biblical, and mystical works of Sephardi Jews are examined.

RELI 338 **(also listed as HIST 235)**
**The Holocaust** (3 credits)
Beginning with a discussion of Jewish communities in Europe and America before 1933, this course traces the evolution of anti-Semitism, nationalism, and racism, the rise of Hitler and the Nazi movement, the shaping of Nazi ideology, the growing
demonization of the victims of the Holocaust and the genocide against them in their various countries, resistance by the victims, and the parts played by bystanders in the outcome of the Holocaust.

NOTE: Students who have received credit for HIST 235 may not take this course for credit.

RELI 339  The Impact of the Holocaust on Religious Thought (3 credits)
This course examines the ramifications of the Holocaust in Jewish and Christian thought. Issues discussed include the problem of evil; suffering; the election of Israel; God’s relation to the course of human events.

NOTE: Students who have received credit for RELI 358 may not take this course for credit.

RELI 340  The Veda, Upanishads, and Religion in Ancient India (3 credits)
This introduction to the religious concepts, practices, and wisdom of ancient India is based on the literature of the Vedic period, including the Upanishads. The course examines the contribution of various aspects of the Vedic tradition to the development of Hinduism, and explores the interaction among religions in the ancient period.

RELI 341  Hindu Sadhana: From Yajna to Yoga (3 credits)
Hinduism has evolved many paths to come in touch with the divine. It presents a philosophy of transformation of the individual through various practices, so that there dawns a realization of transcendent reality. This course examines some of the sadhanas — such as sacrifice, reasoning and wisdom, and yogic samadhi — which developed in the classical period of Hinduism.

RELI 343  Yoga in History, Thought, and Practice (3 credits)
This course examines the history, thought, and practices of Yoga in their religious and cultural contexts. In the modern West, Yoga has become popular as a secular form of exercise. However, as this course shows, the diverse Yoga traditions of India have also involved sophisticated analyses of the mind and systems of meditation. Intrinsic to no single religion, Yoga has had roles in most South Asian traditions, including Hinduism, Buddhism, Jainism, and Sufism or Islamic mysticism. The course surveys this rich history, and the various forms of meditative and physical discipline Yoga has entailed.

NOTE: Students who have received credit for this topic under a RELI 398 number may not take this course for credit.

RELI 344  Hindu Myth and Narrative: the Epics and Puranas (3 credits)
This course approaches Hinduism through its narrative literature, especially the great epics (the Mahabharata and Ramayana) and mythological texts (Puranas — the “Ancient Books”). Through stories of gods, devotees, villains, and heroes, the course explores the development of significant themes in the Hindu tradition, from ethics and philosophy to asceticism and devotion. An important focus of the course is the enduring cultural significance of myth and the epics, as retold through the ages in a variety of languages, cultural contexts, and media, including classical and vernacular texts, the oral tradition, drama, dance, and cinema.

RELI 346  Gandhi, Colonialism, and Beyond (3 credits)
This course concerns Hindu traditions in the modern world, beginning with the period of colonial British rule in South Asia. Students examine the writings and historical contexts of influential Hindu reformers, intellectuals, and activists, including Ram Mohun Roy, Dayananda Sarasvati, Swam Vivekananda, the Tagores, V.D. Savarkar, and especially Mahatma Gandhi. Issues of focus include the history of the modern idea of Hinduism, responses to European thought and institutions (including Christianity), Hindu understandings of modernity, social change and reform, religious nationalism, contemporary gurus and their transnational movements, and Hinduism in the diaspora.

NOTE: Students who have received credit for RELI 351 may not take this course for credit.

RELI 347  Religion and the Arts in South and Southeast Asia (3 credits)
This course is an introduction to the religious art of South and Southeast Asia, including an examination of Hindu, Buddhist, and Islamic architecture, sculpture, painting, and performing arts. The course examines the ways in which sacred art is related to myth and symbol, religious values and goals, ritual, religious experience, and social and political realities.

RELI 348  Religion and Society in South and Southeast Asia (3 credits)
This historical and sociological examination of religion’s impact on and intersection with the structures of South and Southeast Asian society, explores such issues as caste and class, gender and family relations, links between religion and the state, and relations between Hindu, Buddhist, and Muslim communities.

RELI 350  Theravada Buddhism (3 credits)
This course examines the early history, doctrine, institutions, and practices of Buddhism in India, and follows the development of Theravada Buddhism in the countries of Southeast Asia up to the present day.

NOTE: Students who have received credit for RELI 314 may not take this course for credit.

RELI 352  Topics in Diaspora Studies (3 credits)
This course treats topics related to the diaspora of religious communities. Topics covered change from year to year, and may include an examination of the history and dynamics of diaspora of a particular community (e.g. the Jewish diaspora, the Hindu diaspora), or the comparative investigation of a particular theme in diaspora studies. Specific topics for this course will be stated in the Undergraduate Class Schedule.

NOTE: Students who have received credit for RELI 346 may not take this course for credit.
RELI 353  Religion and the Arts in the West (3 credits)
This course explores the way in which the fine arts, literary arts, and performing arts have given expression to, and shaped the experience of, religious realities in the history of the West, and also considers the ways in which, in a more recent and contemporary context, art may be seen as engaging with aspects of divinity and spirituality.
NOTE: Students who have received credit for this topic under a RELI 398 number may not take this course for credit.

RELI 354  Religion and Film (3 credits)
This course examines films that deal with religious themes — explicitly or implicitly — and provides an opportunity to analyze the language of film as a form of narrative through which cultural and religious ideas are transmitted.
NOTE: Students who have received credit for this topic under a RELI 398 number may not take this course for credit.

RELI 355  Religion and Violence (3 credits)
This course explores how religion may be seen to engender or exacerbate violence, as well as the ways that religion may critique, prevent or even offer alternatives to violence. Sacred writings, theologies, rituals and communal actions of particular communities are studied, as well as notions of the self, the group, others, outsiders and enemies. In particular, the life-work and writings of such key figures as Mahatma Gandhi and Martin Luther King are studied in order to provide some religious perspectives on the relationship between non-violence and the resistance to injustice.
NOTE: Students who have received credit for this topic under a RELI 398 number may not take this course for credit.

RELI 360  Religions of China (3 credits)
This course concentrates on the historical development of Chinese religions from the earliest periods of Chinese civilization to contemporary times. It investigates the relationships among the classical religious traditions as portrayed through scriptures, commentaries, and rituals. Focus is placed on the unfolding of the five great religious currents of China: the classical imperial cults, Daoism, Confucianism, Buddhism, and popular cults.
NOTE: Students who have received credit for RELI 349 may not take this course for credit.

RELI 361  Religions of Japan (3 credits)
This course uses a historical approach to understand the development of Japanese religious traditions. It investigates popular Japanese cults and religions, the assimilation of foreign religious thought and practices, and the implantation of Buddhism, Confucianism, and other models from China. Religious sectarianism, state-regulated religious schools, cults, and the role of religion in the establishment of Japanese national identity are also studied.
NOTE: Students who have received credit for RELI 349 may not take this course for credit.

RELI 362  Religions of Tibet (3 credits)
The goal of this course is to familiarize students with current issues in Tibetan studies and to enhance understanding of Tibetan religion in Tibet, China and the rest of the world. It examines the "nameless" popular religions of Tibet, including mountain cults, shamanism, spirit possession and a variety of manifestations of popular religion. Students become familiar with the main schools of Tibetan Buddhism and the Bon religion, their history, dogma, lineages, philosophical enquiries, ritual and ascetic practices.
NOTE: Students who have received credit for this topic under a RELI 398 number may not take this course for credit.

RELI 363  Jainism (3 credits)
This course provides an introduction to the religious culture of the Jain community. The early history of the Jain tradition in India is explored through a consideration of the life stories of the great teachers of the tradition, of the classical systems of Jain philosophy, cosmology and ethics, and of the rich traditions of Jain narrative literature and art. Contemporary Jainism, including the religious practices of monks, nuns, laymen, and laywomen, and the contemporary relevance of Jainism's central precept of universal non-violence (ahimsa) are also studied.
NOTE: Students who have received credit for this topic under a RELI 398 number may not take this course for credit.

RELI 364  Mahayana Buddhism (3 credits)
This course studies the origins and evolution of the Mahayana Buddhist in India, and the spread and growth of various Mahayana traditions in East Asia. It examines developments in texts, doctrine, philosophy, ethical ideals, practices (worship and meditation), and institutions.

RELI 365  Religion and Literature (3 credits)
This course provides an opportunity to study a selection of literary works (such as novels and poems) with a focus on the religious issues raised by their content and their form. The course explores the relations between current trends in literary criticism and the interpretation of religious language, with its use of symbol, metaphor, parable, and myth.

RELI 367  Ritual, Ceremony and Celebration (3 credits)
Ritual is one of the essential components of religious practice. This course explores the place and function of ritual in a variety of religious traditions, both historical and contemporary. It looks at theoretical understandings of religious ritual, and examines such rituals as sacrifice, rites of passage, worship and ascetic and meditative practices in their theological, social, and cultural contexts.

RELI 368  Religion in Native Traditions (3 credits)
This overview looks at the many diverse religious traditions of the First Nations populations in North America. The course examines the sacred stories, ceremonial patterns, life cycle rituals, and religious activities in their varied expressions. Consideration is given to the historical interaction of native government with religious practices.
REL 369 Religion and Alternative Medicine (3 credits)
This course explores popular forms of alternative medicine and religious healing rituals. It examines the historical and cultural relationships between religious belief, spiritual practices, and types of healing outside the discourses of conventional medical practice. Some of the major issues addressed include miracles and the miraculous, the efficacy of prayer and meditation, gender and alternative modes of healing, and the role of parallel forms of medical knowledge and practice in religious communities.
NOTE: Students who have received credit for this topic under a RELI 298 number may not take this course for credit.

REL 370 Topics in Comparative Religion (3 credits)
This course treats various topics in comparative perspective, examining religious themes as they are represented in two or more religious traditions. Topics covered change from year to year, and may include comparative religious law, comparative ritual, comparative philosophy, or comparative ethics. Specific topics for this course will be stated in the Undergraduate Class Schedule.
NOTE: Students who have received credit for RELI 309 or 369 may not take this course for credit.

REL 371 Religion and Healing (3 credits)
This course looks at the interactions between religious beliefs and practices and healing beliefs and practices, both in traditional and contemporary settings. Topics typically include examinations of shamanism, folk medicine, spiritual healing, complementary and alternative medicine, and the relations between faith and established medical practices. Topics are discussed in relation to various religious traditions.

REL 372 The Human Body in Religious Thought and Practice (3 credits)
This study of religious attitudes to the human body focuses on the body as a foundation for religious symbolism, religious community and identity, ritual, and religious experience. The course examines these problems with reference to various religious traditions. Issues examined include purification of the body, eating; mortification and mutilation of the body; attitudes towards dead bodies and physical immortality; attitudes towards bodies as gendered; embodied spirituality and incarnation.

REL 373 Introduction to Mysticism (3 credits)
This course examines the concepts of mysticism articulated by contemporary scholarship. It then looks at mystical texts and experiences from a variety of religious traditions both comparatively and with respect to their position within the dynamic of their own traditions.

REL 374 Religion and Science (3 credits)
How has religion viewed science, and how has science viewed religion? This course explores the relationship between religion and science both within particular religio-cultural contexts and in comparative perspective. The contexts considered may include those belonging to Christian, Jewish, Muslim, Hindu, or other Asian worldviews. Points of conflict and contact between scientific and religious discourses are also explored.
NOTE: Students who have received credit for RELI 374 may not take this course for credit.

REL 375 Religions of Canada (3 credits)
This course examines the role religions have played in the development of Canada as well as their influence in Canadian society, politics, and culture. Attention is paid as well to the interaction of different religious groups in the Canadian context.
NOTE: Students who have received credit for RELI 363 may not take this course for credit.

REL 376 Psychology of Religion (3 credits)
This survey looks at various perspectives and methods used in psychology as they are relevant to understanding the role and value of religion for the individual. The course examines the ideas of such figures as William James, Freud, and Jung, among others, and considers such topics as intense religious experience, conversion, images of God, myth and symbol, ritual, and religious and moral development.

REL 377 Topics in Religious Interaction (3 credits)
This course treats topics relating to contacts between and interactions among different religious traditions. Topics covered change from year to year, and may include an examination of religions in contact within a particular historical or contemporary setting, or the comparative investigation of a particular theme, such as syncretism, dialogue, religious war, or religious encounter in the context of colonialism. Specific topics for this course will be stated in the Undergraduate Class Schedule.
NOTE: Students who have received credit for RELI 377 may not take this course for credit.

REL 378 Death and Dying (3 credits)
This course provides a comparative perspective on the variety of conceptions and practices related to death and dying that are found in different world religions. In addition, the course considers how people in contemporary North American society utilize traditional religious concepts and rituals, scientific understandings and medical procedures, or innovative combinations of ideas and practices with which to cope.

REL 380 Sexuality in the History of Religions (3 credits)
This course examines, from a comparative and historical perspective, the interplay between religion and sexuality. It looks at the development of attitudes towards sexuality within diverse religious traditions, and religious manifestations of sexuality. Topics include, among others: human reproduction, gender roles and identity, birth control, abortion, celibacy, sexual variance, and homosexuality.
REL 381  Women and Religion: Judaism (3 credits)
This course explores the status and religious roles of women within the Judaic tradition. Its focus is on the practice of the religion, especially the ritual and legal spheres. The relationship between common practice, popular attitudes, and formal legal principles is examined in order to inquire into issues of gender and religion.

REL 382  Women and Religion: Christianity (3 credits)
The focus of the course is the role of women and the conflicting patterns of gender construction in the history of Christianity. Through a critical use of primary and secondary sources, both visual and textual, the course explores the sources of women’s power and subordination in order to illuminate the relationship between gender and the Christian tradition.

REL 383  Women and Religion: Islam (3 credits)
This course explores past and present debates among Muslims about the ideal status of women in Islam. The historical and legal background — the material of the debate — is examined first. The class then considers how a variety of discourses, ranging from conservative to Muslim-feminist, treat and manipulate this material.

REL 384  Women and Religion: Hinduism (3 credits)
This course examines the roles and activities of Hindu women. Issues to be considered include the construction in history of models for the “Hindu woman” and the ways in which such models have shaped Hindu women’s lives and experience, the religious activities of Hindu women, the contemporary concerns. The relation between abstract Hindu conceptions of “the feminine”—as a force to be revered, regulated, or repressed—and the actual circumstances and activities of Hindu women, both in the present and in the past, is discussed.

REL 385  Women and Religion: Judaism (3 credits)
This course explores the situation, activities, and experiences of women within Judaism. Using an historical approach, the course examines the circumstances of women in early Judaism, and traces subsequent developments in Jewish history from the late antique through to the medieval period.

REL 386  Witchcraft, Magic and Religion (3 credits)
This course approaches the study of magic, witchcraft, and religion from a variety of perspectives. Taking examples from indigenous cultures, the ancient world, medieval Europe, the early modern period and contemporary movements, the practices and rituals that have been labelled magic or witchcraft are examined, along with the responses to them. The course explores how magicians and witches view themselves, how different cultures relate to them, and how magic, witchcraft, and religion merge and diverge.

REL 387  Goddesses and Religious Images of Women (3 credits)
This comparative survey of female divinity and feminine imagery studies various religious traditions. Among the issues to be explored are the imaging of goddesses as mothers; the conception of forces like fertility, energy, materiality, and knowledge as feminine; the correspondences and relations between goddesses and women; and the contemporary feminist recovery of the Goddess.

REL 389  Women’s Ritual: Expressions and Expertise (3 credits)
This comparative examination of the contexts and patterns of women’s ritual lives looks at various religious traditions. In addition to considering women’s activities in formal or public ritual contexts, this course focuses especially on the importance of women as ritual specialists and authorities in the context of the home.

REL 391  Women in Jewish History: Ancient and Medieval (3 credits)
This course examines the lives and experiences of Jewish women from the late antique period through and including the medieval period. Using primary and secondary materials, the class inquires into the varieties of women’s encounter with history. The differences between communal standards and individual exploits are highlighted, as are geographic distinctions. Through a critical reading of Jewish sources and historians’ accounts, questions of methodology and theory are addressed.

REL 392  Women in Jewish History: Modern (3 credits)
This course examines the lives and experiences of Jewish women in the modern period. The immigrations to North America and the subsequent development of the community provide the framework for investigating Jewish women’s encounter with and contribution to modern Jewish life. The main focus is on North America, using primary sources such as fiction, biography, and autobiography. The influence of denominational differences and feminist challenges complete the survey.

REL 393  Women in Israel (3 credits)
This course explores women’s experience in the development of Israeli society. Students are introduced to the history, social planning, politics and religious authority that have shaped the current status of women in Israel.

REL 394  History of Satan: Evil Personified in Judaism and Christianity (3 credits)
This course investigates the origins, development, and significance of personified evil, that is Satan and his demons, in early Judaism and in the history of Christianity. Consideration is given to some of the most important literary and visual depictions of this figure and his story from the ancient world through the Middle Ages to present day. The course sheds light on how intellectuals thought of this figure and also how Satan came to play an important role in popular culture down through the centuries.

NOTE: Students who have received credit for this topic under a RELI 398 number may not take this course for credit.

NOTE: Students who have received credit for this topic under a RELI 398 number may not take this course for credit.
RELI 395  Studies in Jewish Thought and Philosophy (3 credits)
By means of the analysis of particular issues, thinkers, and texts, this course explores the character of Jewish philosophy. Issues in Jewish philosophy that may be examined include the relationship between faith and reason, the understanding of God, Judaism and the inter-human, the powers and limits of philosophical understanding.

RELI 396  Food and Religion (3 credits)
This course examines food cultures and food rituals and explores religious meanings and the making of religious identities. The preparing and sharing of food defines religious community and expresses religious values. In looking at food in several world religions, this course focuses on how food can serve as a medium of transmission and transaction, and on the roles that women and men, gods and ancestors, and other beings and forces have in this network.

NOTE: Students who have received credit for this topic under a RELI 388 number may not take this course for credit.

RELI 397  Kabbalah and Jewish Mysticism (3 credits)
This survey of kabbala, the Jewish mystical tradition, places emphasis on the study of representative Jewish mystical texts and socio-historical context for the developing mystical traditions. It includes the development of the messianic idea, Merkava mysticism, Hasidei Ashkenaz, Kabbalah, Sabbatianism, and Hasidism. The current popularity of Kabbalah is also addressed.

NOTE: Students who have received credit for this topic under a RELI 379 number may not take this course for credit.

RELI 398  Selected Topics in Religion (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

RELI 401  Studies in Hebrew Texts (3 credits)
Prerequisite: HEBR 210, 241, 242; or permission of the Department. A reading of representative selections of classical and modern Hebrew texts. Attention is paid to the historical and philosophical background of the texts.

RELI 403  Questions and Controversies in Christianity (3 credits)
Prerequisite: Six credits in 300-level Christian Studies courses or permission of the Department. This course, which varies in focus from year to year, explores themes that have been of critical significance and the focus of contest and debate within the history of Christianity. This course situates such conflicts and discussions among Christian groups, individuals, institutions, and traditions within broader social, political, and cultural contexts. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

NOTE: Students who have received credit for RELI 362 may not take this course for credit.

RELI 406  Feminist Hermeneutics and Scripture (3 credits)
This feminist critical reading of sacred texts focuses on the rediscovery of women in holy scriptures. This course is for the advanced student able to work with primary sources. Different texts may be considered such as Hebrew Bible, New Testament, Koran, Hindu and Buddhist scriptures.

RELI 407  Topics in Judaic Studies (3 credits)
This course deals with advanced topics in Judaic Studies. Topics covered change from year to year, and may include Jewish law, Jewish ritual, and Jewish mysticism. Specific topics for this course will be stated in the Undergraduate Class Schedule.

NOTE: Students who have received credit for RELI 394 or 397 not take this course for credit.

RELI 409  Methodology and the Study of Religion (3 credits)
Prerequisite: Permission of the Department. This course examines the various methodological approaches that inform the comparative study of religion. Questions investigated pertain to the collection and interpretation of evidence, the types of resources available and techniques used, the complex differences between men’s and women’s religious experiences and expressions, as well as the impact of significant theoretical approaches on the analysis of religion.

RELI 410  Honours Thesis (6 credits)
Prerequisite: Honours standing in Religion or Judaic Studies. The student works with an individual faculty member in a particular field of religious or Judaic studies. Students are asked to produce a sustained piece of written work to be read by their advisor and at least one other member of the Department.

NOTE: Students who have received credit for RELI 499 may not take this course for credit.

RELI 411  Studies in Qur’an and Hadith (3 credits)
Prerequisite: Any two Religion courses in Islam or permission of the Department. Selected readings from the Qur’an and Hadith serve as a basis for examination of issues such as historical background, text formation, and function of the scriptures within the tradition, including the Law. Classical and modern exegeses of selected passages are also considered. Knowledge of Arabic is not necessary, but the original texts will be made available to students with knowledge of the language.

RELI 412  Religions of Iran (3 credits)
Iran is one of the major birthplaces of world religions, including Zoroastrianism, Manicheism, and the Baha’i faith, as well as numerous minor sects. Iranian culture has also played a major role in informing and transforming Judaism, Christianity, Buddhism, and Islam. This course covers the long history of Iranian civilization in terms of the religious life of Iranians and the many other peoples who have been affected and influenced by Iranian society from the Mediterranean world to South and East Asia.

NOTE: Students who have received credit for this topic under a RELI 498 number may not take this course for credit.
RELI 413  Classical Persian Literature (3 credits)
Readings of selected poetry and prose from the rise of classical Persian until the 19th century allow students to explore the
language, thought, and culture of Iranian civilization. Tutorial for advanced students; knowledge of Persian required.

RELI 414  Rumi and the Masnavi (3 credits)
Students explore Islamic mysticism through the 13th-century masterpiece of Persian mystical lore, the Masnavi of Jalal al-Din
Rumi. Perspectives from Sufism, Islamic doctrine, and comparative mysticism are applied in selected readings. Although the
course is given in translation, native speakers of Persian are invited to read the original texts.

RELI 416  Studies in Muslim Civilizations (3 credits)
The Muslim world is composed of many diverse cultures, each with its own distinct history, patterns of society, and religious
expressions. The course compares and contrasts the cultures of different Muslim civilizations through their literature, art, religious
institutions, and encounters with the modern world.

RELI 496  Independent Studies in Religion (3 credits)
Prerequisite: Permission of the Department. The student works with an individual faculty member in a particular field of religious or
Judaic studies, as a reading course.
NOTE: Students who have received credit for RELI 495 may not take this course for credit.

RELI 498  Advanced Topics in Religion (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
**SOCIOMETRY AND ANTHROPOLOGY**

**Faculty**

*Chair*

GREG M. NIelsen, PhD Université de Montréal; Professor

**Sociology**

*Professors*

VALÉRIE DE COURVILLE NICOL, PhD Carleton University
DANIELLE GAVREAU, PhD Université de Montréal
FRANCES M. SHAVER, PhD Université de Montréal
ANTHONY J. SYNNOTT, PhD University of London
JEAN-PHILIPPE WARREN, PhD Université de Montréal

*Associate Professors*

MEIR AMOR, PhD University of Toronto
BEVERLEY BEST, PhD Simon Fraser University
DANIEL DAGENAI, PhD Université de Paris X, Nanterre
SATOSHI IKEDA, PhD Michigan State University, PhD State University of New York at Binghamton
SYLVIA KAIROUZ, PhD Université de Montréal
KATJA NEVES-GRAÇA, PhD York University
SHELLEY Z. REUTER, PhD Queen’s University
BART SIMON, PhD University of California, San Diego

*Assistant Professors*

MARTIN FRENCH, PhD Queen’s University
MARC LAFRANCE, PhD University of Oxford
AMY SWIFFEN, PhD University of Alberta

**Anthropology**

*Professors*

VERED AMIT, PhD University of Manchester
SALLY COLE, PhD University of Toronto
HOMA HOODFAR, PhD University of Kent
J. DAVID HOWES, PhD Université de Montréal
CHRISTINE JOURDAN, PhD Australian National University

*Associate Professor*

MAXIMILIAN C. FORTE, PhD University of Adelaide

*Assistant Professors*

KREGG HETHERINGTON, PhD University of California, Davis
MARK WATSON, PhD University of Alberta

For the complete list of faculty members, please consult the Department website.

**Location**

Sir George Williams Campus
Hall Building, Room: H 1125-44
514-848-2424, ext. 2140

**Department Objectives**

Sociology and Anthropology examine the processes of social and cultural life in diverse human societies, past and present. These core disciplines of the social sciences are closely linked to the humanities, since various aspects of culture and society concern them all.

The celebration of diversity — cultural, ethnic, and racial — among the students and faculty as well as in the subject matter, is a hallmark of the Department. It offers a full range of undergraduate programs, including joint programs in both disciplines.
Programs

Students are responsible for satisfying their particular degree requirements. The superscript indicates credit value. Students seeking admission to the honours program may apply either for direct entry on the University application form or, once in the program, to the departmental honours advisor normally following the completion of 30 credits.

60 BA Honours in Sociology
3 SOCI 203*
6 SOCI 212**, 213
6 200-level ANTH credits
3 SOCI 300
3 SOCI 310
6 SOCI 402, 403
6 SOCI 409
6 Chosen from SOCI 410, 415
21 SOCI elective credits (maximum of six credits at the 200 level)

60 BA Specialization in Sociology
3 SOCI 203*
6 SOCI 212**, 213
6 200-level ANTH credits
6 SOCI 300
3 SOCI 310
6 SOCI 402, 403
6 Chosen from SOCI 410, 415
21 SOCI elective credits (maximum of six credits from the 200 level)
6 400-level SOCI credits

60 BA Joint Specialization in Anthropology and Sociology
See Anthropology

42 BA Major in Sociology
3 SOCI 203*
6 SOCI 212**, 213
6 200-level ANTH credits
6 SOCI 300
3 SOCI 310
18 SOCI elective credits (maximum of six credits from the 200 level)
3 400-level SOCI credits

30 Minor in Sociology
3 SOCI 203*
6 200-level SOCI credits
6 SOCI 300
6 SOCI elective credits
9 300-level SOCI credits

*Students exempted from SOCI 203 are required to take three credits from SOCI 200- or 300-level courses.
**Students exempted from SOCI 212 are required to take three credits from SOCI 200- or 300-level courses.

Sociology and Anthropology Co-operative Program

Director
SATOSHI IKEDA, Associate Professor

The Sociology and Anthropology co-operative program is offered to students who are enrolled in the BA Honours, Specialization in Sociology/Anthropology, or Sociology or Anthropology Major. Students interested in applying for the Sociology and Anthropology co-op should refer to §24 where a full description of the admission requirements is provided. Academic content is identical to that of the regular program, but six study terms are interspersed with three work terms. Students are supervised personally and must meet the requirements specified by the Faculty of Arts and Science and the Institute for Co-operative Education in order to continue their studies in the co-op format. Liaison between the student, the employers and the Institute for Co-operative Education is provided by the Sociology and Anthropology co-op committee, which includes the student’s advisors. Please refer to §24 for the schedule of study and work terms and the full description of admission requirements.
Courses

Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.

N.B.:  
1. 300-level courses are open to students who have successfully completed SOCI 203 or equivalent, plus at least three credits of 200-level Sociology courses. Students in related disciplines who wish to take cognate courses in Sociology may apply to the Sociology undergraduate advisor for a prerequisite waiver on the basis of equivalent background.
2. 400-level courses are open to students who have successfully completed at least six credits from 300-level SOCI courses.
3. Entry requirements for Sociology/Anthropology crosslisted courses depend on the discipline through which the course is entered. Once students have taken a crosslisted course under one disciplinary designation they may not take the course under the corresponding designation in the other discipline for credit.

SOCI 203  Introduction to Society  (3 credits)
An introduction to the sociological study of society. The course begins with a consideration of the concepts, models, and methods used by sociologists. This is followed by an examination of selected substantive areas of social life, ranging from the relations between individuals and groups to total societies.

NOTE: Students who have received credit for SOCZ 203 may not take this course for credit.

SOCI 204  Sociological Imagination  (3 credits)
Students are introduced to sociological imagination through theoretical, methodological, and empirical examples. They are taught the nature and logic of theory construction, the place of theory in social inquiry, conceptual tools for research, sociological problem construction, various methods of investigation, and styles for the presentation of theoretical or empirical results.

SOCI 212  Statistics I  (3 credits)
Priority to enrol in this course is given to students who are in a Sociology or Anthropology program. This course provides an introduction to the basic principles of statistics for social scientists. Topics include the concept of the level of measurement, standardization, the interpretation of graphs, measures of univariate distributions, cross classification, elementary measures of association, the logic of controls, and the basic principles of inferential statistics. The emphasis is on the implications of these statistical techniques for theoretical understanding of sociology and anthropology. NOTE See §200.7

SOCI 213  Statistics II  (3 credits)
Prerequisite: SOCI 212. Priority to enrol in this course is given to students who are in a Sociology or Anthropology program. This course is designed to follow Statistics I. Topics include measures of association, the principles of probability and sampling distributions, hypothesis testing, and tests of significance. The emphasis is on the implications of these statistical techniques for theoretical understanding in sociology and anthropology. This course also introduces students to SPSS (statistical software). NOTE See §200.7

SOCI 221  Sociology of Cyberspace  (3 credits)
This course offers a critical examination of the role of electronic communication, information technology, and the Internet on public culture and the organization of social behaviour and interaction.

SOCI 225  Sociology Through Film  (3 credits)
The course introduces sociological topics through popular films. Cinema, television, and online videos are selected as examples that can be understood through sociological concepts. Students are provided with a general foundation in sociological thought and interdisciplinary approaches for study at more advanced levels.
NOTE: Students who have received credit for this topic under a SOCI 298 number may not take this course for credit.

SOCI 230  Race and Ethnic Relations  (3 credits)
Prerequisite: See N.B. number (3). Race and ethnicity are examined as bases of social differentiation. Ethnic group relations are analyzed in relation to stratification and the exercise of power. The course further involves exploration of the phenomena of discrimination, prejudice, and intergroup accommodation.
NOTE: Students who have received credit for ANTH 230 may not take this course for credit.

SOCI 244  Sociology of Leisure  (3 credits)
The course examines the effects of social, economic, and political institutions upon the structure and use of leisure time. The emphasis is upon historical changes and the implications of alienation, anomie, and inequality.
NOTE: Students who have received credit for SOCI 344 may not take this course for credit.

SOCI 250  Sociology of Culture  (3 credits)
This course provides an introduction to theory and research on the sociology of culture, the organization and dynamics of cultural systems, cultural production and consumption, subcultures, mass culture, popular culture, and strategies of interpretive analysis for the study of culture.
SOCI 261 Social Problems (3 credits)
Students examine a range of social problems related to aging, health, poverty, population growth, crowding, crime and justice, gender and gender orientation, inequality, media, non-medical drug use, suicides, globalization, and race, ethnicity, and language issues. Attention is focused on the process by which social problems are defined and recognized, and social policies developed and modified.

SOCI 262 Social Deviance (3 credits)
Attention is focused on various forms of anti-social behaviour, particularly those that are socially induced. This course examines the nature, forms, sources, functions, and dysfunctions of deviations from social norms, and the mechanisms of social order and control. Deviance is viewed as a social process of interaction and relationships that derive from the social structure and have consequences for it. Various forms of deviance are considered in terms of contemporary social theory and research.

SOCI 263 Juvenile Crime and Delinquency (3 credits)
This course examines the nature of juvenile crime and delinquency and their social causes and consequences. Juvenile crime and delinquency, as special kinds of deviance, receive the focus of attention, with emphasis on criminal justice, juvenile justice, criminal behaviour systems, and social policy on juvenile crime and delinquency.

SOCI 264 Sociology of Sport (3 credits)
This course provides a systematic analysis of the social influences upon sport in North America. Special attention is directed to the interrelationships between sport and various social institutions.

SOCI 274 The Sociology of Aging (3 credits)
This course examines the changes in society and in living conditions as populations and people age. The sources and the effects of these changes are looked at in the light of several substantive areas and in terms of their implications for social policy. While the major emphasis is on the Canadian experience, some comparative materials are used to widen the perspective.

SOCI 275 Self and Society (3 credits)
This course studies the basic concepts and theories regarding social definitions of the Self. Emphasis is placed on ideas regarding personality, motivation, and interpersonal attitudes, viewed in terms of the interplay between actors and social structures.

SOCI 276 (also listed as ANTH 276)
Gender and Society (3 credits)
Prerequisite: See N.B. number (3). This course explores the social construction of gender categories both historically and in the present. The focus is upon examining the various theoretical perspectives which attempt to explain the ways in which society has organized “masculine” and “feminine” as the basis for social inequalities.
NOTE: Students who have received credit for ANTH 276 may not take this course for credit.

SOCI 280 Quebec Society (3 credits)
Focus upon the historic changes in Quebec society, with emphasis upon the period following the Second World War. Examination of issues which have provoked conflicting interpretations, including the Conquest, the nature of Confederation, Quebec nationalism, and the language question.

SOCI 282 Canadian Society (3 credits)
Analysis of Canadian social structure and change; the relation of the whole of Canadian society to its constituent elements; the relation of Canadian society to its international environment.

SOCI 285 Introduction to Law and Society (3 credits)
Prerequisite: See N.B. number (3). This interdisciplinary course examines the roles law plays in Canada and internationally, from the perspectives of history, political science, anthropology, sociology, and philosophy.
NOTE: Students who have received credit for ANTH 285, HIST 285, or POLI 285, or for this topic under an ANTH 298, HIST 298, POLI 298, or SOCI 298 number, may not take this course for credit.

SOCI 298 Selected Topics in Sociology (3 credits)
SOCI 299 Selected Topics in Sociology (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule and the Departmental Handbook.

SOCI 300 Classical Social Theory (6 credits)
Prerequisite: See N.B. number (1). This course involves an examination of the origins of sociology and of the sociological works of 19th- and early-20th-century European theorists, with consideration of the social and political context. Particular emphasis is given to the works of Durkheim, Marx, and Weber. Readings include primary sources and critical commentaries.

SOCI 303 Indigenous Resurgence (3 credits)
Prerequisite: See N.B. number (1) and (3). Through a selection of case studies from the Americas, Australia, and New Zealand, this course focuses on contemporary indigenous political struggles, cultural resurgence, race and identity, language revival, urbanization, transnational organization, indigenous media, and debates concerning tradition.
NOTE: Students who have received credit for ANTH 303 may not take this course for credit.
SOCI 310  Research Methods (3 credits)
Prerequisite: See N.B. number (1); SOCI 212. This course introduces students to the concepts, language, and techniques of quantitative and qualitative research methods. It familiarizes students with the initiation of research problems, the gathering of accurate data, their analysis and the interpretation and reporting of research findings. This course also introduces students to library research.

SOCI 319  Environment and Society (3 credits)
Prerequisite: See N.B. number (1). This course provides a comprehensive introduction to the main environmental issues and dilemmas affecting contemporary societies around the world, as well as the necessary sociological tools to understand and tackle these challenges.
NOTE: Students who have received credit for ANTH 319 or for this topic under an ANTH 398 or SOCI 398 number may not take this course for credit.

SOCI 322  Popular Culture in the Middle East (3 credits)
Prerequisite: See N.B. numbers (1) and (3). This course examines areas of contestation between such social forces in the Middle East as the state, elders, women, and youth as they seek to control and define popular culture and everyday practices which have become highly politicized. Contested domains to be considered include mass media, dance and music, art, rituals, sexuality, and clothing, and their implications for the people and societies involved.
NOTE: Students who have received credit for ANTH 322 or 323, or for this topic under an ANTH 398 or SOCI 398 number, may not take this course for credit.

SOCI 323  Economy and Society (3 credits)
Prerequisite: See N.B. number (1). This course examines the ways in which economic activities are legitimated or otherwise affected by social norms and values, and of the ways in which various social systems react to the strains created by the accommodation of new technology and of new industrial organizations.

SOCI 325  Social Change (3 credits)
Prerequisite: See N.B. number (1). This course examines the sources, mechanisms, and consequences of social and cultural change. Classical and contemporary theories of change are analyzed, as well as significant empirical studies.

SOCI 329  The Sociology of Sexual Labour (3 credits)
Prerequisite: See N.B. number (1). Sociologists have studied sexual labour in a variety of ways: as a form of deviant behaviour, as a particular type of gender relation, and as a distinct occupational sector. This course explores the sociology of sexual labour; the historical and legal contexts of sex industries; health and safety; media representations; online interactions; the emergence of sex worker organizations; and the intersections of private belief, public morality, consumer capitalism and the organization of justice. In addition to providing an overview of theoretical and methodological paradigms, the course is grounded in a comparative perspective that critically examines a variety of current events.
NOTE: Students who have received credit for this topic under a SOCI 398 number may not take this course for credit.

SOCI 331  Social Inequalities (3 credits)
Prerequisite: See N.B. number (1). This course examines the dynamics of social stratification and differentiation, including economic distinctions and their consequences, social status, power, and mobility. Emphasis is placed upon Canadian society.

SOCI 333  Political Sociology (3 credits)
Prerequisite: See N.B. number (1). This course is concerned with the nature, organization, distribution, determinants, and consequences of power in social systems.
NOTE: Students who have received credit for SCPA 333 may not take this course for credit.

SOCI 336  Collective Behaviour (3 credits)
Prerequisite: See N.B. number (1). This course is concerned with the nature, emergence, and dynamics of short-term collective behaviour. Classical and contemporary interpretations of collective behaviour are examined. The course focuses on events such as riots and the emergence of violence in demonstrations related to current social problems and issues in Canada and the United States.

SOCI 338  Sociology of Religion (3 credits)
Prerequisite: See N.B. number (1). This course presents an overview of the role of religion in society as found in the pertinent literature of sociology and anthropology. Special consideration is given to the relationship between religion and other social institutions, with particular attention to changes in the religious structures and practices in modern pluralistic societies.

SOCI 341  Sociology of the Media (3 credits)
Prerequisite: See N.B. number (1). This course provides an introduction to sociological debates on the relevance and impact of mass media in our society. With a focus on North American media, this course takes a historical perspective to explore the rise of the mass media and the transformation of its relation with culture, especially popular culture. Particular attention is given to themes such as media and identity, national identity; media structures and ownership concentration; media texts and audiences.

SOCI 342  Sociology of Occupations (3 credits)
Prerequisite: See N.B. number (1). This course examines the role played by occupations and the world of work in industrialized societies. Economic, social, psychological, and moral attributes of occupations are examined in relation to changing markets for
labour. Specific problem areas to be covered include changes in the structure of professions, the effects of changing technology and organizational design on occupational requirements, issues in work and household demands, issues in employment equity and problems of unemployment.

**SOCI 347**  Sociology of Labour-Management Relations (3 credits)
Prerequisite: See N.B. number (1). This course involves the study of the shifting patterns in labour-management relations with a special focus on Canada. The course includes analyses of theories of management; the impact of the labour union movement, changes in the nature of the labour market; the significance of the growth of the service sector; the changing role of governments in labour-related issues; and contemporary thought on new forms of industrial organization.

**SOCI 349**  (also listed as ANTH 349)  
Youth: Anthropological and Sociological Perspectives (3 credits)
Prerequisite: See N.B. numbers (1) and (3). This course brings anthropological and sociological perspectives to bear on the ways in which youths view and interact with each other and the world.
NOTE: Students who have received credit for ANTH 349 or for this topic under an ANTH 398 or SOCI 398 number may not take this course for credit.

**SOCI 352**  Population and Environment (3 credits)
Prerequisite: See N.B. numbers (1) and (3); SOCI 212. Population and environment have become two of the most contested areas for theory, research, policy and public action. The course critically examines the pillars of the population and the environment discourses with attention to differences between developed and developing countries. It provides an overview of the evolution of demands for population control to a common acceptance of a reproductive rights perspective. Similarly, the course focuses on current debates on environment and the management of the global commons from both the industrialized and developing countries’ perspectives.
NOTE: Students who have received credit for ANTH 352 may not take this course for credit.

**SOCI 353**  Community Studies (3 credits)
Prerequisite: See N.B. numbers (1) and (3). This course involves the study of communities both as locales and as symbolic constructions. The major theoretical approaches used in community studies are evaluated in relation to research and applied interests. Special attention is given to sensitizing students to issues concerning gender, race, ethnicity, and class at the community level.
NOTE: Students who have received credit for ANTH 353 or SCPA 353 may not take this course for credit.

**SOCI 355**  (also listed as ANTH 355)  
Urban Regions (3 credits)
Prerequisite: See N.B. numbers (1) and (3). This course reviews the work of anthropologists and sociologists in cities. The focus is on the social organization of social life in First and Third World urban spaces. Consideration is also given to the particular dynamics of fieldwork in urban settings.
NOTE: Students who have received credit for ANTH 355 or SCPA 355 may not take this course for credit.

**SOCI 358**  Social Demography (3 credits)
Prerequisite: See N.B. number (1); SOCI 212. This course provides an introduction to the basic principles, issues, data, and methods of population studies. The emphasis in the course is on social factors that affect demographic processes (fertility, nuptiality, mortality, and migration), and the ways in which demographic change is related to social structure and social change.

**SOCI 362**  Crime and Justice (3 credits)
Prerequisite: See N.B. number (1). This course provides a critical analysis of the Canadian criminal justice system. The focus is on the process by which the accused is judged guilty or innocent, sentenced, punished or “corrected,” and the treatment of the victim.

**SOCI 363**  (also listed as ANTH 363)  
Law and Society (3 credits)
Prerequisite: See N.B. numbers (1) and (3). This course situates the study of law in cross-cultural perspective. It involves an examination of the kinds of institutions found in place of courts in non-Western societies. This course also explores numerous issues of relevance to the legitimacy of contemporary Western legal systems, such as the relationship between law and morality, the idea of right prior to good, and the nature of legal reasoning.
NOTE: Students who have received credit for ANTH 363 may not take this course for credit.

**SOCI 366**  The History and Sociology of Genocide to 1945 (3 credits)
This course is crosslisted with HIST 359. Prerequisite: See N.B. numbers (1) and (3). Through the comparative and historical examination of a number of cases, this course investigates the meaning of genocide and the processes that have led to genocide up to 1945.
NOTE: Students who have received credit for HIST 359 may not take this course for credit.

**SOCI 367**  The History and Sociology of Genocide from 1945 to the Present (3 credits)
This course is crosslisted with HIST 360. Prerequisite: See N.B. numbers (1) and (3). Through the comparative and historical examination of a number of cases, this course investigates the meaning of genocide and the processes that led to genocide from 1945 to the present.
NOTE: Students who have received credit for HIST 360 may not take this course for credit.
### SOCI 375  
**Social Construction of Sexualities** (3 credits)
Prerequisite: See N.B. numbers (1) and (3) or enrolment in the Major or Minor in Interdisciplinary Studies in Sexuality. This course provides a cross-cultural, interdisciplinary approach to the study of human sexuality. There are three major components. One explores the validity of contemporary sexual beliefs and attitudes. Another focuses on the extent to which sexual beliefs and behaviours are socially organized. A third provides an introduction to theories which examine how biological and/or social forces shape our sexual lives.
**NOTE:** Students who have received credit for ANTH 375 may not take this course for credit.

### SOCI 376  
**Socialization** (3 credits)
Prerequisite: See N.B. number (1). This course examines the social and cultural processes by which the individual becomes a functioning member of society. Attention is given to adult socialization and re-socialization in diverse institutional contexts such as schools, occupations, hospitals, prisons, the military. The relationship of social structure to role acquisition and role performance is a major focus of the course.

### SOCI 378  
**The Family** (3 credits)
Prerequisite: See N.B. numbers (1) and (3). This course examines the family as an institution in relation to its evolution from kinship societies up to the present. The course first introduces elementary structures of kinship and examines the family institution in the context of traditional societies. Special attention is devoted to the development of the modern family and to its current transformation.
**NOTE:** Students who have received credit for ANTH 378 may not take this course for credit.

### SOCI 380  
**Contemporary Issues in Human Rights** (3 credits)
Prerequisite: See N.B. numbers (1) and (3). The course develops, through case analysis, insight into the differing priorities and competing concepts of human rights and human dignity in “non-Western” cultural traditions as well as in “Western” societies. It explores the significance of religious and other ideological positions in the use and abuse of human rights by governments, extra-governments, international bodies, as well as the general public. The course also examines topics such as women’s human rights, sexuality and human rights, and human rights in development, the limits of sovereignty, and state accountability.
**NOTE:** Students who have received credit for ANTH 380 may not take this course for credit.

### SOCI 381  
**Ethnic Communities in Canada** (3 credits)
Prerequisite: See N.B. numbers (1) and (3). This course aims at familiarizing students with the social factors and dynamics of contemporary ethno-cultural communities in Canada. Topics may include the immigration process and settlement; community development, structures, and organizations; the ethnic family; socio-economic status and achievement; cultural continuity and change; minority-majority relations and relations with other ethno-cultural communities.
**NOTE:** Students who have received credit for ANTH 381 may not take this course for credit.

### SOCI 398  
**Selected Topics in Sociology** (3 credits)

### SOCI 399  
**Selected Topics in Sociology** (6 credits)
Prerequisite: See N.B. number (1). Specific topics for these courses will be stated in the Undergraduate Class Schedule and the Departmental Handbook.

### SOCI 402  
**Contemporary Sociological Theory** (3 credits)
Prerequisite: See N.B. number (2); SOCI 300. This course examines contemporary sociological theory. It focuses on how sociologists synthesize concepts from different sociological schools and disciplines (interactionism, phenomenology, functionalism, conflict theory, critical theory, political and moral philosophy) into general theories that seek to explain how social action, structure, the self, symbolic order, communication, technology, and social division are produced and reproduced in modern and postmodern societies.
**NOTE:** Students who have received credit for SOCI 406 may not take this course for credit.

### SOCI 403  
**Contemporary Cultural Theory** (3 credits)
Prerequisite: See N.B. number (2); SOCI 300. This course examines a variety of approaches and area studies (poststructuralism, deconstruction, postcolonialist and cultural studies). It looks at how they shift contemporary sociological theory toward a focus on relations between discourse, knowledge, and power, and toward a critical reflection on cultural systems and institutions. The emphasis is on theories that seek to explain and understand the emergence of cultural politics in modern and postmodern societies.
**NOTE:** Students who have received credit for SOCI 408 may not take this course for credit.

### SOCI 404  
**Sociology of Literature** (3 credits)
Prerequisite: See N.B. number (2). This course examines literature as a social practice and cultural artifact that is embedded in and shapes the emotional orientations, beliefs, behaviours, power relations, and material reality of readers. Issues may include the active role of readers in the production of texts’ meanings and emotional effects, the social forces involved in the appeal or condemnation of popular genres and in the banning or canonization of specific works, the development of literary fiction as a field, and the rise of the novel as a modern literary form.

### SOCI 406  
**Sociology of Knowledge** (3 credits)
Prerequisite: See N.B. number (2). This course examines a variety of theories of the relation of knowledge and belief to social contexts.
SOCIOLOGY AND ANTHROPOLOGY
2014-15 Concordia University Undergraduate Calendar

SOCI 409  Honours Seminar  (6 credits)
Prerequisite: See N.B. number (2); SOCI 410 or 415 previously or concurrently; and permission of the honours advisor. This course involves the student formulating an honours research proposal, and the research and writing of an honours paper.

SOCI 410  Research Design and Analysis  (6 credits)
Prerequisite: See N.B. number (2); SOCI 310. This course looks at quantitative methods of data collection and analysis. Topics include experimental and quasi-experimental design, principles of measurement, survey design, secondary data sources, techniques of multivariate analysis, and interpretation.

SOCI 415  Field Research  (6 credits)
Prerequisite: See N.B. number (2); SOCI 310. This course provides the opportunity for advanced qualitative research methods. Students are taught systematic procedures for the collection of primary data using methods that include participant-observation and formal and informal interviewing, survey research, and library research.
NOTE: Students who have received credit for SOCI 313, 314, 315 or ANTH 315 may not take this course for credit.

SOCI 421  Sociology of Emotions  (3 credits)
Prerequisite: See N.B. number (2). This course explores the dynamic relationship between social and emotional life. Emotional experience is understood to emerge through interaction, to orient social action, and to form the basis of social order and social change. Topics may include forms of suffering and well-being, health and illness, personal appearance, social movements, self-help, consumption, identity, popular culture, and campaigns of fear and desire.
NOTE: Students who have received credit for this topic under a SOCI 498 number may not take this course for credit.

SOCI 424  Applied Social Statistics  (3 credits)
Prerequisite: See N.B. number (2); successful completion of SOCI 213 and 310. This course explores statistical tools and techniques commonly used in sociological research, and provides an opportunity to work with large databases. The sessions are designed in an applied manner with weekly hands-on applications and/or case studies using the Statistical Package for the Social Sciences (SPSS) program.
NOTE: Students who have received credit for this topic under a SOCI 498 number may not take this course for credit.

SOCI 430  Development Debates  (3 credits)
Prerequisite: See N.B. numbers (2) and (3). This course considers the systematic reduction of poverty and powerlessness at individual and societal levels. Several development problems are examined, including national debt crisis, population growth, urbanization, and various degrees of state withdrawal from regulating the market. Special emphasis is given to case studies from major regions of the Third World on the varied impact of development on gender relations and on the eradication of social and economic inequalities.
NOTE: Students who have received credit for ANTH 430 may not take this course for credit.

SOCI 433  Theories of Identity  (3 credits)
Prerequisite: See N.B. numbers (2) and (3). This course discusses theories of difference, pluralism, exclusion, nationalism, and racism within broader frameworks such as citizenship, multiculturalism, diaspora or transnationalism. This course will therefore review related theories of identity as these are currently addressed within anthropology/sociology and related disciplines.
NOTE: Students who have received credit for ANTH 433 may not take this course for credit.

SOCI 437  Social Movements  (3 credits)
Prerequisite: See N.B. number (2). The nature, emergence, and dynamics of organized collective behaviour and social movements are examined in light of classical and contemporary theories. The course focuses on the impact of leadership, organizational resources, and discontent with institutionalized social relations on social movements. Contemporary social movements in Quebec, the rest of Canada, and the U.S. serve as illustrations.

SOCI 441  Material Culture  (3 credits)
Prerequisite: See N.B. numbers (2) and (3). The focus of this course is the study of material objects and technologies and their role in the production of everyday social life and culture.
NOTE: Students who have received credit for ANTH 441 may not take this course for credit.

SOCI 445  Sociology of Labour Movements  (3 credits)
Prerequisite: See N.B. number (2). This course analyzes the origins and development of labour movements as well as contemporary characteristics of union organizations within the context of their social, political, and economic environments. Emphasis is placed on Canada and Quebec.

SOCI 449  (also listed as ANTH 449)
  The Culture of Touch  (3 credits)
Prerequisite: See N.B. numbers (2) and (3). This course examines social practices involving touch, a basic medium for human interaction. Topics may include gender differences in the use of touch, how children are handled across cultures, the medical applications of touch in diverse traditions, the tactile dimensions of urban design, and humans’ contact with and impact on the natural world.
NOTE: Students who have received credit for ANTH 449 or for this topic under an ANTH 498 or SOCI 498 number may not take this course for credit.
SOCI 451  
Citizenship, Eros and the City (3 credits)
Prerequisite: See N.B. number (2). This course invites students to explore the relation between classic and contemporary texts in the field of social and political thought. The three interrelated areas of study include Citizenship, Eros and the City. The course explores diverse theories of democracy, community, love, and civil society. The integrating theme for these three areas is public and private relationships in the city.

SOCI 460  
Sociology of Fear and Risk (3 credits)
Prerequisite: See N.B. number (2). This course explores the subjective, moral, cultural, and embodied dimensions of the individual experience and social production of fear. It considers the role of fear in processes of social ordering and change, emotional socialization, and emotion management. Risk is examined as a dominant form of fear structured by the contemporary relationship to danger and security in Western societies.

SOCI 462  
(also listed as ANTH 462)
The New Imperialism (3 credits)
Prerequisite: See N.B. numbers (2) and (3). This research seminar brings into focus the anthropology and sociology of contemporary empire-building. Topics may include nation-building, global and domestic counterinsurgency, "humanitarian intervention," the ideologies of militarism, the militarization of the social sciences and the broader society, the national security state, soft power, the media and information operations, hegemony and capital accumulation.
NOTE: Students who have received credit for ANTH 462 or this topic under an ANTH 498 or SOCI 498 number may not take this course for credit.

SOCI 474  
The Body Social (3 credits)
Prerequisite: See N.B. numbers (2) and (3). This course examines the social roles of the body. Topics include body image and self-esteem, the symbolism of beauty and ugliness, height, hair, dress, the face, body language, health and fitness, eating and drinking patterns. The subject is considered in anthropological and sociological perspectives.
NOTE: Students who have received credit for ANTH 474 may not take this course for credit.

SOCI 475  
Men and Masculinities (3 credits)
Prerequisite: See N.B. numbers (2) and (3). This course is a review of the various and changing roles of men, the meanings of masculinity across cultures and the emerging men's movements. In a dialogue with feminism, the course moves towards humanism.
NOTE: Students who have received credit for ANTH 475 may not take this course for credit.

SOCI 476  
Feminist Sociological Theories (3 credits)
Prerequisite: See N.B. number (2). Analysis of recent debates and perspectives within feminist social theory, in particular the concepts of gender, equality, difference, identity, and power; feminist dialogues with, and critiques of, sociological theory.

SOCI 498  
Advanced Topics in Sociology (3 credits)
SOCI 499  
Advanced Topics in Sociology (6 credits)
Prerequisite: See N.B. number (2). Specific topics for these courses will be stated in the Undergraduate Class Schedule and the Departmental Handbook.

Programs

ANTHROPOLOGY

60  
BA Honours in Anthropology
  3  ANTH 202*  
  3  SOCI 212***  
  6  200-level ANTH credits  
  3  200-level SOCI credits  
  3  ANTH 212  
  6  ANTH 311, 312  
  6  ANTH 315  
  12  300- or 400-level ANTH credits  
  6  ANTH 495  
  12  400-level ANTH credits

60  
BA Specialization in Anthropology
  3  ANTH 202*  
  3  SOCI 212***  
  6  200-level ANTH credits  
  3  200-level SOCI credits  
  3  ANTH 212  
  6  ANTH 311, 312  
  6  ANTH 315  
  30  300- or 400-level ANTH credits (maximum of 15 credits from the 300 level)
60  BA Joint Specialization in Anthropology and Sociology
  3  ANTH 202*
  3  SOCI 203***
  6  SOCI 212***, 213
  6  ANTH 311, 312
  6  SOCI 300
  6  ANTH 315
  6  400-level ANTH credits
  6  400-level SOCI credits
18  credits of ANTH and SOCI courses (12 credits chosen from crosslisted courses at any level; maximum of six credits at the
200 level chosen from either crosslisted or non-crosslisted courses)

42  BA Major in Anthropology
  3  ANTH 202*
  3  200-level ANTH credits
  3  200-level ANTH or SOCI credits
  3  200-level SOCI credits
  6  ANTH 311, 312
  6  ANTH 315
  12  300- or 400-level ANTH credits
  6  400-level ANTH credits

30  Minor in Anthropology
  3  ANTH 202*
  3  200-level ANTH credits
  3  200-level ANTH or SOCI credits
  6  ANTH 311, 312
  12  300-level ANTH credits
  3  400-level ANTH credits

*Students exempted from ANTH 202 are required to take three credits from ANTH 200- or 300-level courses.
**Students exempted from SOCI 203 are required to take three credits from SOCI 200- or 300-level courses.
***Students exempted from SOCI 212 are required to take three credits from SOCI 200- or 300-level courses.

Courses

Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.

N.B.:  
(1) 300-level courses are open to students who have successfully completed ANTH 202 or equivalent, plus at least three credits 
of 200-level Anthropology courses.
(2) 400-level courses are open to students who have successfully completed ANTH 311 and 312, plus at least six credits of 
300-level Anthropology courses or permission of the Anthropology advisor.
(3) Entry requirements for Sociology/Anthropology crosslisted courses depend on the discipline through which the course is
entered. Once students have taken a crosslisted course under one disciplinary designation they may not take the course
under the corresponding designation in the other discipline for credit.

ANTH 202    Introduction to Culture (3 credits)
An introduction to the anthropological study of culture. The course begins with a consideration of the concepts, models, and
methods used by anthropologists. This is followed by an examination of the many ways in which peoples of the world, past 
and present, have organized the activities, institutions, and belief systems that sustain social life. The course concludes 
with a discussion of the relevance of cultural anthropology to contemporary issues.
NOTE: Students who have received credit for ANTZ 202 may not take this course for credit.

ANTH 203    Culture and Biology: An Anthropological Perspective (3 credits)
This course focuses on the interrelationship between culture and human biology. The first part of the course examines current
debates about human origins, human variation, and the influence of cultural adaptation on human biology. This is followed by a 
critical examination of the strategies of sociobiology for the study of socio-cultural phenomena.

ANTH 204    Native Peoples of North America (3 credits)
Focusing primarily on the Native peoples of Canada, this course examines the ecological, economic, social, and religious aspects 
of Native cultures. A representative society from each geographic area of Canada is studied. This course is primarily ethnographic 
in emphasis, but it also seeks to provide some of the social and historical background necessary to understand the current situation 
of Native communities.

ANTH 212    Elements of Ethno-Linguistics (3 credits)
This is an introductory course which explores the relationship between language and culture, and the use of language in society. 
Major issues and debates in ethno-linguistics, socio-linguistics, and philosophy of language are examined.
ANTH 221  **Symbolic Anthropology** (3 credits)
This course examines alternative theoretical approaches to the study of the role of symbols in society. The course is devoted to a consideration of the contributions of structural, psychoanalytic, and interpretive anthropology.

ANTH 230  **Race and Ethnic Relations** (3 credits)
(Also listed as SOCI 230)
Prerequisite: See N.B. number (3). Race and ethnicity are examined as bases of social differentiation. Ethnic group relations are analyzed in relation to stratification and the exercise of power. The course includes explorations of the phenomena of discrimination, prejudice, and intergroup accommodation.
NOTE: Students who have received credit for SOCI 230 may not take this course for credit.

ANTH 231  **Culture and Commerce** (3 credits)
This course explores the influence of cultural values on the organization of the production, distribution or marketing, and the consumption of goods and services at both the local and global levels of the world economy. It also examines the social and environmental impact of the globalization of the consumer society.

ANTH 232  **Culture and Commerce** (3 credits)
This course explores the influence of cultural values on the organization of the production, distribution or marketing, and the consumption of goods and services at both the local and global levels of the world economy. It also examines the social and environmental impact of the globalization of the consumer society.

ANTH 270  **Anthropology and Contemporary Issues** (3 credits)
This course examines contemporary world issues from a cross-cultural perspective. Discussion ranges from a critical examination of anthropological concepts and methods to a consideration of some of the practical or applied uses of anthropology. Specific topics include the consequences of underdevelopment, modernization, and the place of folk cultures and tradition in an increasingly global society.

ANTH 272  **Comparative Culture** (3 credits)
This course is a general introduction to social and cultural anthropology. It examines the ways in which anthropologists use the comparative method to understand cultures in their unity and diversity. The focus is upon reading ethnographies.

ANTH 276  **Gender and Society** (3 credits)
(Also listed as SOCI 276)
Prerequisite: See N.B. number (3). This course explores the social construction of gender categories both historically and in the present. The focus is upon examining the various theoretical perspectives which attempt to explain the ways in which society has organized "masculine" and "feminine" as the basis for social inequalities.
NOTE: Students who have received credit for SOCI 276 may not take this course for credit.

ANTH 285  **Introduction to Law and Society** (3 credits)
Prerequisite: See N.B. number (3). This interdisciplinary course examines the roles law plays in Canada and internationally, from the perspectives of history, political science, anthropology, sociology, and philosophy.
NOTE: Students who have received credit for HIST 285, POLI 285, or SOCI 285, or for this topic under an ANTH 298, HIST 298, POLI 298, or SOCI 298 number, may not take this course for credit.

ANTH 298  **Selected Topics in Anthropology** (3 credits)

ANTH 299  **Selected Topics in Anthropology** (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule and the Departmental Handbook.

ANTH 302  **Art, Aesthetics, and Anthropology** (3 credits)
Prerequisite: See N.B. number (1). This course examines the relationship between art and society. It is mainly concerned with analyzing how art may function as a means of signifying and perpetuating a given social order. Examples of artistic practice are drawn from diverse North and South American, African, and Melanesian cultures.

ANTH 303  **Indigenous Resurgence** (3 credits)
Prerequisite: See N.B. number (1) and (3). Through a selection of case studies from the Americas, Australia, and New Zealand, this course focuses on contemporary indigenous political struggles, cultural resurgence, race and identity, language revival, urbanization, transnational organization, indigenous media, and debates concerning tradition.
NOTE: Students who have received credit for SOCI 303 may not take this course for credit.

ANTH 305  **Culture and History** (3 credits)
Prerequisite: See N.B. number (1). This course analyzes some of the ways "history" has been understood both in our own and other cultures, including history as legitimating charter, as repeating cycle, as a scientific inquiry, as a series of unique events, and as a basis for ethical judgments.

ANTH 307  **Understanding Myths** (3 credits)
Prerequisite: See N.B. number (1). This course presents a survey of current anthropological theories of the nature and function of myths. The course also analyzes competing interpretations of some classic Western myths, and concludes with an examination of mythmaking in contemporary Western culture.
ANTH 311 European Anthropological Theories (3 credits)
Prerequisite: See N.B. number (1). This course provides the student with a critical perspective on the historical development of theory in anthropology. Students are introduced to evolutionism, functionalism, structuralism, marxism, and post-modernism by rereading original texts and classical and contemporary ethnography. The role that fieldwork plays in “unmaking” theory in anthropology is explored. Emphasis is placed on the history and critique of British and European anthropological traditions.

ANTH 312 North-American Anthropological Theories (3 credits)
Prerequisite: See N.B. number (1). This course provides the student with a critical perspective on the historical development of theory in anthropology. Students are introduced to evolutionism, functionalism, structuralism, marxism, and post-modernism by rereading original texts and classical and contemporary ethnography. The role that fieldwork plays in “unmaking” theory in anthropology is explored. Emphasis is placed on the history and critique of American anthropological traditions.

ANTH 315 Field Research (6 credits)
Prerequisite: See N.B. number (1). This course provides the opportunity to study and practise qualitative research methods as they are used by anthropologists. Students learn systematic procedures for the collection of primary data using methods that include participant-observation and formal and informal interviewing.
NOTE: Students who have received credit for SOCI 315 may not take this course for credit.

ANTH 322 Popular Culture in the Middle East (3 credits)
Prerequisite: See N.B. numbers (1) and (3). This course examines areas of contestation between such social forces in the Middle East as the state, elders, women, and youth as they seek to control and define popular culture and everyday practices which have become highly politicized. Contested domains to be considered include mass media, dance and music, art, rituals, sexuality, and clothing, and their implications for the people and societies involved.
NOTE: Students who have received credit for ANTH 323 or SOCI 322, or for this topic under an ANTH 398 or SOCI 398 number, may not take this course for credit.

ANTH 324 Peoples and Cultures of Oceania (3 credits)
Prerequisite: See N.B. number (1). This course presents an overview of the peoples and cultures of Oceania, with particular emphasis on Melanesia. In addition to studying the peopling of the Pacific, the course delves into a range of classic anthropological topics, and addresses contemporary issues of gender, migration, and urbanization.

ANTH 325 Magic, Science, Religion, and Ideology (3 credits)
Prerequisite: See N.B. number (1). This course analyzes belief systems and their attendant rituals and practices. The focus is on how anthropologists differentiate between magic, science, religion, and ideology, and how anthropologists understand the relationship between belief systems and reality.

ANTH 326 Peoples and Cultures of Sub-Saharan Africa (3 credits)
Prerequisite: See N.B. number (1). The course gives a broad historical and geographical survey of the region, and discusses, through case studies, older and contemporary topics, debates, and issues of African anthropology.

ANTH 332 Health, Illness and Healing in Cross-Cultural Perspective (3 credits)
Prerequisite: See N.B. number (1). This course involves the exploration of a series of alternatives to Western ways of defining health and treating sickness, with particular emphasis on shamanistic and East Asian medicine. The major part of the course is devoted to the study of ethnomedicine, and exploring some of the central questions of transcultural psychiatry. The course concludes with a discussion of the role of the anthropologist in international health-planning.

ANTH 345 Anthropology of Movement and Travel (3 credits)
Prerequisite: See N.B. number (1). Using anthropological literature, this course examines the processes, policies, and issues that may be common to different categories of travel and movement as well as those that can distinguish between them.
NOTE: Students who have received credit for this topic under an ANTH 398 number may not take this course for credit.

ANTH 349 (also listed as SOCI 349)
Youth: Anthropological and Sociological Perspectives (3 credits)
Prerequisite: See N.B. numbers (1) and (3). This course brings anthropological and sociological perspectives to bear on the ways in which youths view and interact with each other and the world.
NOTE: Students who have received credit for SOCI 349 or for this topic under an ANTH 398 or SOCI 398 number may not take this course for credit.

ANTH 352 Population and Environment (3 credits)
Prerequisite: See N.B. numbers (1) and (3); SOCI 212. Population and environment have become two of the most contested areas for theory, research, policy and public action. The course critically examines the pillars of the population and the environment discourses with attention to differences between developed and developing countries. It provides an overview of the evolution of demands for population control to a common acceptance of a reproductive rights perspective. Similarly, the course focuses on current debates on environment and the management of the global commons from both the industrialized and developing countries’ perspectives.
NOTE: Students who have received credit for SOCI 352 may not take this course for credit.
ANTH 353 **Community Studies** (3 credits)
Prerequisite: See N.B. numbers (1) and (3). This course involves the study of communities both as locales and as symbolic constructions. The major theoretical approaches used in community studies are evaluated in relation to research and applied interests. Special attention is given to sensitizing students to issues concerning gender, race, ethnicity, and class at the local level.

*NOTE:* Students who have received credit for SOCI 353 or SCPA 353 may not take this course for credit.

ANTH 355 (also listed as SOCI 355) **Urban Regions** (3 credits)
Prerequisite: See N.B. numbers (1) and (3). This course reviews the work of anthropologists and sociologists in cities. The focus is on the social organization of social life in First and Third World urban spaces. Consideration is also given to the particular dynamics of fieldwork in urban settings.

*NOTE:* Students who have received credit for SOCI 355 or SCPA 355 may not take this course for credit.

ANTH 361 **Kinship** (3 credits)
Prerequisite: See N.B. number (1). This course addresses both classical and contemporary issues in kinship studies, with particular emphasis on the following areas: filiation, adoption, descent, genealogies; rules of residency, private and public spheres; incest, sex, and marriage; terminologies and attitudes.

ANTH 363 (also listed as SOCI 363) **Law and Society** (3 credits)
Prerequisite: See N.B. numbers (1) and (3). This course situates the study of law in cross-cultural perspective. It involves an examination of the kinds of institutions found in place of courts in non-Western societies. This course also explores numerous issues of relevance to the legitimacy of contemporary Western legal systems, such as the relationship between law and morality, the idea of right prior to good, and the nature of legal reasoning.

*NOTE:* Students who have received credit for SOCI 363 may not take this course for credit.

ANTH 375 (also listed as SOCI 375) **Social Construction of Sexualities** (3 credits)
Prerequisite: See N.B. numbers (1) and (3) or enrolment in the Major or Minor in Interdisciplinary Studies in Sexuality. This course provides a cross-cultural, interdisciplinary approach to the study of human sexuality. There are three major components. One explores the validity of contemporary sexual beliefs and attitudes. Another focuses on the extent to which sexual beliefs and behaviours are socially organized. A third provides an introduction to theories which examine how biological and/or social forces shape our sexual lives.

*NOTE:* Students who have received credit for SOCI 375 may not take this course for credit.

ANTH 377 **Visual Anthropology** (3 credits)
Prerequisite: See N.B. number (1). In looking at the history of ethnographers’ visual documentation of non-Western peoples as well as indigenous self-representations, this course primarily concerns itself with power and the development of professional anthropology, focusing on photography and film. It explores paradigms and case studies in the history of visual anthropology by highlighting the stylistic, social scientific, commercial, and political agendas that influence the production of visual documents. Starting with colonial exhibitions of “exotic natives,” the course progresses to classic and contemporary ethnographic film with a focus on Curtis, Flaherty, Mead, Gardner, Rouch, and MacDougall.

*NOTE:* Students who have received credit for this topic under an ANTH 398 number may not take this course for credit.

ANTH 378 **The Family** (3 credits)
Prerequisite: See N.B. numbers (1) and (3). This course examines the family as an institution in relation to its evolution from kinship societies up to the present. The course first introduces elementary structures of kinship and examines the family institution in the context of traditional societies. Special attention is devoted to the development of the modern family and to its current transformation.

*NOTE:* Students who have received credit for SOCI 378 may not take this course for credit.

ANTH 379 **Cross-Cultural Perspectives on Gender** (3 credits)
Prerequisite: See N.B. number (1). The course explores through different theoretical perspectives and ethnographic examples, cross-cultural differences in sex/gender systems. A comparative analysis of gender relations in band, tribal, and state societies is undertaken. Topics discussed include the sexual division of labour, the cultural and social construction of gender, and the impact of economic development.

*NOTE:* Students who have received credit for SOCI 379 may not take this course for credit.

ANTH 380 **Contemporary Issues in Human Rights** (3 credits)
Prerequisite: See N.B. numbers (1) and (3). The course develops, through case analysis, insight into the differing priorities and competing concepts of human rights and human dignity in “non-Western” cultural traditions as well as in “Western” societies. It explores the significance of religious and other ideological positions in the use and abuse of human rights by governments, extra-governments, international bodies, as well as the general public. The course also examines topics such as women’s human rights, sexuality and human rights, and human rights in development, the limits of sovereignty, and state accountability.

*NOTE:* Students who have received credit for ANTZ or SOCI 380 may not take this course for credit.

ANTH 381 (also listed as SOCI 381) **Ethnic Communities in Canada** (3 credits)
Prerequisite: See N.B. numbers (1) and (3). This course aims at familiarizing students with the social factors and dynamics of
contemporary ethno-cultural communities in Canada. Topics may include the immigration process and settlement; community development, structures, and organizations; the ethnic family; socio-economic status and achievement; cultural continuity and change; minority-majority relations and relations with other ethno-cultural communities.

NOTE: Students who have received credit for SOCI 381 may not take this course for credit.

ANTH 385  Globalization and Transnationality (3 credits)
Prerequisite: See N.B. number (1). Globalization has been used generally to denote the increasingly rapid and far-flung circulation of people, money, commodities, and images around the world. This course introduces students to a sample of issues covered by anthropologists and sociologists in respect to this process, while at the same time also exploring transnational social networks that cross state borders but are not necessarily global in scope.

NOTE: Students who have received credit for SOCI 385 may not take this course for credit.

ANTH 398  Selected Topics in Anthropology (3 credits)

ANTH 399  Selected Topics in Anthropology (6 credits)
Prerequisite: See N.B. number (1). Specific topics for these courses will be stated in the Undergraduate Class Schedule and the Departmental Handbook.

ANTH 420  Psychological Anthropology (3 credits)
Prerequisite: See N.B. number (2). This course examines and critiques the theoretical concepts of Western academic and folk psychology from the perspective of the psychologies of other cultures. Topics considered include the cultural construction of the emotions, personality development, perception, culture-bound psychiatric syndromes (such as windigo psychosis, amok), and altered states of consciousness, and indigenous theories of dream interpretation.

ANTH 423  Political Anthropology (3 credits)
Prerequisite: See N.B. number (2). This course examines the political process and political organization in cross-cultural perspective. The focus is on how order is achieved in the absence of the state, as well as questions of leadership, power, and authority in different social contexts.

ANTH 424  Experiments and Experience in Ethnographic Writing (3 credits)
Prerequisite: See N.B. number (2). This course examines debates that stemmed from the postmodern critique of representation in anthropology in the mid-1980s. This critique has highlighted new politics for the writing of ethnographic texts, as well as raised a number of epistemological questions relating to the ontological status of truth. The course focuses on recent experiments in ethnographic writing and on dynamics of fieldwork experience.

NOTE: Students who have received credit for ANTH 422 may not take this course for credit.

ANTH 425  Religions in the 21st Century (3 credits)
Prerequisite: See N.B. number (2). This course examines the contemporary roles of religion as systems of meaning, a focus of social claims, and as elements of self-expression. This discussion is set within the historical trajectories of instances of globalization, such as colonization and the spread of world religions, conversions to Christianity and liberation theories, the politicization of Islam, or the emergence of New Age religions as new forms of identity.

ANTH 430  Development Debates (3 credits)
Prerequisite: See N.B. numbers (2) and (3). This course considers the systematic reduction of poverty and powerlessness at individual and societal levels. Several development problems are examined, including national debt crisis, population growth, urbanization, and various degrees of state withdrawal from regulating the market. Special emphasis is given to case studies from major regions of the Third World on the varied impact of development on gender relations and on the eradication of social and economic inequalities.

NOTE: Students who have received credit for SOCI 430 may not take this course for credit.

ANTH 431  Neo-Marxism and Cultures (3 credits)
Prerequisite: See N.B. number (2). This course analyzes the relationships between economy and cultural systems. The first section is devoted to the concept of economic base and superstructure in the industrial world; the second section focuses on selected case studies of non-industrial cultures and industrial cultures. The course concludes with an appraisal of the quality of economic life in non-industrial cultures.

ANTH 433  Theories of Identity (3 credits)
Prerequisite: See N.B. numbers (2) and (3). This course discusses theories of difference, pluralism, exclusion, nationalism, and racism within broader frameworks such as citizenship, multiculturalism, diaspora or transnationalism. This course will therefore review related theories of identity as these are currently addressed within anthropology/sociology and related disciplines.

NOTE: Students who have received credit for SOCI 433 may not take this course for credit.

ANTH 440  Culture, Language, and Mind (3 credits)
Prerequisite: See N.B. number (2); ANTH 212. This course looks at the relationship between linguistics and anthropology, and examines some of the issues in the linkage between language, culture, and thought.
ANTH 441  *Material Culture* (3 credits)
Prerequisite: See N.B. numbers (2) and (3). This course studies material objects and technologies and their role in the production of everyday social life and culture.

*NOTE:* Students who have received credit for SOCI 441 may not take this course for credit.

ANTH 444  *International Indigenism* (3 credits)
Prerequisite: See N.B. number (2). This course reviews, examines and critically assesses the international indigenous peoples’ movement and the articulation of indigenous identities, rights, communities and politics from a global perspective.

*NOTE:* Students who have received credit for this topic under an ANTH 498 number may not take this course for credit.

ANTH 449  *(also listed as SOCI 449)*
*The Culture of Touch* (3 credits)
Prerequisite: See N.B. numbers (2) and (3). This course examines social practices involving touch, a basic medium for human interaction. Topics may include gender differences in the use of touch, how children are handled across cultures, the medical applications of touch in diverse traditions, the tactile dimensions of urban design, and humans’ contact with and impact on the natural world.

*NOTE:* Students who have received credit for SOCI 449 or for this topic under an ANTH 498 or SOCI 498 number may not take this course for credit.

ANTH 462  *(also listed as SOCI 462)*
*The New Imperialism* (3 credits)
Prerequisite: See N.B. numbers (2) and (3). This research seminar brings into focus the anthropology and sociology of contemporary empire-building. Topics may include nation-building, global and domestic counterinsurgency, “humanitarian intervention,” the ideologies of militarism, the militarization of the social sciences and the broader society, the national security state, soft power, the media and information operations, hegemony and capital accumulation.

*NOTE:* Students who have received credit for SOCI 462 or this topic under an ANTH 498 or SOCI 498 number may not take this course for credit.

ANTH 463  *Current Debates in Kinship* (3 credits)
Prerequisite: See N.B. number (2). From its inception, the anthropological investigation of kinship has been centred around organization and regulation of so-called biological facts such as procreation and genetic relatedness or “consanguinity.” The course examines how international adoption, new reproductive technologies, and gay and lesbian kinship reshape the way people think about kinship.

ANTH 465  *Legal Anthropology* (3 credits)
Prerequisite: See N.B. number (2). This course analyzes the legal system as an institutionalized system of social control and meanings, using historical and comparative data. Special attention is given to the study of the interface of law and other areas of sociological inquiry, including social change, conflict, and decision-making.

ANTH 471  *Anthropology of Food* (3 credits)
Prerequisite: See N.B. number (2). This course approaches food through four main themes: archaeology of food production (domestication of plants and animals); class, cuisine, and the development of taste; cosmic and other symbolism of food; and the political economy of food and hunger.

ANTH 472  *Childhood and Youth* (3 credits)
Prerequisite: See N.B. number (2). This course examines the increasingly diverse field of anthropological research on children and youths. This field of interest has recently been expanded to consider a wide range of arenas in which children and youth may be implicated across the world, such as consumption, mobility, media, work, and conflict.

*NOTE:* Students who have received credit for SOCI 472 may not take this course for credit.

ANTH 474  *The Body Social* (3 credits)
Prerequisite: See N.B. numbers (2) and (3). This course examines the social roles of the body. Topics include body image and self-esteem, the symbolism of beauty and ugliness, height, hair, dress, the face, body language, health and fitness, eating and drinking patterns. The subject is considered in anthropological and sociological perspectives.

*NOTE:* Students who have received credit for SOCI 474 may not take this course for credit.

ANTH 475  *Men and Masculinities* (3 credits)
Prerequisite: See N.B. numbers (2) and (3). This course is a review of the various and changing roles of men, the meanings of masculinity across cultures and the emerging men’s movements. In a dialogue with feminism, the course moves towards humanism.

*NOTE:* Students who have received credit for SOCI 475 may not take this course for credit.

ANTH 477  *Elites, Privilege and Relative Advantage* (3 credits)
Prerequisite: See N.B. number (2). This course reviews the analytical and comparative challenges posed by the study of the elites such as scientists, entrepreneurs, and politicians. More modest forms of relative advantage and privilege are also addressed.

*NOTE:* Students who have received credit for this topic under an ANTH 498 number may not take this course for credit.
ANTH 479  *Feminism and Anthropology* (3 credits)
Prerequisite: See N.B. number (2). This course explores the dialogue between feminist theory and anthropology. Topics discussed include “feminist standpoint” theory and the critique of “objectivity” in feminist philosophy of science; feminist contributions to the historical development of anthropological theory; and the relationship between feminism and postmodernism in current debates on ethnography and fieldwork.

ANTH 495  *Honours Essay* (6 credits)
Prerequisite: See N.B. number (2); ANTH 315; and permission of the honours advisor. Under the supervision of an Anthropology staff member, the student prepares an honours essay on a subject chosen in consultation with and approved by the professor.

ANTH 498  *Advanced Topics in Anthropology* (3 credits)

ANTH 499  *Advanced Topics in Anthropology* (6 credits)
Prerequisite: See N.B. number (2). Specific topics for these courses will be stated in the Undergraduate Class Schedule and the Departmental Handbook.
THEOLOGICAL STUDIES

Faculty

Chair
LUCIAN TURCESCU, PhD University of St. Michael’s College (in the University of Toronto); Professor

Associate Professors
PAUL ALLEN, PhD Saint Paul University, Ottawa
MARIE-FRANCE DION, PhD Université de Montréal
ANDRÉ GAGNÉ, PhD Université de Montréal/Université Catholique de Louvain
CHRISTINE JAMIESON, PhD Saint Paul University, Ottawa
JEAN-MICHEL ROESSLI, PhD Université de Fribourg/Ecole Pratique des Hautes Études, Sorbonne

For the complete list of faculty members, please consult the Department website.

Location
Sir George Williams Campus
Annex D
514-848-2424, ext. 2475

Department Objectives

Theology builds a bridge between religious experience and human society. To expand understanding of the human person and of God, the Department seeks to make accessible to all its students an immense tradition of knowledge — especially through interpretation theory, historical analysis, psychological insight, and theoretical elaboration.

The Department is dedicated to training professional theologians and researchers while expanding the horizons of those who wish to appreciate their heritage.

Programs

Students are responsible for satisfying their particular degree requirements. The superscript indicates credit value.

Students must have their programs approved by the Department.

Students will be admitted to the Certificate in Pastoral Ministry with the permission of the Department. Admission will be based on the number of available places and upon evaluation of the candidates’ letter of intent and an interview dealing with their educational background and community experience.

All courses in the Department are open to any qualified student of Concordia.

<table>
<thead>
<tr>
<th>60</th>
<th>BA Honours in Theological Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>THEO 393³</td>
</tr>
<tr>
<td>18</td>
<td>THEO 201³, 202³, 203³, 204³, 205³, 206³</td>
</tr>
<tr>
<td>3</td>
<td>Chosen from THEO 301³, 302³, 303³, 304³ (Old Testament)</td>
</tr>
<tr>
<td>3</td>
<td>Chosen from THEO 311³, 315³, 317³ (New Testament)</td>
</tr>
<tr>
<td>3</td>
<td>Chosen from THEO 320³, 322³ (History)</td>
</tr>
<tr>
<td>3</td>
<td>Chosen from THEO 212³, 331³, 333³, 337³ (Systematics)</td>
</tr>
<tr>
<td>3</td>
<td>Chosen from THEO 351³, 353³ (Ethics)</td>
</tr>
<tr>
<td>3</td>
<td>Chosen from THEO 236³, 242³, 245³, 291³, 347³ (Spirituality)</td>
</tr>
<tr>
<td>12</td>
<td>THEO 406³, 408³, 410³, 460³</td>
</tr>
<tr>
<td>3</td>
<td>Chosen from cognate courses in Classics, History, Philosophy, Psychology, Religion, Sociology, in consultation with the honours advisor. Students, in consultation with the honours advisor, may choose a course in another cognate discipline.</td>
</tr>
<tr>
<td>6</td>
<td>Chosen from courses in the ancient and/or modern languages of Classical Greek, Biblical Greek (THEO 495, 496), Biblical Hebrew (THEO 492, 493), Modern Hebrew, Latin, French, German, Italian, Spanish, in consultation with the honours advisor</td>
</tr>
</tbody>
</table>

NOTE: With the permission of the Department, three credits in a cognate discipline may be substituted for a THEO elective.

<table>
<thead>
<tr>
<th>42</th>
<th>BA Major in Theological Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>THEO 201³, 202³, 203³, 204³, 205³</td>
</tr>
<tr>
<td>3</td>
<td>Chosen from THEO 301³, 302³, 303³, 304³ (Old Testament)</td>
</tr>
<tr>
<td>3</td>
<td>Chosen from THEO 311³, 315³, 317³ (New Testament)</td>
</tr>
</tbody>
</table>
Courses

Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.

THEO 201  Introduction to Theological Studies (3 credits)
This course introduces students to the history, sources, and basic structure of Christian theology. A survey of certain interrelationships between theology and other disciplines is provided as well as an introduction to contemporary approaches to God and topics such as Jesus Christ, sin, and redemption.

THEO 202  Introduction to Biblical Studies (3 credits)
This course provides a survey of the contents of the Bible, from Genesis to Revelation, and a practical introduction to the skills required to understand biblical texts. Attention is paid to diverse approaches to interpretation which are used in historical, literary, or theological study of the Bible.
NOTE: Students who have received credit for THEZ 202 may not take this course for credit.

THEO 203  Introduction to New Testament (3 credits)
This course deals with the writings of the New Testament with an emphasis on both content and form. As well, students are introduced to the socio-political, economic, and cultural backdrops within which earliest Christianity arose and began to spread.

THEO 204  Introduction to Christian Ethics (3 credits)
This course is an introduction to the field of ethics in the context of Christian faith. Christian ethics is presented as an active quest towards understanding and guiding Christian moral living. There is a brief presentation of the historical background to Christian ethics, an exploration of the points of convergence with other religious traditions, as well as the interrelationship between morality and freedom. The course will include a reflection on the problem of evil as a diminishment of persons and societies as well as a section on moral development and moral maturity.
NOTE: Students who have received credit for THEZ 204 may not take this course for credit.

THEO 205  Introduction to Christian Spirituality (3 credits)
The characteristics of Christian spirituality, its roots in scripture, the balance between contemplation and action, its communal dimension, its attitude to the world, are analyzed through the study of a selection of men and women whose lives exemplify various aspects of Christian spirituality over the past two thousand years. The course examines notions of transcendence and immanence, individuality and collectivity, nature and the divine.
NOTE: Students who have received credit for THEO 234 may not take this course for credit.

THEO 206  Introduction to Christian Origins (3 credits)
This course is a study of the historical origins of the Church with a view to understanding the creative originality of the Christian tradition. It explores possibilities for the rethinking of contemporary Christianity in light of the common sources of diverse Christian traditions.

THEO 212  Faith, Reason and the Religious Sense (3 credits)
This course investigates the basic human search for meaning and value in the context of the variety of models of revelation. It considers how religious experience is understood in the light of the psychology of religion and faith.

THEO 226  Theology and Myth (3 credits)
This course is a comparative study of mythology. The focus is on the role of myths in Christian theology, e.g. creation myths, origins of humanity, salvation myths, and others.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THEO 228</td>
<td>(also listed as IRST 228) Celtic Christianity (3 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course follows a historical line to show the connections of the pre-Christian Celtic beliefs with the early Christian Church of Celtic countries. It focuses on the spirituality of the Celtic people in the context of Celtic history and culture. NOTE: Students who have received credit for IRST 228, THEO 208 or 327, or for this topic under an IRST 298 or THEO 298 number, may not take this course for credit.</td>
<td></td>
</tr>
<tr>
<td>THEO 233</td>
<td>Religious Pluralism in a Secular Culture (3 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course focuses on the relationships between religion, pluralism, and secular culture. It deals specifically with secularization, secularism and theological responses that are rooted in historical discourses of church/state relations. NOTE: Students who have received credit for THEO 233 may not take this course for credit.</td>
<td></td>
</tr>
<tr>
<td>THEO 236</td>
<td>Spirituality: Personal, Social and Religious Dimensions (3 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course focuses on the phenomenon of spirituality as a personal and social response to the human quest for self-integration and self-transcendence. It examines the roles of both religious tradition and secular culture in shaping approaches to the spiritual journey. Consideration of the characteristics of Christian spiritual traditions is complemented by reflection upon the meaning and variety of spiritualities present in the pluralistic postmodern culture.</td>
<td></td>
</tr>
<tr>
<td>THEO 238</td>
<td>Theology in Film (3 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course examines a series of films to uncover their theological preoccupations, motives, and questions. Methods of analyses are discussed, in conjunction with screenings of selected films.</td>
<td></td>
</tr>
<tr>
<td>THEO 242</td>
<td>Theology and the Arts (3 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course explores a wide variety of ancient, modern, and contemporary artistic media — painting, sculpture, architecture, glass, music, literature, and multimedia — in order to uncover a theological understanding of artistic activity. It investigates the ways in which artists explore apprehensions of transcendence and the artistic imagination.</td>
<td></td>
</tr>
<tr>
<td>THEO 245</td>
<td>The Creative Self (3 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course helps students explore their own creative processes in order to come to a deeper appreciation of the infinite human capacity for creation, and thus, self-transcendence. It considers the cognitive dimensions of the creative processes, their ethical aspects, their expression in human action, and their impact on ultimate value and meaning. NOTE: Students who have received credit for this topic under a THEO 298 number may not take this course for credit.</td>
<td></td>
</tr>
<tr>
<td>THEO 291</td>
<td>The Icon: Theology in Colour (3 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The icon is both a theological medium and a theological message. The first is expressed by design, the latter by colour. The study of the icon offers the student an opportunity to explore theological meaning through image and symbolism as well as concept and reasoning. NOTE: Students who have received credit for THEO 276 may not take this course for credit.</td>
<td></td>
</tr>
<tr>
<td>THEO 295</td>
<td>Theology and Women (3 credits)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>This course explores the emergence of a body of scholarly writing by women theologians. It looks at their questions and the critiques of traditional theological doctrines and interpretations, as well as suggesting different hermeneutical approaches to exegesis, theology, and history. NOTE: Students who have received credit for THEO 271 may not take this course for credit.</td>
<td></td>
</tr>
<tr>
<td>THEO 298</td>
<td>Selected Topics in Theological Studies (3 credits)</td>
<td></td>
</tr>
<tr>
<td>THEO 299</td>
<td>Selected Topics in Theological Studies (6 credits)</td>
<td></td>
</tr>
</tbody>
</table>

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
THEO 311  **Johannine Literature** (3 credits)
This course offers an in-depth study of the Gospel of John and the three letters of John. The differences between the Johannine school of thought and the Synoptic tradition (Matthew, Mark, and Luke) with respect to christology, faith, salvation, and the role of the spirit are examined.

THEO 315  **Gospels and Acts** (3 credits)
This course is an introduction to the texts and teachings of the four canonical Gospels and to the Acts of the Apostles.

THEO 317  **The Pauline Letters** (3 credits)
This course is an introduction to Paul and his letters. In studying these writings, students engage in close examination of parts of the text (exegesis) and also discover the history and context of earliest Christianity.

THEO 319  **Gnosticism and the New Testament** (3 credits)
This course introduces various Gnostic texts which are then compared and contrasted with the canonical Gospels of the New Testament. Themes such as salvific knowledge, cosmogony and creation, anthropogony, Christology, and soteriology are also considered from a comparative perspective.

NOTE: Students who have received credit for this topic under a THEO 298 number may not take this course for credit.

THEO 320  **History of Christianity: The Medieval Period** (3 credits)
This course explores the history of Christianity from the fall of the Western Roman Empire in the fifth century to the beginning of the Renaissance in the 15th century. The diverging experiences of the churches in East and West are studied, with attention to the development of Christian beliefs, art, philosophy, and institutions, and the major religious and political figures who influenced these developments.

THEO 322  **History of Christianity: Reformation and Modernity** (3 credits)
This course explores the history of Christianity from the reformation through to the closing decades of the 20th century, with special attention given to the Protestant Reformation and to the impact of the Enlightenment on the theology, institutions, ethics, and intellectual life of modern Christians.

THEO 324  **Roman Catholicism** (3 credits)
This course offers an introduction to the contemporary Roman Catholic experience, and includes a treatment of the historical origins of Catholicism, its worship and liturgy, its spirituality, and its role in society and culture.

NOTE: Students who have received credit for THEO 211 may not take this course for credit.

THEO 331  **The Christian Understanding of God** (3 credits)
This course examines the classical presentation of Christian belief in God as a Trinity of divine persons through its biblical origins and historical development. It also examines modern theological reflection on this classical view, including perspectives from non-Western cultural contexts.

THEO 333  **Jesus Christ in History and Faith** (3 credits)
This course studies the biblical and later traditions about the person, nature, and work of Christ in the Christian tradition. Texts studied include the Bible, theological texts from a variety of historical periods as well as some literary and artistic presentations of Christ.

THEO 337  **The Christian Sacraments** (3 credits)
This course examines the history, symbols, and images of ritual and liturgical communication in Christianity, especially in baptism and eucharist. These "mysteries," as the Christian sacraments were originally called, are studied in the context of a Christian life.

THEO 343  **Religion and Politics** (3 credits)
Focusing on the relationship between church, state, and democracy, this course examines the intersection of religion and politics by studying the connections between moral values and political beliefs in different settings around the world. It explores how religious beliefs have shaped politics and have impacted democratization, education, and citizenship. At the same time, it reflects on the way in which politics has affected religious life and religious organizations.

THEO 347  **Spirituality of Aging** (3 credits)
This course deals with the spirituality of aging through a number of important themes: mid-life crises, intergenerational conflicts, sexuality, theology of the body, relationships, death and dying.

NOTE: Students who have received credit for this topic under a THEO 298 or THEZ 298 number may not take this course for credit.

THEO 351  **Applied Ethical Issues** (3 credits)
This course provides students with a method for ethical deliberation and explores ethical issues challenging contemporary society such as euthanasia, health care, the economy, and scientific and technological advances.

THEO 353  **Theology and Bioethics** (3 credits)
This course presents major frameworks for examining issues in bioethics and explores case studies to familiarize students with ethical issues in the biomedical context. Ethical issues in health care and research involving human subjects in light of a theological perspective on life, death and moral existence are explored.

THEO 393  **Philosophical Foundations of Christian Theology** (3 credits)
Prerequisite: 24 credits. This survey course investigates the philosophical outlook and language of theological doctrines and Christian thinkers in various historical periods. Questions of truth, meaning, and goodness are examined in light of Christian
interpretations of Plato and Aristotle. Contemporary topics at the intersection of philosophy and theology, such as human sexuality, political philosophy, and scientific theories, are also treated.

**NOTE:** Students who have received credit for THEO 293 may not take this course for credit.

**THEO 398 Selected Topics in Theological Studies (3 credits)**

**THEO 399 Selected Topics in Theological Studies (6 credits)**

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

**NOTE:** All 400-level Theology courses have as their prerequisite an appropriate 300-level Theology course, or its equivalent, with permission of the Department.

**THEO 402 Pastoral Ministry (3 credits)**
This course introduces students to the history and theology of pastoral ministry. Particular attention is given to theological sources and spiritual resources available to the minister in a variety of pastoral settings.

**THEO 404 Practicum in Pastoral Ministry (3 credits)**
Prerequisite: THEO 402 and permission of the Department. This course complements THEO 402 as the internship and field exploration of a particular pastoral ministry. It will be supervised by experts or experienced individuals in the various fields of ministry, e.g. eldercare, bereavement, hospital, school, youth ministries, and others.

**THEO 406 Scriptural Exegesis (3 credits)**
Prerequisite: THEO 202 or 203; THEO 301. This course initiates students in the historical-critical methodology used in the study of the Bible and familiarizes them with biblical research tools.

**NOTE:** Students who have received credit for this topic under a THEO 498 number may not take this course for credit.

**THEO 408 Classical Theological Texts: Reading and Interpretation (3 credits)**
Prerequisite: THEO 201; THEO 331 or 333 or 337, or permission of the Department. This course provides students with the interpretive skills that permit critical responses to texts. Classical texts are analyzed in terms of the elements of context, structure, form, and content. The course covers classical theological writings from the fourth to the 20th century.

**NOTE:** Students who have received credit for this topic under a THEO 498 number may not take this course for credit.

**THEO 410 Honours Tutorial (3 credits)**
Prerequisite: Permission of the Department; enrolment in the honours program. This course provides students with background studies in central theological issues and writers. Students prepare an annotated bibliography as part of the requirements of the course.

**THEO 460 Honours Essay (3 credits)**
Prerequisite: THEO 410 previously or concurrently; permission of the Department; enrolment in the honours program. Each student works with an individual faculty member in a particular area of theological studies to produce a research paper of about 40 pages in length.

**THEO 492 Biblical Hebrew I (3 credits)**
No prior knowledge of the Hebrew language is necessary. With a view to reading and comprehending simple biblical narratives in Hebrew, students learn the rudiments of Biblical Hebrew from the alphabet, vocabulary, and the basic grammar.

**NOTE:** Students who have received credit for this topic under a THEO 498 number may not take this course for credit.

**THEO 493 Biblical Hebrew II (3 credits)**
Prerequisite: THEO 492. This course continues the objectives of Biblical Hebrew I. With a view to reading and comprehending simple biblical narratives in Hebrew, students learn problematic verb forms, grammatical constructions, and text linguistics. By the end of this course students are able to read, analyze, and translate biblical narratives.

**NOTE:** Students who have received credit for this topic under a THEO 498 number may not take this course for credit.

**THEO 495 Biblical Greek I (3 credits)**
This is an introductory course to Greek Koine. No prior knowledge of the Greek language is necessary. It provides the student with a basic understanding of New Testament Greek.

**THEO 496 Biblical Greek II (3 credits)**
Prerequisite: THEO 495. This course builds on the material presented in Biblical Greek I. By the end of the course, students will be able to analyze and translate biblical texts.

**THEO 497 Selected Topics in Theological Studies (3 credits)**

**THEO 498 Selected Topics in Theological Studies (3 credits)**

**THEO 499 Advanced Topics in Theological Studies (6 credits)**

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
COMPUTER SCIENCE

The Department of Computer Science and Software Engineering offers a Minor in Computer Science available to students in the Faculty of Arts and Science. For further details on this program, see §71.70.5.

COLLEGES, INSTITUTES AND SCHOOLS

Students benefit from the rich variety of academic resources provided by Concordia University. In addition, the Faculty of Arts and Science has established several programs distinguished by the fact that they are housed in small units which integrate various aspects of undergraduate student life at Concordia. These programs admit a certain number of applicants each year, and offer their students the opportunity to study with a group of students and faculty members sharing the same interests. Students can draw on the intimacy of dedicated classrooms, faculty offices, and student lounges as they study and relax with each other and with their professors, while taking full advantage of the facilities of the University at large.

There are three colleges, one institute, and two schools that offer these benefits: the Liberal Arts College, the Science College, the Loyola College for Diversity and Sustainability, the Simone de Beauvoir Institute, the School of Canadian Irish Studies, and the School of Community and Public Affairs. The Liberal Arts College offers a Major and Honours in Western Society and Culture; the Science College provides a Minor in Multidisciplinary Studies in Science; and the Loyola College for Diversity and Sustainability offers both a Minor in Diversity and the Contemporary World and a Minor in Sustainability Studies. The Simone de Beauvoir Institute houses a Specialization, Major, Minor, and Certificate in Women’s Studies. The School of Canadian Irish Studies offers a Minor and Certificate in Canadian Irish Studies, while the School of Community and Public Affairs sponsors a Major in Community, Public Affairs and Policy Studies. Any of these programs may be supplemented by a major or a minor in another department or discipline. For further information about the academic requirements for any of these programs, please consult the appropriate section of the Undergraduate Calendar.

Whether as a major concentration or a minor, these programs extend to students a stimulating opportunity to share in the academic life of the college, institute, or school through special courses, seminars, guest lectures, tutorials, and social and cultural activities, all planned to build on the shared interests of the community. These programs are intended to blend high academic standards, rigorous programs of study, and close collegial relationships to provide an intimate and stimulating atmosphere within the University.

CO-OPERATIVE EDUCATION

Through the Institute for Co-operative Education, the University offers programs in the co-operative format in the departments of Chemistry and Biochemistry, Economics, Études françaises, Journalism, Mathematics and Statistics, Physics, Political Science, and Sociology and Anthropology in the Faculty of Arts and Science; in the departments of Building, Civil and Environmental Engineering, Computer Science and Software Engineering, Electrical and Computer Engineering, and Mechanical and Industrial Engineering in the Faculty of Engineering and Computer Science; and in the departments of Accountancy, Marketing, and Supply Chain and Business Technology Management in the John Molson School of Business.

Co-operative programs in the Faculty of Arts and Science are open to students who are enrolled in many of the honours and specialization programs offered by the above departments.

As it becomes feasible the University may consider offering other disciplines in the co-op format.

(Please see §24 of this Calendar.)
LIBERAL ARTS COLLEGE

Principal and Permanent Fellow
ERIC BUZZETTI, PhD Boston College; Associate Professor

Permanent Fellows
JARRETT CARTY, PhD University of Notre Dame; Associate Professor and Vice-Principal
IVANA DJORDJEVIC, PhD McGill University; Associate Professor
GEOFFREY C. FIDLER, PhD McGill University; Associate Professor
ARIELA FREEDMAN, PhD New York University; Associate Professor
TOBIAS FOSTER GITTES, PhD Columbia University; Associate Professor
FREDERICK H. KRANTZ, PhD Cornell University; Professor
MARK RUSSELL, PhD University of Cambridge; Associate Professor
KATHARINE STREIP, PhD University of California, Berkeley; Associate Professor

For the complete list of faculty members, please consult the Department website.

Location
Sir George Williams Campus
Annex RR, Room: 103
514-848-2424, ext. 2565

Objectives
The Liberal Arts College, a small community of fellows and students, provides a unique liberal arts emphasis within the Faculty of Arts and Science. Built on a core of eight courses, the multidisciplinary curriculum is designed to guide students in exploring the foundations and development of Western civilization and culture. The aim is to foster the major values of the Western tradition — those of critical thinking and respect for intellectual freedom.

The major goal of Liberal Arts College is to assist the student in the process of becoming an educated person. The College seeks to translate into modern idioms the traditional vision of education as a preparation for life. Its core courses and seminars, sharing a common concern with the changing nature of society and culture, aim at the development of an informed critical consciousness. Emphasis is also placed on sharpening the basic expressive and analytic tools indispensable to social and cultural understanding. All College students are expected to present, or to acquire, a knowledge of a second language (normally, French), necessary for their research and to write and to express themselves clearly. Training in research techniques is stressed, and original, independent work encouraged.

Liberal Arts College, linking demanding general education to significant specialization, is committed to serious intellectual work. Through its curriculum, staff, standards, and academic environment, it hopes to communicate the excitement and creativity of such engagement to its students.

Liberal Arts College Admission and Program Requirements
Students admitted to the University and seeking to enter the College must have a "B" average from Cegep, or its equivalent. All students upon admission must demonstrate proficiency in English composition and a second language, or undertake necessary make-up work." All applicants should apply through the Office of the Registrar; they should also call or write the College for an interview. Mature students are admitted to the College on the basis of an interview and an examination of their record. Full-time degree candidates will normally complete their College core curriculum within three academic years; part-time degree candidates should complete their College core curriculum within six academic years. Students who have been admitted to the departmental honours program must maintain a "B+" average in their College core curriculum; all others must maintain a "C" average in their College core curriculum. Allhonours students in the College are expected to undertake significant original work, on a staff-guided basis, in their final year.

*Les étudiantes et étudiants francophones devront donner la preuve de leur connaissance de la langue anglaise.

Students seeking admission to the honours program may apply either for direct entry on the University application form or, once in the program, to the College's honours advisor normally following the completion of 30 credits.

Staff
Permanent fellows are resident in the College, as is its Principal, who also teaches in the core curriculum.
Facilities
Liberal Arts College is located on Concordia University's downtown Sir George Williams Campus. Its seminar and tutorial teaching is done in the same building that houses the College's Principal and permanent fellows. The College has student study areas, a course-materials library, and audiovisual facilities, as well as common room and a collection of important newspapers, journals, and periodicals. The College, the focus of an extracurricular program of visiting speakers and cultural events, is a place where the exchange of ideas and views generated in courses and seminars continues on a more informal basis.

Counselling
Close student-faculty contact and exchange is part of the Liberal Arts College's stress on serious intellectual work. Each student is assigned to a faculty fellow who acts as a personal advisor, and who follows the student’s progress through the College, advising on the choice of disciplinary or area specialization. All students' work is evaluated annually by the Principal and fellows.

College Council
Council, composed of fellows and students, is the formal decision-making body of Liberal Arts College. It meets regularly, chaired by the Principal, as a forum in which current issues and future policy are discussed and decisions taken. Council is that body which ensures the democratic participation of all members of the College in its ongoing academic and extracurricular work.

Programs
All Liberal Arts College students must take the core curriculum. These interrelated courses constitute a significant segment of the coursework required for College-sponsored BA programs. Liberal Arts College stresses honours-level work, although a student may, with the permission of the College, combine the core curriculum with a departmental specialization or major program, or with the Individual Studies programs.

42 Liberal Arts College — Core Curriculum
Stage I
18 LBCL 291¹, 292², 295³
Stage II
18 LBCL 390⁴ or 392³, 391⁴, 393⁴, 394⁴ or 395⁴
Stage III
6 LBCL 490⁴

In addition to completing the core curriculum, students must meet the Faculty of Arts and Science degree requirements and complete a departmental major, specialization, or honours program, or the Individual Studies program, or the Major in L.A.C. Western Society and Culture. The core curriculum may also be applied towards specialization or honours work in the Individual Studies program. (See §31.170 of this Calendar). All College students must consult with a College advisor before selecting courses in other disciplines or fields. Generally, courses in the Liberal Arts College are open only to members of the College.

Honours candidates must maintain a GPA of 3.30 (B+) in their College courses, with no grade lower than a “C.” Students in a major or specialization program must maintain a “C” average in their College courses, with no grade lower than a “D.”

60 BA Honours in Western Society and Culture
Stage I
18 LBCL 291¹, 292², 295³
Stage II
18 LBCL 390⁴ or 392³, 391⁴, 393⁴, 394⁴ or 395⁴
Stage III
12 LBCL 490⁴, 496⁴
6 Chosen from LBCL 494¹, 495¹, 498³
6 Chosen in consultation with the honours advisor

42 BA Major in Western Society and Culture
Stage I
18 LBCL 291¹, 292², 295³
Stage II
18 LBCL 390⁴ or 392³, 391⁴, 393⁴, 394⁴ or 395⁴
Stage III
6 LBCL 490⁴

30 Minor in Western Society and Culture
Stage I
18 LBCL 291¹, 292², 295³
Stage II
12 LBCL 391⁴, 393⁴
The College advises students who are enrolled in the BA Major in Western Society and Culture to take, in addition, some form of concentrated study (e.g. major, minor) within a single department or field of study.

Further information on core courses and College programs generally may be obtained either by writing for the Liberal Arts College Informational Brochure or by calling the Liberal Arts College. Personal interviews with a fellow of Liberal Arts College may be arranged through the secretary.

Admission into a departmental honours program requires the approval of the Department. Admission into the College’s honours program requires the approval of the College.

Students seeking admission to a departmental or College honours program will be bound by the honours requirements outlined in §16.2.3 of this Calendar.

Courses

Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.

LBCL 201  Great Books: Western History and Thought from Antiquity through the Renaissance (3 credits)
Social and political theory are central, and art, music, and scientific thought are represented. Key texts may include the Bible, Plato’s Republic, Thucydides’ Peloponnesian Wars, St. Augustine’s City of God, and Machiavelli’s Prince and Discourses.
NOTE: Students who have received credit for LBCL 291, 292, or LBCZ 201 may not take this course for credit.

LBCL 202  Great Books: Western Culture and Expression from Antiquity through the Renaissance (3 credits)
Literature, religion, and philosophy are central, and art and music are represented. Key texts may include Homer’s Odyssey, Virgil’s Aeneid, Montaigne’s Essays, and Shakespeare’s King Lear.
NOTE: Students who have received credit for LBCL 291, 292, or LBCZ 202 may not take this course for credit.

LBCL 203  Great Books: Western History and Thought from the Reformation through Modernity (3 credits)
Social and political theory are central, and art, music, and scientific thought are represented. Key texts may include Calvin’s Institutes, Descartes’ Discourses on Method, Hobbes’ Leviathan, and Mill’s Essay on Liberty.
NOTE: Students who have received credit for LBCL 291, 292, or LBCZ 203 may not take this course for credit.

LBCL 204  Great Books: Western Culture and Expression from the Reformation through Modernity (3 credits)
Literature, religion, and philosophy are central, and art and music are represented. Key texts may include Milton’s Paradise Lost, Rousseau’s Confessions, Stendhal’s The Red and the Black, and Nietzsche’s Genealogy of Morals.
NOTE: Students who have received credit for LBCL 291, 292, or LBCZ 204 may not take this course for credit.

LBCL 291  Structure and Dynamics of Western Civilization I (6 credits)
Prerequisite: Registration in the Liberal Arts College, or permission of the College. This course emphasizes the intellectual, cultural, and political traditions from the Biblical period and classical antiquity to the mid-17th century. Texts studied are related to changing social and historical contexts. Primary sources may include Genesis, Plato, Republic, Marcus Aurelius, Meditations, Thomas Aquinas, Summa Theologica, Machiavelli, Prince and Discourses, and Hobbes, Leviathan.

LBCL 292  Modes of Expression and Interpretation I (6 credits)
Prerequisite: Registration in the Liberal Arts College, or permission of the College. A study of major Western literary, religious, and philosophical traditions, involving the reading and interpretation of significant texts from antiquity to the mid-17th century. Emphasis is placed on development of writing skills and interpretative analysis. Primary texts may include Homer, Odyssey, Plato, Symposium, Augustine, Confessions, Dante, The Divine Comedy, and Cervantes, Don Quixote.

LBCL 295  History of Art (6 credits)
Prerequisite: Registration in the College, or permission of the College. This course is an integrated study of the nature of the visual arts from antiquity to the 20th century. Artistic expression is examined through chronological and thematic approaches, with attention to the relation between art and society.

LBCL 298  Liberal Arts College Selected Topics (3 credits)

LBCL 299  Liberal Arts College Selected Topics (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

LBCL 390  History of Music: Ancient to Classical (3 credits)
Prerequisite: LBCL 291; LBCL 292; LBCL 295; or permission of the College. This course introduces developments in the history of European music from antiquity to the 18th century. Course content includes musical structure, period styles, and selected works by major composers, setting these within their historical contexts.
NOTE: Students who have received credit for LBCL 396 may not take this course for credit.
LBCL 391  Structure and Dynamics of Western Civilization II (6 credits)
Prerequisite: LBCL 291; LBCL 292; LBCL 295; or permission of the College. This course emphasizes the intellectual, cultural, and political traditions from the mid-17th century to 1914. Texts studied are related to changing social and historical contexts. Primary texts may include Spinoza, Theological Political Treatise, Locke, Second Treatise of Government, Rousseau, The Social Contract, Woolstonecraft, A Vindication of the Rights of Woman, Marx, Capital, and Nietzsche, Genealogy of Morals.

LBCL 392  History of Music: Classical to Contemporary (3 credits)
Prerequisite: LBCL 291; LBCL 292; LBCL 295; or permission of the College. This course introduces developments in the history of European music from the 18th century to the present day. Course content includes musical structure, period styles, and selected works by major composers, setting these within their historical contexts.
NOTE: Students who have received credit for LBCL 396 may not take this course for credit.

LBCL 393  Modes of Expression and Interpretation II (6 credits)
Prerequisite: LBCL 291; LBCL 292; LBCL 295; or permission of the College. A study of major Western literary, religious and philosophical traditions from the mid-17th century to 1914. Primary texts may include Stendhal, The Red and the Black, Diderot, Le neveu de Rameau, Goethe, Faust, Nietzsche, Thus Spoke Zarathustra, and Baudelaire, Les fleurs du mal.

LBCL 394  The History of Science: Antiquity to the Renaissance (3 credits)
Prerequisite: LBCL 291; LBCL 292; LBCL 295; or permission of the College. This course explores the history of science from antiquity to the Renaissance. Primary sources may include Aristotle, Physics, Plato, Timaeus, and Copernicus, On the Revolution of the Heavenly Spheres.
NOTE: Students who have received credit for LBCL 397 may not take this course for credit.

LBCL 395  The History of Science: Early Modern to Contemporary (3 credits)
Prerequisite: LBCL 291; LBCL 292; LBCL 295; or permission of the College. This course emphasizes the nature of modern science from the scientific revolution to the present day. Primary sources may include Darwin, Origin of the Species, Galileo, Dialogue Concerning the Two Chief World Systems, Bacon, Advancement of Learning, and Einstein, Relativity.
NOTE: Students who have received credit for LBCL 397 may not take this course for credit.

LBCL 398  Liberal Arts College Selected Topics (3 credits)

LBCL 399  Liberal Arts College Selected Topics (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

LBCL 490  The 20th Century: Forms, Themes, Critiques (6 credits)
Prerequisite: LBCL 391; LBCL 393; or permission of the College. This course emphasizes key issues in contemporary society and culture. Major 20th-century texts and documents — philosophical, literary, political, and artistic, as well as analytical materials drawn from history and the social sciences, are read. Primary sources may include de Beauvoir, The Second Sex, Woolf, To the Lighthouse, Levi, Survival in Auschwitz, Hayek, The Road to Serfdom, Heidegger, Being and Time, as well as theorists such as Foucault, Lévi-Strauss, Barthes, and Derrida.

LBCL 491  Integrative Seminar (6 credits)
Prerequisite: Permission of the College. Students who have received credit for LBCL 490 may register for LBCL 491 provided the subject matter is different.

LBCL 494  Liberal Arts College Special Studies: Antiquity to Renaissance/Reformation (3 credits)
Prerequisite: Permission of the College. This course addresses a selected field within the chronological period above, emphasizing focused study of specific primary texts, as well as significant works of interpretation as appropriate to the selected field. Themes normally vary on a year-to-year alternating basis, so as to reflect the broad orientations (Structure and Dynamics of Western Civilization, Modes of Expression and Interpretation) which inform the core curriculum.

LBCL 495  Liberal Arts College Special Studies: 17th Century to the Present (3 credits)
Prerequisite: Permission of the College. This course addresses a selected field within the chronological period above, emphasizing focused study of specific primary texts, as well as significant works of interpretation as appropriate to the selected field. Themes normally vary on a year-to-year alternating basis, so as to reflect the broad orientations (Structure and Dynamics of Western Civilization, Modes of Expression and Interpretation) which inform the core curriculum.

LBCL 496  Liberal Arts College Honours Essay Seminar (6 credits)
Prerequisite: This course is open only to students at the College who have completed Stage II courses at the required academic level of performance. The student works with an individual faculty member in a chosen and approved area of the core curriculum, and must produce a sustained piece of written work approximately 40 pages in length. Students must also participate in an honours seminar in connection with their research and writing.

LBCL 498  Liberal Arts College Advanced Topics (3 credits)

LBCL 499  Liberal Arts College Advanced Topics (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
LOYOLA COLLEGE FOR DIVERSITY AND SUSTAINABILITY

Principal
ROSEMARIE SCHADE, DPhil University of York (U.K.); Associate Professor, History

Fellows
ADEELA ARSHAD-AYAZ, PhD McGill University; Assistant Professor, Education
MATTHEW BARKER, PhD University of Wisconsin-Madison; Assistant Professor, Philosophy
WILLIAM BUKOWSKI, PhD Michigan State University; Professor, Psychology
FRANK R. CHALK, PhD University of Wisconsin-Madison; Professor, History
JAMES GRANT, PhD University of Guelph; Professor, Biology
DAVID HOWES, PhD Université de Montréal; Professor, Sociology and Anthropology
SATOSHI IKEDA, PhD Michigan State University, PhD State University of New York at Binghamton; Associate Professor, Sociology and Anthropology
PK LANGSHAW, MFA Université du Québec à Montréal; Associate Professor, Design and Computation Arts
JAMES MOORE, MA University of Toronto; Distinguished Professor Emeritus, Political Science
ALAN E. NASH, PhD University of Cambridge; Associate Professor, Geography, Planning and Environment
KATJA NEVES-GRAÇA, PhD York University; Associate Professor, Sociology and Anthropology
RAYMOND PAQUIN, DBA Boston University School of Management; Assistant Professor, Management
DANIEL SALÉE, PhD Université de Montréal; Professor, Political Science/School of Community and Public Affairs
PETER STOETT, PhD Queen's University; Professor, Political Science

For the complete list of faculty members, please consult the Department website.

Location
Loyola Campus
Administration Building, Room: AD 502
Tel.: 514-848-2424, ext. 2125
Email: loyolacollege@alcor.concordia.ca

Objectives
Loyola College for Diversity and Sustainability is designed as a secular college that addresses the academic needs of selected undergraduate students who seek to balance discipline-based instruction with interdisciplinary and cross-disciplinary communication in the arts and sciences. The educational philosophy of the College incorporates several objectives: to integrate international and global perspectives into higher education; to foster understanding of how the individual and society can operate more effectively in a global context of increased intercultural interaction; to develop a literacy of sustainability; to provide the practical tools needed to tackle the major issues facing humanity; to balance discipline-based instruction with interdisciplinary inquiry and cross-disciplinary communication; and to promote responsible citizenship and leadership in the 21st century.

Admission Requirements for Loyola College for Diversity and Sustainability
Students may apply simultaneously to Concordia University and Loyola College for Diversity and Sustainability by selecting “Loyola College for Diversity and Sustainability” from the drop-down menu on the Program(s) tab of the Online Application. Further information about the College can be obtained by telephone, email, or by visiting the College’s offices. All students registered in the Minor in Diversity and the Contemporary World and the Minor in Sustainability Studies are welcome to become members of the College if they successfully complete three LOYC courses. All other undergraduate students may also join the College if they successfully complete three LOYC courses.

Performance Requirement
Students must obtain a minimum grade of “B” in all courses counting towards their minor and/or membership in order to continue in the College.

Facilities
Loyola College for Diversity and Sustainability is located on Concordia University’s Loyola Campus. The College has student study and lounge areas, a small library, and a conference room, to which all College members have access. The facilities are intended to complement Loyola College for Diversity and Sustainability’s role as a community where students have the opportunity to pursue both their academic and extracurricular interests in a supportive and stimulating environment.
Programs

Students are responsible for satisfying their particular degree requirements.
The superscript indicates credit value.

24 Minor in Diversity and the Contemporary World
   15 Chosen from LOYC 210, 220, 230, 310, 320, 330, 340
   6 Chosen in consultation with a Loyola College for Diversity and Sustainability advisor
   3 LOYC 420

NOTE: The minor is designed for students to combine with an honours, specialization, or major in another discipline.

30 Minor in Sustainability Studies
   6 BIOL 205, LOYC 320 to be taken in the first nine credits
   9 Chosen from BIOL 226, CHEM 209, EXCI 233, GEOG 203, PHIL 236, PHYS 270, SCPA 215
   12 Chosen from AHSC 353, ANTH/SOCI 352, BIOL 353, COMS 372, ECON 391, GEOG 321, HIST 395
   3 POLI 394

NOTE: Students are responsible for ensuring they have the necessary prerequisites for courses at the 300 level.
NOTE: Students must maintain a minimum grade of "B" in all courses taken toward the minor.

15-27 Foundation Year
   6 LOYC 201, 202
   9-21 ANTH 272, CHEM 209, HIST 201, 202, POLI 205, RELI 216, THEO 233

*Students must obtain permission from the Principal of the Loyola College for Diversity and Sustainability regarding course substitutions. Students who have received credit for these courses within their departmental program may not take these courses for credit toward their Loyola College for Diversity and Sustainability Foundation Year.

NOTE: The foundation year is designed for students pursuing a 120-credit Extended Credit Program (ECP) in an undergraduate degree.

Courses

Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.

LOYC 201 The Idea of Modernity (3 credits)
The fundamental ideas and assumption of the modern Western world were formed in the 17th-century European Enlightenment. This course begins with an historical overview of the Enlightenment, followed by an interdisciplinary investigation of the idea of modernity. It focuses on the central modern concepts of a person, society, nature, and good and evil, and looks at some challenges to the idea of modernity. Finally, it explores current pressures that have led to the contemporary form of thought known as postmodernism.

LOYC 202 What is the Environment? (3 credits)
The purpose of this course is to explore the broad set of interdependent phenomena that comprise the environments in which people live. These are: a) the natural environment of rocks, air, water, plants, and animals; b) the built environment including characteristics of cities, workplaces, and homes; and c) the cultural environment including the beliefs, attitudes, and institutions that affect how people perceive and behave in the environment.

LOYC 210 The 20th Century (3 credits)
This course provides select coverage of aspects of the historical forces and events that shaped the 20th century. The historical background of issues such as wars and peace, colonialism and postcolonialism, economics and the environment, and questions about ethnic and national diversity and cultural perception are explored. The course is intended to develop critical thinking together with basic bibliographic and writing skills.

NOTE: Students who have received credit for HIST 283 or HISZ 283, or for this topic under an HIST 298 or HISZ 298 number, may not take this course for credit.

LOYC 220 The Contemporary World (3 credits)
From a variety of perspectives, including historical, environmental, economic, and cultural, this course examines major issues facing the world today. These issues may include international trade and the economy, the regulation of garbage and pollution, the decline in cultural variability, the spread and control of disease, and the effects of mass communication. This course is intended to develop an appreciation of a global view of the challenges which the world is likely to face in the next few decades.

LOYC 230 Globalization and Diversity (3 credits)
This course explores the main differences between the world’s major cultures, religious beliefs, and philosophies, and addresses the tensions between establishing universal values and maintaining cultural diversity in an age of accelerating globalization. There is also an emphasis on the conception of different levels of social complexity, principally the role of the individual, the interpersonal, and the group within a society. This course is intended to develop team research and presentation skills, and the ability to communicate and work effectively within a small group setting.
LOYC 298  **Selected Topics in the Loyola College for Diversity and Sustainability** (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

LOYC 310  **Science and the Contemporary World** (3 credits)
This course explores the basic issues of the philosophy of science by examining the nature of science as an activity and a way of understanding the world. Cultural variations in the philosophy of science are discussed as well as contemporary disputes involving the interpretation of science: Darwinism; the “Science Wars”; science and religion; and feminist critiques of science. This course is intended to develop critical thinking and analysis, and deductive and inductive reasoning.

LOYC 320  **Biodiversity on Earth** (3 credits)
The current state of biodiversity around the world and the forces that affect this diversity are the main focus of this course. It addresses the origins of this diversity, the advantages of variability in the environment for human life, and the contemporary challenges to this diversity. This course is intended to emphasize holistic thinking and system analysis.

LOYC 330  **Self, Culture, and Development** (3 credits)
This course examines, from a psychological perspective, how the concept of self varies across cultures. Whereas some cultures embrace the concept of the individual, other cultures emphasize the communal nature of social and personal existence. This theme is explored from several perspectives including theory about development, the treatment of “self” in literature, cultural variations in the concept of human rights, and the link between self and society. This course is intended to demonstrate the interface between the medical and social sciences and the analysis of change.

LOYC 340  **Culture and Communication** (3 credits)
This course is an anthropological approach to variations in cultural experience as they relate to communication. Students explore modes of expression and communication, including literature and film, with a view to examining questions of interpretation, aesthetics, and ethical judgment. Personal expression and communication are also discussed. This course is intended to develop an awareness of the role of imagination and creativity in expression and interpretation, and sensitivity to the role of cultural and other differences in processes of communication.

**Note:** Students who have received credit for LOYC 410 may not take this course for credit.

LOYC 398  **Selected Topics in the Loyola College for Diversity and Sustainability** (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

LOYC 420  **Integrative Seminar** (3 credits)
Prerequisite: 12 credits of LOYC courses; or permission of the College. This course focuses on the conceptualization of cross-disciplinary inquiry and the problems of interdisciplinary communication. The role of discipline-based and cross-disciplinary research is studied. A brief intellectual history of discipline-formation and emerging interdisciplinary fields is discussed. One contemporary global issue is usually examined in detail in this context. This course is intended as a seminar for students completing the Minor in Diversity and the Contemporary World.
## SCHOOL OF CANADIAN IRISH STUDIES

### Section 31.530

**Principal**  
MICHAEL KENNEALLY, PhD University of Toronto; Professor

**Professor**  
GEARÓID Ó HALLMHURÁIN, PhD Queen’s University Belfast

**Assistant Professors**  
SUSAN CAHILL, PhD University College Dublin  
GAVIN FOSTER, PhD University of Notre Dame  
JANE G. V. MCGAUGHEY, PhD University of London  
EMER O’TOOLE, PhD University of London

*For the complete list of faculty members, please consult the Department website.*

### Location

Sir George Williams Campus  
Hall Building, Room: 1001  
514-848-2424, ext. 8711

### Objectives

The School of Canadian Irish Studies offers interdisciplinary programs in the history and culture of Ireland and Irish emigration and settlement, especially in Canada. Courses in Irish history, literature, politics, language, ethnomusicology, film, theatre, economics, religion, women’s studies and popular culture, introduce students to Ireland’s rich culture and complex society. Because of the country’s unique history, students are also introduced to issues pertinent in other regions of the world, such as colonization and post-colonialism, cultural nationalism, dual linguistic and religious traditions, famine and migration, rebellion and civil war, sectarian conflict and reconciliation, and economic development and globalization. Ireland therefore offers a case study relevant to other cultures and societies. Students from diverse backgrounds and disciplines are attracted by the interdisciplinary and comparative programs of Canadian Irish Studies which prepare them either for graduate studies or to enter the work force in a wide range of fields from cultural production to media, public service to law, or education to international relations. With its own library and meeting room, the School creates an intimate and welcoming intellectual environment which is enhanced by a public lectures series as well as cultural and community events. Scholarships and opportunities to study in Ireland are available to students in the programs.

### Programs

Students are responsible for satisfying their particular degree requirements.  
The superscript indicates credit value.

<table>
<thead>
<tr>
<th>42</th>
<th>BA Major in Canadian Irish Studies</th>
<th></th>
</tr>
</thead>
</table>
| 12 | Stage I  
|    | HIST 211\(^1\); HIST 212\(^1\)/IRST 210\(^3\); IRST 203\(^3\), 270\(^3\) |  |
|    | Stage II  
|    | ENGL 357\(^3\), 358\(^3\); IRST 300\(^3\), 303\(^3\) |  |
|    | Stage III  
|    | IRST 403\(^3\) |  |
| 15 | Chosen from ENGL 353\(^3\), 355\(^3\), 356\(^3\), 359\(^3\); IRST 205\(^3\) or HIST 213\(^3\); IRST 228\(^3\)/THEO 228\(^3\); THEO 230\(^3\), 233\(^3\), 290\(^3\), 298\(^3\), 299\(^3\); IRST 312\(^3\) or HIST 330\(^3\); IRST 314\(^3\), 315\(^3\), 316\(^3\), 333\(^3\), 343\(^3\), 344\(^3\), 345\(^3\), 371\(^3\), 373\(^3\), 398\(^3\), 399\(^3\), 412\(^3\), 498\(^3\), 499\(^3\); WSDB 335\(^3\) |  |

<table>
<thead>
<tr>
<th>24</th>
<th>Minor in Canadian Irish Studies</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>ENGL 357(^3); HIST/IRST 211(^3); IRST 203(^3), 270(^3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chosen from ECON 379(^3); ENGL 355(^3), 359(^3); GEOG 342(^3); HIST 213(^3)/IRST 205(^3); HIST 330(^3)/IRST 312(^3); IRST 228(^3)/THEO 228(^3); IRST 230(^3), 233(^3), 290(^3), 298(^3), 299(^3), 303(^3), 314(^3), 315(^3), 316(^3), 333(^3), 343(^3), 344(^3), 345(^3), 371(^3), 373(^3), 398(^3), 399(^3), 412(^3), 498(^3), 499(^3); MIRI 290(^3); WSDB 335(^3) or other courses chosen in consultation with an advisor from the School of Canadian Irish Studies</td>
<td></td>
</tr>
</tbody>
</table>
Certificate in Canadian Irish Studies

15 ENGL 357; HIST/IRST 211; IRST 203, 270, 303
15 Chosen from ECON 379; ENGL 355, 359; GEOG 342; HIST 213/IRST 205, HIST 330/IRST 312; IRST 228/THEO 228; IRST 230, 233, 290, 298, 299, 312, 314, 315, 316, 333, 343, 345, 371, 373, 390, 399; 412, 498; 499; MIRI 290; WSDB 335; or other courses chosen in consultation with an advisor from the School of Canadian Irish Studies

NOTE: For details on the course descriptions in the programs listed above, please refer to the individual departmental course listings, and the IRST courses listed below.

Courses

IRST 203 Introduction to Canadian Irish Studies (3 credits)

This course is a multidisciplinary introduction to the field of Canadian Irish studies, a discipline that embraces a broad range of historical and contemporary issues as they have manifested themselves on the island of Ireland and in Canada. In particular, questions related to individual identity in the context of history, language, culture, landscape, and religion are explored and debated.

NOTE: Students who have received credit for this topic under an INTE 298 number may not take this course for credit.

IRST 205 (also listed as HIST 213)

The Irish in Montreal (3 credits)

Drawing on a diversity of historiographical materials, this interdisciplinary course examines the story of the Irish in Canada with a particular emphasis on Quebec, from the French colonial period through the City of Montreal’s golden era of mercantile prominence in the mid-19th century to the break-up of its older Irish neighbourhoods a century afterwards. Starting with the demographics of Irish immigration and settlement, it devotes special attention to social and cultural relations between the Irish and other ethnic groups.

NOTE: Students who have received credit for HIST 213 or for this topic under a HIST 398 number may not take this course for credit.

IRST 210 (also listed as HIST 212)

The Irish in Canada (3 credits)

From 17th-century fishermen and traders arriving in Newfoundland to displaced victims of the Famine in the 19th century, to contemporary immigrants from Ireland, the Irish have had a presence in all parts of Canada from the earliest days of settlement. This course examines the emigration and settlement patterns of Irish immigrants in the various regions of Canada across a period of three centuries, paying particular attention to their role in the social, economic, political, cultural, and educational development of Canadian society. The course explores the various strategies by which Irish immigrants both adapted to and transformed the particular host society in which they found themselves, and looks at other immigrant communities as a means of understanding the special contribution of the Irish to Canada.

NOTE: Students who have received credit for HIST 212 or for this topic under a HIST 398 number may not take this course for credit.

IRST 211 (also listed as HIST 211)

History of Ireland (3 credits)

This survey course traces the history of Ireland from the earliest times to the present, with emphasis on the 19th and 20th centuries. Special attention is given to the development of Irish nationalism and relations with Great Britain.

NOTE: Students who have received credit for HIST 211 or for this topic under an IRST 298 number may not take this course for credit.

IRST 228 (also listed as THEO 228)

Celtic Christianity (3 credits)

This course follows a historical line to show the connections of the pre-Christian Celtic beliefs with the early Christian Church of Celtic countries. It focuses on the spirituality of the Celtic people in the context of Celtic history and culture.

NOTE: Students who have received credit for THEO 208, 228 or 327, or for this topic under an IRST 298 or THEO 298 number, may not take this course for credit.

IRST 230 Irish Mythology and Folklore (3 credits)

This course explores Irish culture through folklore and myth — in particular, their manifestations in Irish music, literature, performing arts, and cinema. It addresses the significance of myth and folklore in written and oral history, traditions, and iconography. The course focuses on the forms, functions, and influences of Irish legends, myths, and folktales that attract learned and popular interest in Ireland and abroad.

IRST 233 The Irish Language and its Culture I (6 credits)

This course provides a general introduction to Irish linguistic and cultural practices in modern and contemporary Ireland. It explores the principles of the Irish language and introduces students to the language through folklore, song, poetry, film, drama, and storytelling.

NOTE: Students who have received credit for MIRI 290 may not take this course for credit.

IRST 270 Irish Traditional Music: A Global Soundscape (3 credits)

Covering a tapestry of cultural history from the ancient Celts to modern mega shows like Riverdance, this multidisciplinary course focuses on Irish traditional music performed in Ireland, as well as throughout the world. Drawing on historiographical and ethnomusicological theory, the course uses recordings and documentary films to explore how globalization has interfaced with this traditional genre to create a thriving transnational arena of performance and creativity.
IRST 290  **Field Studies in Ireland** (3 credits)
Prerequisite: Permission of the School. Prerequisites are determined on an individual basis by the School. This course is designed to allow students to conduct focused study of a given subject (e.g., literature, history, language, music, film) in an Irish context. The experience in Ireland may be in the context of a structured school environment or may take the form of a more independent exploration. Based upon preparatory readings and assignments done at Concordia, students enrich their learning experience in Ireland, followed by assignments completed upon their return to Concordia. All course content and requirements are established in consultation with the School.

NOTE: Students may take this course two times for credit provided the subject matter is different.

IRST 298  **Selected Topics in Canadian Irish Studies** (3 credits)

IRST 299  **Selected Topics in Canadian Irish Studies** (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

IRST 300  **Research Methods in Irish Studies** (3 credits)
Irish Studies span a spectrum of disciplines from the humanities, fine arts and the social and political sciences. Conducting research within this diverse domain requires a broad-based set of applied and theoretical skills. This interdisciplinary course prepares upper-level undergraduates for research in Irish studies, for academic and field situations in Ireland, and in Irish diasporic settings overseas. While cross-disciplinary methodologies are emphasized throughout the course, particular attention is given to research planning and logistics, archival investigation, cross-cultural interviewing, “participant observation” fieldwork training, applied theoretical modelling, and thesis management.

IRST 303  **Irish Studies: Dispersal and Settlement** (3 credits)
Prerequisite: IRST 203. This interdisciplinary course examines the Irish experience of emigration, exile, resettlement, and diaspora, emphasizing the Great Famine and its legacy in shaping Irish communities in Canada and elsewhere. It highlights debates about the impact of the Famine, the significance of Grosse-Île in Irish and Irish-Canadian cultural memory, the relationship between Irish emigration and nationalism, immigrant women and how Irish communities adopted a self-image of exile.

IRST 312  **(also listed as HIST 330)**
**The Great Irish Famine** (3 credits)
Prerequisite: 24 credits. This course examines the Irish Famine and its impact on Irish society, culture, and history. Beginning with a thorough examination of the economic, political, and social structures in pre-Famine Ireland, the course studies the causes of, and responses to, the Famine and its impact on society in Ireland and the world, including Quebec. Consideration is also given to the continuing re-examination of the Famine and its role in the politics of memory.

NOTE: Students who have received credit for HIST 330 or for this topic under a HIST 398 number may not take this course for credit.

IRST 314  **Ireland in the 20th Century** (3 credits)
This course surveys Irish political and social developments during the last century. Key themes include the struggle for independence from Britain, Anglo-Irish relations after independence, Partition and the Northern Irish “Troubles,” and the emergence of a globalized and more prosperous Ireland.

NOTE: Students who have received credit for this topic under a HIST 398 number may not take this course for credit.

IRST 315  **The Troubles in Northern Ireland** (3 credits)
Prerequisite: IRST 314. After surveying the historical roots of the divisions in Northern Irish society, the course traces the successive phases of the prolonged “Troubles” (1968 to 1998): the Catholic civil rights movement; the period of armed conflict between the IRA, loyalist paramilitaries, and security forces; and the recent peace process. The course also considers the impact of the Troubles on Ireland (North and South) and Britain.

NOTE: Students who have received credit for this topic under a HIST 398 number may not take this course for credit.

IRST 316  **The Irish Revolution, 1913-1923** (3 credits)
Prerequisite: IRST 314. This course explores the political, military, social, and cultural dimensions of the turbulent period in Irish history that dissolved over a century of Anglo-Irish Union and established two new states. The course necessarily focuses on Sinn Féin and the Irish Republican Army’s efforts to achieve independence from Britain, but considerable attention is also given to Ulster Unionist resistance to separatism. Additionally, other forces and dynamics that shaped this seminal period are explored, such as sectarian violence in Northern Ireland; conflict between rival nationalist factions in the south; labour and socialist agitations; agrarian discontent; and the women’s suffrage and feminist movements.

NOTE: Students who have received credit for this topic under a HIST 398 number may not take this course for credit.

IRST 333  **The Irish Language and its Culture II** (6 credits)
Prerequisite: IRST 233; MIRI 290; or permission of the School. Under pressure for over 200 years from the expanding use of English, Irish is still considered by many a crucial underpinning of Irish national identity. This course assumes elementary knowledge of the Irish language as a platform for students to access cultural forms (memoirs, poetry, short stories, sean-nós songs, films) and media such as radio, newspapers, television, and podcasts. In particular, the course examines how language is intimately tied to place and landscape (dinnshenchas: the Irish lore of place names) and how it both actively and subliminally remains a potent force in Irish cultural life.

NOTE: Students who have received credit for this topic under an IRST 399 number may not take this course for credit.
IRST 343  
**Cinema in Quebec and Ireland** (3 credits)
This course offers a comparative study of Quebec and Ireland’s cinema. As cultures, Quebec and Ireland share a history of Catholicism, a relationship with British colonialism, anxiety around language, and unresolved debates about nationalism and state formation. But these points of contact are problematic. This course teases out the complexities and importance of some of these points of contact and divergence so as to engage, in a fully realized way, in a comparative analysis.

IRST 344  
**Irish Plays: Dramaturgy** (3 credits)
This lecture/seminar course examines selected Irish plays, covering the background research necessary for their deeper contextual understanding — geography, politics, society, economy, class, history, religion, and moral values of the time and place. In addition to attending lectures and having the option to participate in play readings, students are expected to undertake research assignments in the above fields, to contribute to the creation of dramaturgical folders, and to participate in group presentations.

IRST 345  
**Irish Plays: Performance** (3 credits)
This acting class in applied dramaturgy undertakes in-depth scene study of play extracts. There is an option for students to act as dramaturg(e)s and assistant directors to the scene study groups; that is, to have non-performing roles in the class. The students undertake extended dramaturgical analyses of plays, characters, and scenes, as well as learning the appropriate accents.

IRST 371  
**Irish Cultural Traditions in Quebec** (3 credits)
Music, song, and dance have consistently acted as conduits for the integration of the Irish immigrants into Québécois society. This interdisciplinary course explores the history of Irish traditional music in Quebec since the 18th century. Using archive recordings, ballads, and dance music, the course traces the history of Irish settlement in Quebec, and focuses specifically on the diaspora of Irish music makers to the province. In exploring this eclectic soundscape, particular emphasis is given to Irish music communities in rural and urban Quebec, from the Gaspé through Quebec City and Montreal, to the Gatineau and Ottawa Valleys. 

NOTE: Students who have received credit for this topic under a HIST 398 number may not take this course for credit.

IRST 373  
**Irish Traditional Music in Canada: A Cultural History** (3 credits)
The cultural history of Irish traditional music in Canada is inextricably linked to a matrix of Irish immigration and settlement that began in the late 1600s and that stretched from Newfoundland to the Yukon, from Hudson Bay to the Great Lakes, evidenced in music played by Irish, French, Scottish, and First Nation communities across Canada today. Exploring the music history of the Irish in the Atlantic provinces, Lower and Upper Canada, and the Western provinces, this course draws on analytical models in history, anthropology, and cultural studies, as well as ethnomusicology and music criticism. 

NOTE: Students who have received credit for this topic under a HIST 398 number may not take this course for credit.

IRST 398  
**Special Topics in Canadian Irish Studies** (3 credits)
IRST 399  
**Special Topics in Canadian Irish Studies** (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

IRST 403  
**Irish Studies: Diasporic Transformation and Integration** (3 credits)
Prerequisite: IRST 303. This course examines the adaptation and integration of Irish communities into various host societies, with a particular emphasis on the Irish in Quebec and Canada. The course looks at the role which such communities played in shaping the social, cultural, political, economic, educational, and religious fabric of these host societies.

IRST 412  
**Rebellion in Ireland and Quebec** (3 credits)
This seminar explores, from a variety of angles, two rebellions that marked the histories of Ireland and Quebec. The Irish Rising of 1798 and the Rebellions of 1837-8 in Lower Canada both pitted various sectors in society against one another. Students read broadly about the two rebellions, considering both their similarities and differences, reflecting on the different ways that historians have written about them, and exploring their place in the public memory of the two societies. 

NOTE: Students who have received credit for this topic under a HIST 398 or 412 number may not take this course for credit.

IRST 498  
**Advanced Topics in Canadian Irish Studies** (3 credits)
IRST 499  
**Advanced Topics in Canadian Irish Studies** (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
Principal
CHEDLY BELKHODJA, PhD Université de Bordeaux-Montesquieu; Professor

Vice-Principal
MARGUERITE MENDELL, PhD McGill University; Professor

Professor
DANIEL SALÉE, PhD Université de Montréal

Associate Professors
KARL HELE, PhD McGill University
ANNA KRUZYNSKI, PhD McGill University

Assistant Professor
LOUELLYN WHITE, PhD University of Arizona

Fellows
WILLIAM BUXTON, PhD Free University of Berlin; Professor, Communication Studies
MIKE GASHER, PhD Concordia University; Professor, Journalism
CHANTAL MAILLÉ, PhD Université du Québec à Montréal; Associate Professor, Simone de Beauvoir Institute
ALAN E. NASH, PhD University of Cambridge; Associate Professor, Geography, Planning and Environment
LORNA ROTH, PhD Concordia University; Professor, Communication Studies
FILIPPO SALVATORE, PhD Harvard University; Associate Professor, Classics, Modern Languages and Linguistics
MARK WATSON, PhD University of Alberta; Assistant Professor, Sociology and Anthropology

For the complete list of faculty members, please consult the Department website.

Location
Sir George Williams Campus
Annex CI, Room: 101
514-848-2424, ext. 2575

Objectives
The School of Community and Public Affairs (SCPA) offers a multidisciplinary program in public policy analysis. The School prepares its graduates to be knowledgeable participants in the policy-making process in the private, public, and community sectors. An innovative combination of academic and practical training exposes students to a wide range of public issues. In small classes encouraging participation, students develop specialized abilities to do research, to communicate, and to organize public consultations and debates. An internship program also enables students to gain the necessary experience of working in a public affairs job. The School will be of interest to excellent students in a variety of disciplines, including economics, history, political science, sociology, urban studies, journalism, and communication studies. While some of our students enter the work force upon completion of their undergraduate degree, the majority continue their education. SCPA graduates tend to do graduate work either in their disciplines or, more often, in professionally oriented programs including public or business administration, international affairs, industrial relations, and law.

The historic Mackay Street building which the School occupies is an ideal site for small classes, public lectures, social events, and meetings. School facilities include a common room, a reading room and documentation centre, a seminar room, a computer room, and faculty and student offices.

Program
Students who enrol in the School of Community and Public Affairs must follow, in sequence, a three-stage program comprised of the following courses:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Course Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>SCPA 201, 203, 215, INTE 296</td>
</tr>
<tr>
<td></td>
<td>Chosen from SCPA 204/POLI 204 or SCPA 339/POLI 339</td>
</tr>
<tr>
<td></td>
<td>Chosen from SCPA 205/HIST 205 or SCPA 210/HIST 210</td>
</tr>
</tbody>
</table>

SCHOOL OF COMMUNITY AND PUBLIC AFFAIRS
2014-15 Concordia University Undergraduate Calendar
The Disciplinary Program
Students enrolled in the SCPA major program are strongly encouraged to combine the School’s major program with a departmental major, specialization, or honours program, and meet the Faculty of Arts and Science degree requirements.

Performance Requirements
Students are required to maintain an average of “B-” in program courses.

Entrance Requirements
Students admitted to the University and seeking to enter the School must have achieved a “B” average, or the equivalent at the previous educational level. Students seeking to enter the School will be interviewed personally and asked to complete a writing test. The interview process also serves to evaluate their language skills in both English and French. In exceptional circumstances, a candidate who has failed to meet the grade requirements might be admitted on the basis of a personal assessment of potential capacities.

For further information on curriculum, programs, personnel, and objectives, please call 514-848-2424, ext. 2579.

Courses

Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.

SCPA 201  Introduction to Public Policy and the Public Interest (3 credits)
This course introduces students to the theoretical, philosophical, and ethical foundations as well as the social logic of public policy formulation in modern societies. Using a multidisciplinary approach, it pays particular attention to the complex interaction between groups, individuals, and institutions in society, and brings students to consider issues related to the nature of the modern state, business-government relations, the labour movement, non-profit and community organizations, the influence of interest groups, media and international institutions on the policy agenda.
NOTE: Students who have received credit for SCPA 300 or SCPZ 201 may not take this course for credit.

SCPA 203  Community and Public Affairs in Quebec and Canada (3 credits)
This course examines the interaction between civil society organizations and the state in the particular context of Quebec and Canada. It focuses on the labour movement, social movements and interest groups, and analyzes their role and influence in the policy-making process in Quebec and Canada, especially with regard to social policy, socio-economic development and human rights.
NOTE: This course is taught in French.
NOTE: Students who have received credit for SCPA 300 may not take this course for credit.

SCPA 204  (also listed as POLI 204)  
Introduction to Canadian Politics (3 credits)
This course is a basic introduction to the fundamental issues of Canadian public life and the federal political system. It presents an overview of the constitution, institutions, political parties, electoral system, interest groups, and public opinion that represent the essential components of Canada’s political culture and government.
NOTE: Students required to take this course under Political Science as part of a major or specialization in that discipline must replace the credits with a course chosen in consultation with the SCPA advisor.

SCPA 205  (also listed as HIST 205)  
History of Canada, Post-Confederation (3 credits)
A survey of Canadian history from Confederation to the present, emphasizing readings and discussions on selected problems.
NOTE: Students required to take this course under History as part of a major or specialization in that discipline must replace the credits with a course chosen in consultation with the SCPA advisor.

SCPA 210  (also listed as HIST 210)  
Quebec since Confederation (3 credits)
A survey of the history of Quebec from the time of Confederation until the present. While due emphasis is placed on political developments in the province, the purpose of the course is to acquaint the student with the significant economic and social trends in modern Quebec.
NOTE: Students required to take this course under History as part of a major or specialization in that discipline must replace the credits with a course chosen in consultation with the SCPA advisor.

SCPA 215  Economics for Public Policy and Community Development (3 credits)
Based on an overview of current economic issues, this course introduces students to the fundamental analytical tools and concepts that are necessary to understand economic public policy and relevant to community development and empowerment.
NOTE: Students who have received credit for SCPZ 215 may not take this course for credit.
SCPA 298  Selected Topics in Community and Public Affairs (3 credits)
SCPA 299  Selected Topics in Community and Public Affairs (6 credits)

Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

SCPA 301  Social Debates and Issues in Public Affairs and Public Policy (6 credits)
Prerequisite: Successful completion of Stage I. This course emphasizes a deeper understanding of the process by which public policies are developed, implemented, and advocated, and of the role played by various institutions or groups in this process. Each year, a new set of key policy issues is selected for discussion and analysis. Students work in teams and are required to do case studies of institutions or groups relevant to the policy or public affairs issue they have chosen. The focus is on developing both communication skills, through oral and written presentations, and organizational skills as each team must organize one public panel discussion on one of the selected issues. The course takes place over the fall and winter terms.
NOTE: Students who have received credit for SCPA 401 may not take this course for credit.

SCPA 321  Public Affairs Strategies (3 credits)
Prerequisite: Successful completion of Stage I or permission of the School. This course examines and analyzes the ways in which corporate, public, and community organizations anticipate, monitor, and manage their relations with the social, political, and environmental forces which shape their operations and influence their action in their respective field. It familiarizes students with the strategies most often used in public affairs management, and develops the skills required for effective results.

SCPA 339  (also listed as POLI 339)  Quebec Politics and Society/La vie politique québécoise (3 credits)
This course is a study of the changing party structure and political issues in Quebec and their relationship to constitutional, cultural, and economic factors.

On étudiera dans ce cours l'évolution structurelle des partis et des questions politiques au Québec en fonction de facteurs d'ordre constitutionnel, culturel et économique.

NOTE: Students required to take this course under Political Science as part of a major or specialization in that discipline must replace the credits with a course chosen in consultation with the SCPA advisor.
NOTE: The course will be offered in both English and French on a rotational basis. Please consult the Undergraduate Class Schedule for details.
NOTE: Students who have received credit for POLI 211, POLI 339 or SCPA 211 may not take this course for credit.

SCPA 352  Community and Local Activism (3 credits)
The goal of this course is to share, study, and debate dimensions of community and local activism. It critically examines traditions and histories of a variety of perspectives and presents current examples of local and community activism.
NOTE: Students who have received credit for ANTH 353 or SCPA 353 or SOCI 353, or for this topic under a SCPA 398 number, may not take this course for credit.

SCPA 398  Special Area Study in Community and Public Affairs (3 credits)
Prerequisite: Successful completion of Stage I. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

SCPA 411  Internship (3 credits)
Prerequisite: Successful completion of Stages I and II. An essential part of the School's program is a one-term apprenticeship in some aspect of community and public affairs. After completing 60 credits of the BA program, including Stages I and II, students are required to complete a practicum that will allow them to test their skills in a real situation. Placements may be drawn from all areas of possible employment, including the private sector, government and community service organizations. Students are expected to participate fully in finding and defining possible internships. Employers are asked to join in an evaluation of the work period. Students are required to submit a written report which summarizes and evaluates their work experience.

SCPA 412  Senior Research Seminar (3 credits)
Prerequisite: Successful completion of Stages I and II. In this course, students work in groups and are required to play out the position of a given corporate, public, or community organization in a simulation of real-life interaction between social and political actors over a particular policy issue. To this end, they must research and prepare all the necessary material (such as briefs, position papers, press kit) that will allow them to defend and make their policy position known. The actual simulation takes place in a one-day event at the end of the term.

SCPA 450  Neo-Liberal Globalization and the Global Justice Movement (3 credits)
This course, by examining global justice movements in the context of neo-liberal globalization, focuses on social movements, public policy and community.
NOTE: Student who have received credit for this topic under a SCPA 498 number may not take this course for credit.

SCPA 460  (also listed as COMS 460)  Political Communication (3 credits)
Prerequisite: Successful completion of Stages I and II. The relationships between media institutions and political institutions, both
in Canada and internationally, are examined. Issues such as the flow of political information; the social and political construction of news; the politics of regulation; the politics of influence in campaigns, nation-building socialization through media; ideology in the media, and alternatives to traditional media are explored.

NOTE: Students required to take this course under Communication Studies as part of a major or specialization in that discipline must replace the credits with a course chosen in consultation with the SCPA advisor.

SCPA 461  (also listed as COMS 361)
Propaganda (3 credits)
Prerequisite: Successful completion of Stages I and II. The aim of this course is to recognize the orchestration of the elements of propaganda in media, and to develop the means to deal with it. Course methodology includes lectures, discussions, and projects.

NOTE: Students required to take this course under Communication Studies as part of a major or specialization in that discipline must replace the credits with a course chosen in consultation with the SCPA advisor.

SCPA 465  (also listed as COMS 465)
Rhetoric and Communication (3 credits)
Prerequisite: Successful completion of Stages I and II. This course focuses upon communication as persuasive or as producing identification. Emphasis is placed upon the role of communication in civic affairs. Classical and contemporary approaches to rhetorical theory and criticism are examined.

NOTE: Students required to take this course under Communication Studies as part of a major or specialization in that discipline must replace the credits with a course chosen in consultation with the SCPA advisor.

SCPA 498  Special Topics in Community, Public Affairs and Policy Studies (3 credits)
Prerequisite: Successful completion of Stages I and II. This course provides focused, in-depth examination and analysis of a particular policy topic, public affairs issue, or problem of community development. The subject of inquiry changes every year.

Program Objectives

The First Peoples Studies program is a major designed to introduce the student to the world of First Peoples (First Nations, Inuit, and Métis), specifically within the Quebec context. It investigates the history, the current situation, and the changing needs of First Peoples. Taught from First Peoples perspectives and based on sound, culturally sensitive research, the program's aim is to bring accurate awareness and a better understanding of First Peoples issues, develop further understanding of society's standing in relation to First Peoples, and build bridges towards mutual understanding between Quebec society and First Peoples. Students are encouraged, though not required, to take either a minor in another area of study, or a second major in order to facilitate the acquisition of complementary knowledge and practical skills relevant to contributing to the well-being and advancement of First Peoples.

Program

42 BA Major in First Peoples Studies

Stage I
9 FPST 201, 202, 203
6 Chosen from FPST 210, 211, 212, 298

Stage II
9 FPST 301, 302, 303
6 Chosen from FPST 310, 311, 312, 320, 321, 322, 323, 398; RELI 368; WSDB 381

Stage III
6 FPST 401, 402
6 Chosen from FPST 410, 411, 412, 413, 414, 415, 490, 491; COMS 419

24 Minor in First Peoples Studies

12 FPST 201, 202, 203, 301
3 Chosen from FPST 210, 211, 212
3 Chosen from FPST 310, 311, 312
3 Chosen from FPST 302, 303, 320, 321, 322, 323
3 Chosen from FPST 401, 402, 411, 412, 413, 414, 415, 490, 491

Courses

FPST 201  Introduction to First Peoples Studies (3 credits)
This course introduces the guiding concepts central to First Peoples Studies at Concordia. These guiding concepts are often misunderstood by mainstream society. Themes include the Medicine Wheel as a structuring approach to course content and teaching/learning; worldviews; colonization and decolonization; First Peoples thought and knowledge; the diversity among First Peoples; and individual and community empowerment within First Peoples frames of reference. Principles and practices of dialogue and cross-cultural communication are introduced. A key process goal of the course is for students to explore, with increasing skill and knowledge, their own motivations, positioning, and goals in relation to pursuing First Peoples Studies.
FPST 202  **Research Strategies in First Peoples Studies** (3 credits)
This course introduces basic concepts, practices, and issues for study and research consistent with the goals of First Peoples Studies, including the historical relation of First Peoples to academic research; ethical considerations; the social construction of knowledge, the influence of First Peoples thought, knowledge, and ways of knowing on the development of relevant contemporary research; basic steps of designing, carrying out, and presenting research within several contemporary models, including participatory research; constructive relations of people of other cultures researching in the area; qualitative and quantitative research methods, including asking research questions; and basic skills of interviewing, as well as treating, analyzing and presenting interview data, within qualitative research.

FPST 203  **First Peoples of Canada** (3 credits)
This course provides an introductory overview of knowledge related to the eleven cultural groups of First Peoples in Canada. It explores theories of migration, geographic location, cultural and linguistic diversity, historical socio-economic and political systems as well as the relationships with the environment and traditional practices and beliefs. In-depth focus is placed on representative nations within each group.

FPST 210  **Haudenosaunee Peoples** (3 credits)
This course traces the history of the Haudenosaunee (Iroquois) from the period of the founding of the Confederacy to the present. With particular focus on the Kanien'kehaka (Mohawk) of Quebec, it includes discussion on the culture, language, and structure of Haudenosaunee society, the formation of the Haudenosaunee Confederacy, traditional philosophies such as the Kaianerekowa (Great Law of Peace) and the Code of Handsome Lake, Kanonsesro:non (people who adhere to the ways of the Longhouse), symbolism, as well as contemporary issues, including the impact of Euro-Canadian government policies.

FPST 211  **Algonquian Peoples** (3 credits)
This course explores the specific cultures of the Algonquian peoples of Canada with an emphasis on the peoples of Quebec (the Abenaki, the Algonquin, the Attikamek, the Cree, the Innu, the Malecite, the Mik'maq, and the Naskapi) and in particular the Eeyouch (the Cree Nations). From a historical perspective and using a sociological approach, this course examines social and political structures, gender-defined roles, relationship with the environment, as well as spirituality and language. This course also examines changing roles and structures influenced by colonization, including the imposition of federal policies.

FPST 212  **Inuit Peoples** (3 credits)
This course explores the specific cultures of the Inuit peoples in Canada with a particular emphasis on the Inuit people of Nunavik (Northern Quebec). The course examines social and political structures, gender-defined roles, the Arctic way of life, the Inuit language and its dialects, as well as the spiritual beliefs of the Inuit. This course also examines changing roles and structures influenced by colonization, including the imposition of federal policies.

FPST 298  **Selected Topics in First Peoples Studies** (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

FPST 301  **The Indian Act** (3 credits)
Prerequisite: FPST 201, 202. This course focuses on the Indian Act, with an emphasis on its impact on the First Peoples of Quebec. This includes discussion of the events leading up to its imposition, its implications for First Peoples cultures and societies, as well as related policies and other instruments of assimilation and colonization. Issues of accommodation and resistance are discussed. Effects of proposed changes to the Indian Act are analyzed and alternative solutions are explored.

FPST 302  **First Peoples and Education** (3 credits)
Prerequisite: FPST 201, 202. This course traces the history of the education of the First Peoples. It explores current issues in education, including educational approaches defined and implemented by First Peoples. Topics covered include traditional ways of learning and teaching. The issue of colonization, including early attempts at religious and linguistic conversion, as well as Canada's residential school system and its continuing legacy, are discussed in depth.

FPST 303  **First Peoples and Health** (3 credits)
Prerequisite: FPST 201, 202. This course addresses First Peoples wellness philosophies and healing approaches in dealing with contemporary health problems. It draws significantly on historical perspectives of First Peoples mental, physical, spiritual, and emotional health issues, including pre-contact health and environments, the introduction of alcohol and viral disease, as well as the emergence of lifestyle-related diseases. Some of the current health issues to be explored include structural inequalities, institutional mistreatment, addictions, diabetes, HIV/AIDS, and mental health.

FPST 310  **Linguistic Introduction to Algonquian Languages** (3 credits)
This course presents a general overview of the eight Algonquian languages spoken in Quebec, with special emphasis on the Cree language. The course introduces the student to basic vocabulary, different dialects and writing systems. It explores the basic components that make up Algonquian languages, including sounds, word composition, sentence structure and meaning. Other topics include linguistic interference from dominant languages, semantic shift and the use of language as a social tool. This course assists the student to recognize and value the social and cultural context of language.

FPST 311  **Linguistic Introduction to Haudenosaunee Languages** (3 credits)
This course presents a general overview of the six Haudenosaunee (Iroquoian) languages, with special emphasis on Kanien'kehaka (the Mohawk language). The course introduces the student to basic vocabulary, different dialects and writing systems. It explores
the basic components that make up Haudenosaunee languages including sounds, word composition, sentence structure and meaning. Other topics include linguistic interference from dominant languages. This course assists the student to recognize and value the social and cultural context of language.

**FPST 312 Linguistic Introduction to Inuktitut Language (3 credits)**
This course presents a general overview of the Inuktitut language, with special emphasis on the dialect spoken in Nunavik (Northern Quebec). The course introduces the student to basic vocabulary, different dialects, and the syllabic writing system used by Inuit people. It explores the basic components that make up Inuktitut, including sounds, word composition, sentence structure and meaning. Other topics include linguistic interference from dominant languages. This course assists the student to recognize and value the social and cultural context of language.

**FPST 320 First Peoples and the Media (3 credits)**
This course explores how First Peoples have been portrayed in selected media such as television, film, and advertising by looking at different representations in various industries such as advertising, sports, and tourism. This includes discussion on the relationship between media and First Peoples including the media's impact on relations between the mainstream society and First Peoples. The social role of different forms of media as used by First Peoples in the process of empowerment is also discussed.

**FPST 321 First Peoples and Justice (3 credits)**
Prerequisite: FPST 301. This course focuses on the relationship between First Peoples and the Canadian justice system. It looks specifically at how the Canadian legal, judicial, and penal system has dealt with First Peoples through time. The course also explores pre-contact forms of justice, tensions between European and indigenous conceptions of justice, First Peoples response to Canadian justice, and the emergence of alternative, indigenous mechanisms of judicial administration within communities in Quebec and Canada.

**FPST 322 First Peoples and the Fur Trade (3 credits)**
This course provides an in-depth historical and sociological analysis of the impact of the fur trade on the First Peoples of Canada. Topics include the emergence of the fur trade, and fur-trading companies' dependence on First Peoples. Special emphasis is placed on changing demographics as a result of the fur trade, the increasing reliance on European goods, First Peoples entrepreneurial spirit, the birth of the Métis Nation, as well as the evolving political and economic role of women within fur-trading society.

**FPST 323 First Peoples Sacred Stories (3 credits)**
Prerequisite: FPST 201 or 203. Through storytelling, reading, discussion, and writing, this course explores themes of fundamental human concern for First Peoples. It considers oral traditions as integral to broader, culturally defined systems of knowledge and explores the role of sacred stories in traditional and contemporary societies. This includes discussion on the role of stories as vehicles for encoding and transmitting knowledge about the people, the environment, the culture and history. Stories analyzed include creation stories, trickster tales, oral historical accounts, and stories relating to natural phenomena.

**FPST 398 Special Topics in First Peoples Studies (3 credits)**
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

**FPST 401 Contemporary Politics in First Peoples Communities (3 credits)**
Prerequisite: FPST 301. This course focuses on First Peoples politics in the Quebec and Canadian contexts. It explores more specifically the emergence and actions of First Peoples political organizations over the past 40 years, First Peoples relationships with successive federal and provincial governments, movements of national self-affirmation, and the nature of the political interface between competing groups inside First Peoples communities.

**FPST 402 First Peoples Contemporary Social Issues (3 credits)**
Prerequisite: FPST 302, 303. This course addresses contemporary social issues and challenges faced by First Peoples. It analyzes the underlying causes of issues such as poverty, lack of formal education, isolation, alcohol and substance abuse, family violence and sexual abuse. The course also examines current healing approaches and programs used to deal with these issues, and fosters discussion on possible alternatives.

**FPST 410 First Peoples Community Development (3 credits)**
Prerequisite: FPST 401 previously or concurrently. This course examines the concepts and experiences of community development among First Peoples, with an emphasis on Quebec. Selected community development models, their goals, processes, and means of evaluation, are analyzed. The course introduces students to analytical and practical skills in context-sensitive community development guided by First Peoples thought and knowledge. Students explore dynamics of nourishing community participation and leadership, as well as analyze community structures and inter-group relations within communities. Reference is made to on-reserve, urban, rural, and northern contexts. Ethical considerations are discussed. This course includes analysis of case studies.

**FPST 411 First Peoples Treaties and Agreements (3 credits)**
Prerequisite: FPST 401 previously or concurrently. This course explores the contemporary issues associated with treaties and indigenous land claims agreements. Emphasis is placed on selected historically significant treaties between the First Peoples, and those between the First Peoples and the Europeans. The original intent and framework of treaties and agreements, the negotiation processes involved, and the implementation of treaties and modern agreements are also discussed.
FPST 412  First Peoples and Governance (3 credits)
Prerequisite: FPST 401 previously or concurrently. This course examines the political and administrative mechanisms which First Peoples use to arbitrate competing interests, manage conflict, and formulate policies in their communities across Quebec and Canada. The course analyzes political and administrative institutions inherited from the Indian Act, as well as governance strategies developed in conformity with First Peoples traditions and in resistance to the Canadian state’s institutional dominion. The course also explores the tensions created by the coexistence of European and indigenous modes of governance within and outside First Peoples communities.

FPST 413  First Peoples International Relations and Diplomacy (3 credits)
Prerequisite: FPST 321. This course focuses on the actions and interventions of various First Peoples on the international scene, both in the past and in the present. The course’s primary aim is to explore the reasons why First Peoples have resorted to international forums and institutions, how they conduct their international action and whether in the end international diplomacy works to their advantage.

FPST 414  First Peoples Rights Movements (3 credits)
Prerequisite: FPST 401 and 402, previously or concurrently. This course focuses on the many historical and contemporary forms of First Peoples resistance to colonization, including violent and non-violent resistance, revitalization movements and self-determination. It explores liberation theory and its roots in colonial oppression and analyzes historical and contemporary resistance movements such as the confrontation at Kanehsatake (Oka) and Esgenoopetitj (Burnt Church) and the movement for decolonization through self-determination.

FPST 415  Indigenous Identity and Nationalism (3 credits)
Prerequisite: FPST 401 previously or concurrently. This course explores the political and ideological ramifications of the expression of indigenous identity. It focuses on the emergence of First Peoples nationalist movements, compares them with non-Aboriginal nationalisms, and examines the nature and conceptual foundations of the indigenous sense of nation. Attention is devoted to the political efficiency of indigenous nationalism in its interface with the Canadian and Quebec states. Case studies particularly emphasize Kanien'kehaka and Eeyou nationalisms.

FPST 490  Aboriginal Community Economic Development I (3 credits)
Prerequisite: Enrolment in the major; 60 credits and permission of the School. This course assists participants in exploring specific issues related to Aboriginal economic development in particular settings (in reserve, urban, rural, and northern communities), as well as addressing challenges common to Aboriginal CED. It assists participants in exploring historical and contemporary relationships between Aboriginal communities and the predominant cultural and economic forces, and comparing traditional Aboriginal organizational and economic practices with the new approaches being proposed by CED.

FPST 491  Aboriginal Community Economic Development II (3 credits)
Prerequisite: FPST 490. This course uses a case study approach to evaluate one or more economic development strategies applied within an Aboriginal community. An historical overview of this experience outlines the cultural and political context which has shaped these strategies as well as their results. CED approaches are examined in the context of this individual experience. This course may include on-site visits and guest lecturers.

FPST 498  Advanced Topics in First Peoples Studies (3 credits)
Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
SCIENCE COLLEGE

Principal
CALVIN S. KALMAN, PhD University of Rochester; Professor, Physics, Provost’s Distinction

Fellows
SYED T. ALI, PhD University of Rochester; Professor, Mathematics and Statistics
SIMON L. BACON, PhD University of Birmingham; Associate Professor, Exercise Science
WAYNE BRAKE, PhD McGill University; Associate Professor, Psychology
GRANT BROWN, PhD Memorial University of Newfoundland; Professor, Biology
ALEXANDRE CHAMPAGNE, PhD Cornell University; Assistant Professor, Physics
RICHARD DEMONT, PhD University of Pittsburgh; Associate Professor, Exercise Science
EMMA DESPLAND, PhD University of Oxford; Associate Professor, Biology
JAMES GRANT, PhD University of Guelph; Professor, Biology
JOHN HARNAD, DPhil University of Oxford; Professor, Mathematics and Statistics, Provost’s Distinction
PAUL JOYCE, PhD Dalhousie University; Professor, Chemistry and Biochemistry
LASZLO KALMAN, PhD University of Szeged; Associate Professor, Physics; Chemistry and Biochemistry
GUILLAUME LAMOUREUX, PhD Université de Montréal; Assistant Professor, Chemistry and Biochemistry
DAVID MUMBY, PhD University of British Columbia; Associate Professor, Psychology
JUDITH PATTERSON, PhD Virginia Polytechnic Institute; Associate Professor, Geography, Planning and Environment
JAMES G. PFAUS, PhD University of British Columbia; Professor, Psychology
NATALIE PHILLIPS, PhD Dalhousie University; Professor, Psychology
Diane Poulin-Dubois, PhD Université de Montréal; Professor and Associate Director, CRDH Psychology
VLADIMIR TITORENKO, PhD Institute for Genetics and Selection of Industrial Microorganisms, Moscow; Associate Professor, Biology
DAJANA VUCKOVIC, PhD University of Waterloo; Assistant Professor, Chemistry and Biochemistry
VALTER ZAZUBOVITS, PhD University of Tartu; Associate Professor, Physics

Affiliate Fellows
MICHEL COTÉ, PhD University of California, Berkeley; Physics, Université de Montréal
MAJID FOTUHI, MD Harvard University, PhD Johns Hopkins University; Johns Hopkins Medical Centre and Sinai Hospital of Baltimore
LUCIEN-ALAIN GIRALDEAU, PhD McGill University; Biology, Université du Québec à Montréal
MICHAEL GREENWOOD, PhD McGill University; Medicine, McGill University

For the complete list of faculty members, please consult the Department website.

Location
Loyola Campus
Richard J. Renaud Science Complex, Room: SP 363.00 – 363.09
514-848-2424, ext. 2595

Objectives
The aim of the Science College is to prepare students enrolled in one of Concordia’s science programs for a life of research, teaching, or some similarly demanding intellectual pursuit in a profession. The academic program of the College complements the regular undergraduate curriculum and includes cross-disciplinary courses and student participation in laboratory research activities from the first year on. The collegial atmosphere fosters interaction among students and between students and faculty.

In Science College, students will gain an understanding of several areas of science, while specializing in whichever one they choose. Curricular structures frequently restrict students to a single discipline. To help counteract excessive specialization, the Science College has designed a series of courses to show what practising physicists think about physics; what mathematicians do when they are thinking mathematics: — not “an introduction to,” but “the state of the art.”

The College provides an opportunity for students to become acquainted with science as practised and understood by scientists today. Its curriculum is planned to fulfill the primary goals of the College — to provide an opportunity for experience in a research environment, for thinking about the nature of science, and for becoming aware of the style and content of the various scientific disciplines.

In Science College, students have the opportunity to work individually with active research scientists. This is done through a program of directed or independent study in each undergraduate year which enables them to undertake or participate in projects of discovery in a variety of different areas of scientific endeavour.
Students of the College will also be provided with an opportunity to consider the nature of science. The College offers courses in the intellectual and social context of science. Designed specifically for College students, these courses raise questions of broad interest to scientists and presume an understanding of the subject matter of science itself. Students will also be given the opportunity to consider the social and cultural framework of their science studies through a basic course in some aspect of humanistic studies. Finally, students will be encouraged to appreciate the link between clarity of thought and clarity of expression, through the availability of tutorial assistance in the development of writing skills.

Facilities
The College has study and lounge areas, computer facilities, a small library, and a few periodicals of general interest. The College offers students the opportunity and facilities to discuss matters of interest among themselves and with their professors. Science College also offers a number of courses and invites scientists to visit the University to meet College students.

Requirements for Admission to Science College
The program of Science College is academically demanding, involving concentration in one discipline and a critical investigation of other aspects of science. The College is committed to serious academic work and high standards, and seeks to attract talented and enthusiastic students who are willing to work hard in a search for a deeper understanding of their subject. Students must enrol in a science program that leads to a BSc or BA (cognitive science) degree in order to be part of Science College. Students registered for a BA in Journalism are also eligible, as are students registered in the General Science Option of Computer Science.
In addition to the normal requirements for admission to the University’s various programs, applicants are expected to have a good academic average. They will be considered on the basis of their academic record, and a personal interview. Preference will be given to students who show a disposition and an aptitude to profit from the unique features of the sort of fundamental scientific education which the College offers. Applicants are encouraged to provide evidence of the range of their intellectual interests and of any creative activity in which they may have been involved.
Students must be prepared to attend courses at times outside the normal University schedule. The College is open to full-time students only.

Science College and Journalism
A limited number of students who have been admitted to the Major in Journalism program may be allowed to register in the Science College, with a view to combining a basic understanding of science with a training in journalism.

Performance Requirement
Students in the College must obtain a minimum grade of “B-” in all courses required for the Minor in Multidisciplinary Studies in Science, as well as in all courses counted toward their discipline-based honours, specialization, or major program. Students who receive a grade lower than “B-” are permitted to repeat the course. Students who receive a second grade lower than a “B-” are normally withdrawn from the minor.

Further Information
Further information on the courses and activities of the Science College may be obtained either by writing or by telephoning the College office. Personal interviews with a fellow of the Science College may be arranged through the Science College office.

Science College Curriculum
The College offers a Minor in Multidisciplinary Studies in Science, consisting of a core of courses which is required of all students. This core consists of 30 of the 90 credits normally required for a BSc degree. These courses have been developed specifically for the College with the intention of providing a unique, integrated program of education in science.

Program

In addition to completing the core curriculum, students are responsible for satisfying their particular degree requirements by completing a departmental honours, specialization, or major program leading to a BSc or BA (cognitive science). The superscript indicates credit value.

24-30 Minor in Multidisciplinary Studies in Science

6 SCOL 270^  
6 SCOL 290^, 390^  
6 SCOL 490^  
12 Chosen from SCOL 350****, SCOL 360****, LBCL 291****, 292****

*After consultation with the College, this course may be replaced by BIOL 490, CHEM 450, or PSYC 495.  
**Only one of these courses may be taken.  
****This course may be repeated twice for credit in this program, provided the subject matter is different each time. In special circumstances and with permission of the College, a repeat of this course may be replaced by a science course at the 300 level or higher outside the student’s program.  
NOTE: Students who have taken BIOL 490, CHEM 450, or PSYC 495 are not required to take SCOL 490.
Courses

Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.

SCOL 270  Historical, Philosophical, and Social Aspects of Science (6 credits)
Prerequisite: Membership in the Science College, or permission of the College. This course discusses the intellectual framework of science and the relationships between science and society, and the political and philosophical questions inherent in the scientific process. Students are expected to understand the scientific issues at the level at which they were originally addressed.

SCOL 290  Directed and Independent Study I (3 credits)
Prerequisite: Membership in the Science College, or permission of the College. The student works under the supervision of a member of the Faculty on either a practical laboratory project or a literature study. A formal, written report is required.

SCOL 350  Current Issues in Physical, Biological and Mathematical Sciences (3 credits)
Prerequisite: Membership in the Science College, or permission of the College. This course is designed to help students understand the “state of the art” in fields of science in which they are not specializing. It discusses problems under current study, and attempts to identify possible future directions of research. The approach is qualitative. Detailed technical knowledge is not prerequisite.

Specific topics for this course will be stated in the Undergraduate Class Schedule.

NOTE: This course may be repeated twice for credit in this program, provided the subject matter is different each time. In special circumstances and with permission of the College, a repeat of this course may be replaced by a science course at the 300 level or higher outside the student’s program.

NOTE: Students who have received credit for SCOL 351, 352, or 353 may not take this course for credit if the subject matter is the same.

SCOL 360  Topics for Multidisciplinary Study (3 credits)
Prerequisite: Membership in the Science College, or permission of the College. The purpose of this course is to introduce students to problems and areas of study which transcend traditional disciplinary barriers. A chosen area of investigation is treated from the viewpoint of various disciplines. Lectures from different areas may be used for this purpose. The aim is to show the contributions made by each field to the understanding of the problem, and how they complement each other.

Specific topics for this course will be stated in the Undergraduate Class Schedule.

NOTE: This course may be repeated twice for credit in this program, provided the subject matter is different each time. In special circumstances and with permission of the College, a repeat of this course may be replaced by a science course at the 300 level or higher outside the student’s program.

NOTE: Students who have received credit for this topic under a SCOL 398 number may not take this course for credit.

SCOL 370  Selected Readings in Multidisciplinary Study (3 credits)
Prerequisite: Membership in the Science College, or permission of the College. The purpose of this course is to introduce students to problems and areas of study which transcend traditional disciplinary barriers. A chosen area of investigation is treated from the viewpoint of various disciplines. Readings from different areas may be used for this purpose under guidance of one or more fellows of the College. The aim is to show the contributions made by each field to the understanding of the problem, and how they complement each other.

NOTE: Students who have received credit for this topic under a SCOL 398 number may not take this course for credit.

SCOL 390  Directed and Independent Study II (3 credits)
Prerequisite: Membership in the Science College, or permission of the College. A student who has completed SCOL 290 registers for SCOL 390. Students are encouraged to work in a field different from that of their SCOL 290 project.

SCOL 398  Selected Topics in Multidisciplinary Studies (3 credits)
Prerequisite: Membership in the Science College and/or permission of the College. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

SCOL 490  Directed and Independent Study III (6 credits)
Prerequisite: Membership in the Science College, or permission of the College. A student who has completed SCOL 390 registers for SCOL 490. Students are encouraged to work in a field different from that of their SCOL 290 and 390 projects. Students complete a research project approved in advance by the College, under the supervision of a fellow of the College and/or a faculty member in a scientific discipline at Concordia or elsewhere.

NOTE: After consultation with the Science College, students may register in BIOL 490, CHEM 450, or PSYC 495 and upon successful completion be exempted from SCOL 490. Students may also choose to do the honours project and in addition a SCOL 490 project.
SIMONE DE BEAUVOIR INSTITUTE AND WOMEN’S STUDIES

Principal
GENEVIEVE RAIL, PhD University of Illinois at Urbana-Champaign; Professor

Professor
VIVIANE NAMASTE, PhD Université du Québec à Montréal; Provost’s Distinction

Associate Professors
GADA MAHROUSE, PhD University of Toronto
CHANTAL MAILLÉ, PhD Université du Québec à Montréal

Fellows
RACHEL BERGER, PhD University of Cambridge
SANDRA CURTIS, PhD Concordia University
LINDA KAY, MA Concordia University
KIMBERLY MANNING, PhD University of Washington
LORNA ROTH, PhD Concordia University
ROSEMARIE SCHADE, DPhil University of York (U.K.)
MJ THOMPSON, PhD New York University

Permanent Fellows
ARPI HAMALIAN, MA American University of Beirut
ELIZABETH HENRIK, PhD Tulane University
SUSAN HOECKER-DRYSDALE, PhD Louisiana State University
MAIR E. VERTHUY, MA University of Toronto
KATHERINE WATERS, MA University of Oxford

Research Associates
FARIDA ABLA, MFA University of Arkansas
CHRISTIANA ABRAHAM, PhD McGill University
SIMA APRAHAMIAN, PhD McGill University
MICHiko ARAMAKI, PhD McGill University
AMÉLIE BARRAS, PhD London School of Economics
DOMINIQUE BOURQUE, PhD Université d’Ottawa
SYEDA BUKHARI, PhD Simon Fraser University
SONIA CANCIAN, PhD Concordia University
JEAN CHAPMAN, PhD University of Bradford
DOLORES CHEW, PhD University of Calcutta
KARIN DOERR, PhD McGill University
TATIANA FRASER, MM McGill University
DOROTHY GELLER, PhD George Washington University
HAÏFA TLILI, PhD Université Paris V – Sorbonne
DANA HEARNE, PhD University of Toronto
SAFINAZ JADALI ARAGHI, PhD Université Robert Schuman, Strasbourg
ABBY LIPPMAN, PhD McGill University
PAULINE MCKENZIE AUCOIN, PhD University of Toronto
ELIZABETH J. MEYER, PhD McGill University
LUISA MOLINO, MSc McGill University
DENISE NADEAU, MA University of Oxford
RUMANA NAHID SUBHAN, PhD Nagoya University
KATHLEEN O’GRADY, PhD University of Cambridge
SHEENAGH PIETROBRUNO, PhD McGill University
TRACY YING ZHANG, PhD Simon Fraser University

For the complete list of faculty members, please consult the Department website.

Location

Sir George Williams Campus
Annex MU, Room: 202
514-848-2424, ext. 2370
Objectives
The Institute strives to stimulate the investigation and understanding of the role of women in society and to encourage women to develop their creative potential. In research and teaching, special attention is given to gender, race, class, and sexual orientation. The Institute has several objectives: to investigate the history, current situation, and changing needs of women; to generate support for research topics relevant to women; to encourage full recognition of women’s contribution to human achievement; to ensure that women and gender issues are studied in a non-discriminatory manner; to strengthen women’s rights and the conditions for exercising them; to ensure the equality of all individuals without distinction of race, sex, age, language, or religion.

Women’s Studies encompass and modify all areas of knowledge. Through the introduction of new perspectives and new research, this field of study helps to correct and complete the traditional scholarly record. It is in essence interdisciplinary and multidisciplinary since the specificity of the condition of women embraces all existing disciplines. It thus questions the concept and structures of knowledge contained within the disciplinary boundaries and contributes to bringing about a reunification of the knowledge and scholarship that has become increasingly fragmented.

SIMONE DE BEAUVOIR INSTITUTE
Founded in 1978 to promote the understanding of the historical and contemporary situation of women in society, the Simone de Beauvoir Institute of Concordia University helps women to discover and develop their potential, both by its academic base in Women’s Studies and by its co-curricular activities. We are honoured that Simone de Beauvoir authorized us to use her name, and expressed great interest in being informed of our activities.

All students registered in the Specialization, Major, Minor, or Certificate in Women’s Studies are members of the Institute. Other undergraduate students are welcome to become members if they undertake to complete nine credits of WSDB courses.

The co-curricular life of the Institute is extremely important, and all members are expected to contribute to our activities. Exciting opportunities are available to organize workshops, colloquia, and debates on subjects that interest the members, as well as to collaborate with women’s organizations outside the University on research projects and other joint ventures.

Admission Requirements for the Simone de Beauvoir Institute
Students may apply simultaneously to Concordia University and the Simone de Beauvoir Institute by filling out and submitting the Concordia University Application for Admission with the box for “Colleges” checked and “Simone de Beauvoir Institute” written in the space provided. Further information about the Institute can be obtained by calling or visiting its offices or website at wsdb.concordia.ca.

Programs
Students are responsible for satisfying their particular degree requirements.
The superscript indicates credit value.

Students should consult with the Women’s Studies advisor prior to registering for Women’s Studies courses.

60 BA Specialization in Women’s Studies
24 WSDB 290i, 291i, 292i, 380i, 480i, 490i, 496i
18 Chosen from WSDB 383i, 384i, 390i, 391i, 392i, 393i, 394i, 491i, 494i
18 Chosen from the list of Optional Courses

NOTE: To be admitted to the specialization, students must have completed a minimum of 24 credits in the Women’s Studies Major and obtain approval from the Principal following the submission of a letter of intent. In addition, students must have a minimum GPA of 3.0 to be accepted and must maintain an annual GPA of 3.0 while in the specialization.

42 BA Major in Women’s Studies
18 WSDB 290i, 291i, 292i, 380i, 480i, 490i
15 Chosen from WSDB 383i, 384i, 390i, 391i, 392i, 393i, 394i, 491i, 494i
9 Chosen from the list of Optional Courses

30 Minor in Women’s Studies
15 WSDB 290i, 291i, 292i, 380i, 480i
9 Chosen from WSDB 383i, 384i, 390i, 391i, 392i, 393i, 394i, 490i, 491i, 494i
6 Chosen from the list of Optional Courses

30 Certificate in Women’s Studies
15 WSDB 290i, 291i, 292i, 380i, 480i
9 Chosen from WSDB 383i, 384i, 390i, 391i, 392i, 393i, 394i, 491i, 494i
6 Chosen from the list of Optional Courses

Students may transfer into the certificate program up to 12 credits earned in an incomplete degree or certificate program or as an Independent student, provided they are students in good standing. The credits that may be so transferred are determined by the University at the point of entry into the program.
Optional Courses
WSDB 275, 298, 335, 365, 370, 375, 381, 382, 383, 384, 390, 391, 392, 393, 396, 490, 491, 492, 498; ANTH 276; ARTH 381; CLAS 353; COMS 368, 472; EDUC 321; ENGL 303, 351, 352, 362, 393; FLIT 360, 471, 472; FMST 329; HIST 392, 393; INTE 270, 275; PHIL 371, 471; POLI 309; RELI 381, 382, 383, 384; SOCI 276, 380; 475, 476; SCPA 352; THEO 295

NOTE: Students who have received credit for this topic under a WSDB 398 number may not take this course for credit.

Language/Langue
Les règlements actuels permettent à toute étudiante et tout étudiant d’écrire ses devoirs ou examens en anglais ou en français dans tous les cours offerts, à l’exception des cours de langue. La langue d’enseignement sera normalement l’anglais. Non-francophone students may equally submit assignments in English in Français 451, 476, and 477, as long as they are taking the course for credit in Women’s Studies or as an elective, and not as part of a program of the Département d’études françaises.

Courses

Because of the renumbering of courses in the Department, students should see §200.1 for a list of equivalent courses.

N.B.:
(1) 300-level courses are generally open only to students who have successfully completed at least 15 credits which include “WSDB 290 and 291. Students who do not have these prerequisites may also register with permission of the Institute.
(2) 400-level courses are generally open only to students who have successfully completed at least 30 credits which include “WSDB 290, 291, and 390. Students who do not have these prerequisites may also register with permission of the Institute.

WSDB 275 Women of Colour (3 credits)
This course provides an overview of the experience of visible minority women in North America, exploring the lives and cultures of individuals who confront both racism and sexism, as well as the ways they create communities of support and resistance.
NOTE: Students who have received credit for this topic under a WSDB 298 number may not take this course for credit.

WSDB 290 Introduction to Historical Perspectives in Women’s Studies (3 credits)
This course provides an introduction to theories and writing that affect the lives of women. Through the writing of feminist authors, students examine, from mainly the 20th century, the development of feminist theories and debate. Specific authors may include Simone de Beauvoir, Audre Lorde, Gloria Anzaldua, Angela Davis, Adrienne Rich, Monique Wittig, and Chandra Mohanty.

WSDB 291 Introduction to Contemporary Concerns in Women’s Studies (3 credits)
This course explores a range of current issues and debates within feminism. Using interdisciplinary feminist theories that consider how systems of power such as patriarchy, capitalism, racism, and heterosexism constitute one another, it examines particular local and global topics of interest/concern which may include health, education, work, violence against women, globalization, militarism, media and cultural representations, families, and feminist activism.
NOTE: Students who have received credit for WSDB 291 may not take this course for credit.

WSDB 292 Feminisms and Research Methods (3 credits)
Prerequisite: Enrolment in a Women’s Studies program or permission of the Institute. This course exposes students to a variety of research practices from a feminist perspective. These practices can include oral history, interviews, archival research, and participant observation. Students learn how to gather, analyze, and effectively present ideas and information. Practical, hands-on exercises offer an opportunity for learning. Examination of research methods occurs in dialogue with questions of how knowledge is organized. Students are also exposed to recent developments in information literacy. This course prepares students to conduct their own research projects throughout their studies.

WSDB 298 Selected Topics in Women’s Studies (3 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

WSDB 335 Gender and Nation: The Irish Experience (3 credits)
This course looks at women in Irish politics, culture, and society from the late-18th century to the present, with particular focus on the 20th century. It examines the nature of women’s involvement in nationalist and feminist movements, their position in relation to the state, the Church (Catholic and Protestant), education, work, sexuality, and cultural production (literature, visual art, and film).
NOTE: Students who have received credit for this topic under a WSDB 396 number may not take this course for credit.

WSDB 365 Feminist Theory and Popular Culture (3 credits)
This course examines how feminism has not only commented on the world of pop culture but has entered and altered it. Through a study of television, film, advertising, pop music, cyber culture, and kiddite culture, students look at the ways in which popular culture has impacted how women view themselves and how they are viewed.
NOTE: Students who have received credit for this topic under a WSDB 396 number may not take this course for credit.
WSDB 370  **Workshops in Special Areas of Women's Studies** (3 credits)  
Prerequisite: See N.B. number (1). The purpose of these workshops is to examine a number of issues relevant to Women’s Studies. Specific topics for this course will be stated in the Undergraduate Class Schedule.

WSDB 375  **Black Women’s Culture** (3 credits)  
This course surveys the historical and contemporary experience of Black women in North America through the lenses of culture — the daily culture they live through family, community, work, health issues, belief systems, and power relations, as well as the culture they make through expressive forms like literature, music, theatre, film, and dance.

**NOTE:** Students who have received credit for this topic under a WSDB 398 number may not take this course for credit.

WSDB 379  **Lesbian Issues and Realities** (3 credits)  
Prerequisite: See N.B. number (1). This course especially addresses lesbian and bisexual perspectives on perverse desire, its expression and its reflection in art, cinema, popular culture, poetry, fiction, and queer theory. It studies these through a critical examination of issues arising in the historical institutions of law, medicine, religion, psychoanalysis, philosophy, and biology, to representations of sexuality in popular culture, media, and local politics and grassroots practices, drawing upon examples committed to feminist politics of location.

**NOTE:** Students who have received credit for this topic under a WSDB 398 number may not take this course for credit.

WSDB 380  **Feminist Thought I** (3 credits)  
Prerequisite: See N.B. number (1). This course introduces students to the main aspects of feminist thought across the disciplines. Through a selection of readings and case studies, feminist thought is examined in two interrelated senses: the exercise of woman-centred inquiry, and feminism as a critique of existing knowledge frameworks. Students are introduced to fundamental feminist notions such as the distinction between the private and the public, the notion of experience, androcentrism, and the division between the family and the economy. The history of feminist thought is explored as well as its articulation since the 1970s and its contribution to Women’s Studies and to social theory in general. Also examined is the potential and power of different feminist theories to effect social change and transform the social world they analyze.

WSDB 381  **First Nations’ Women** (3 credits)  
Prerequisite: 18 credits, including WSDB 290, 291, and 292, and nine credits from other WSDB or elective courses. This course aims to acquaint students with North American First Nations, particularly the women’s contemporary realities. Other pedagogical objectives are to facilitate an understanding of cultural perception; to develop a critical viewpoint of ethnocentrism in mainstream society; to introduce the current debate around minority representation, cultural appropriation, and post-colonial theory.

**NOTE:** Students who have received credit for this topic under a WSDB 398 number may not take this course for credit.

WSDB 382  **Science, Technology and Women’s Lives** (3 credits)  
Prerequisite: See N.B. number (1). This course explores both historical trends and contemporary concerns regarding women, science, and technology. It investigates stereotypes of science and scientists; western science vs. native knowledge; science as a social activity and as a career choice for women; and the effects of science and technology on women’s lives.

**NOTE:** Students who have received credit for this topic under a WSDB 398 number may not take this course for credit.

WSDB 383  **Lesbian Issues and Realities** (3 credits)  
Prerequisite: 18 credits, including WSDB 290, 291, 292, and nine credits from other WSDB or elective courses. This course introduces students to the field of lesbian studies and examines lesbian existence within a historical as well as a contemporary context. A central theme of the course is diversity among lesbians, not only in terms of race, class, ability but also in terms of political consciousness.

**NOTE:** Students who have received credit for this topic under a WSDB 398 number may not take this course for credit.

WSDB 384  **Queer Feminism** (3 credits)  
This course especially addresses lesbian and bisexual perspectives on perverse desire, its expression and its reflection in art, cinema, popular culture, poetry, fiction, and queer theory. It studies these through a critical examination of issues arising in the historical institutions of law, medicine, religion, psychoanalysis, philosophy, and biology, to representations of sexuality in popular culture, media, and local politics and grassroots practices, drawing upon examples committed to feminist politics of location.

**NOTE:** Students who have received credit for this topic under a WSDB 398 number may not take this course for credit.

WSDB 380  **Feminist Thought I** (3 credits)  
Prerequisite: See N.B. number (1). This course introduces students to the main aspects of feminist thought across the disciplines. Through a selection of readings and case studies, feminist thought is examined in two interrelated senses: the exercise of woman-centred inquiry, and feminism as a critique of existing knowledge frameworks. Students are introduced to fundamental feminist notions such as the distinction between the private and the public, the notion of experience, androcentrism, and the division between the family and the economy. The history of feminist thought is explored as well as its articulation since the 1970s and its contribution to Women’s Studies and to social theory in general. Also examined is the potential and power of different feminist theories to effect social change and transform the social world they analyze.

WSDB 381  **First Nations’ Women** (3 credits)  
Prerequisite: 18 credits, including WSDB 290, 291, and 292, and nine credits from other WSDB or elective courses. This course aims to acquaint students with North American First Nations, particularly the women’s contemporary realities. Other pedagogical objectives are to facilitate an understanding of cultural perception; to develop a critical viewpoint of ethnocentrism in mainstream society; to introduce the current debate around minority representation, cultural appropriation, and post-colonial theory.

**NOTE:** Students who have received credit for this topic under a WSDB 398 number may not take this course for credit.

WSDB 382  **Science, Technology and Women’s Lives** (3 credits)  
Prerequisite: See N.B. number (1). This course explores both historical trends and contemporary concerns regarding women, science, and technology. It investigates stereotypes of science and scientists; western science vs. native knowledge; science as a social activity and as a career choice for women; and the effects of science and technology on women’s lives.

**NOTE:** Students who have received credit for this topic under a WSDB 398 number may not take this course for credit.

WSDB 383  **Lesbian Issues and Realities** (3 credits)  
Prerequisite: 18 credits, including WSDB 290, 291, 292, and nine credits from other WSDB or elective courses. This course introduces students to the field of lesbian studies and examines lesbian existence within a historical as well as a contemporary context. A central theme of the course is diversity among lesbians, not only in terms of race, class, ability but also in terms of political consciousness.

**NOTE:** Students who have received credit for this topic under a WSDB 398 number may not take this course for credit.

WSDB 384  **Queer Feminism** (3 credits)  
This course especially addresses lesbian and bisexual perspectives on perverse desire, its expression and its reflection in art, cinema, popular culture, poetry, fiction, and queer theory. It studies these through a critical examination of issues arising in the historical institutions of law, medicine, religion, psychoanalysis, philosophy, and biology, to representations of sexuality in popular culture, media, and local politics and grassroots practices, drawing upon examples committed to feminist politics of location.

**NOTE:** Students who have received credit for this topic under a WSDB 398 number may not take this course for credit.

WSDB 390  **Women and Peace** (3 credits)  
Prerequisite: See N.B. number (1). This course covers a series of themes related to feminist peace politics such as violence, wars against women, militarism, roles played by women during wars, war mythologies, women in the military, the war industry and the new world order, feminist peace activism.

WSDB 391  **Health Issues: Feminist Perspectives** (3 credits)  
Prerequisite: See N.B. number (1). This course presents feminist, intersectional, postcolonialist, poststructuralist and queer examinations of a variety of women’s health issues. It explores the complex cultural politics that tend to legitimize existing power relations in health care, health research, and “health” industries. Topics include biopolitics and surveillance of women’s bodies, medicalization and disease mongering, patriarchal capitalism and the health industry, cosmetic surgery and oppression or agency, women’s health and sociocultural identifications, feminist medical ethics, and alternative and feminist health care.

WSDB 392  **Féminismes dans la francophonie** (3 crédits)  
Péralable: 18 crédits, dont WSDB 290, 291, et 292, plus neuf autres crédits en WSDB ou cours électifs. A partir de textes théoriques et d’ouvrages traitant de la vie quotidienne, ce cours examine les similitudes, les analogies et les traits distinctifs des luttes des femmes durant les deux dernières décennies, ici et ailleurs dans la francophonie, notamment les luttes des Arabes, des Antillaises ou des femmes d’Afrique noire.
WSDB 393  **Critical Race Feminisms** (3 credits)
Prerequisite: See N.B. number (1). This course explores the concepts of race, racism, and racialization, alongside feminist theories and practices. Drawing from feminist and critical race theories, the course focuses on questions of power, knowledge production, and interlocking systems of oppression within local and global contemporary contexts. It provides opportunities to reflect upon anti-racist feminist practice and to apply anti-racist analyses.

*NOTE:* Students who have received credit for this topic under a WSDB 398 number may not take this course for credit.

WSDB 394  **Tutorial in Women's Studies** (3 credits)
Prerequisite: Enrolment in a Women's Studies program; 24 university credits including WSDB 290, 291, 292 and 380; and permission of the Institute. In addition, students must have a minimum GPA of 3.0 (B) and a demonstrated ability to carry out independent research. Tutorials are given only in exceptional circumstances and should focus on a topic not covered under the normal curriculum. A Tutorial Request form must be completed by the student and then approved by a full-time Simone de Beauvoir Institute faculty member acting as a supervisor.

*NOTE:* Students who have received credit for this topic under a WSDB 398 or 498 number may not take this course for credit.

WSDB 398  **Selected Topics in Women's Studies** (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

WSDB 399  **Selected Topics in Women's Studies** (6 credits)

WSDB 480  **Feminist Thought II** (3 credits)
Prerequisite: See N.B. number (2). While Feminist Thought I examines feminism as critique of theory in various historical and disciplinary topics, this course looks closely at the different feminist theories of the social world. The course considers fundamental concepts of Marxist feminism, post-structuralist feminist theory, feminist critical theory, and post-colonialist feminisms. Students learn how to summarize these different theoretical approaches, as well as how to think about them in a comparative manner.

WSDB 490  **Feminist Ethics** (3 credits)
Prerequisite: See N.B. number (2). This interdisciplinary seminar considers the effect of systems of gender, race, and class on women's place in society. It takes into account recent developments in feminist scholarship in the humanities and social sciences.

WSDB 491  **Feminist Perspectives on Culture** (3 credits)
Prerequisite: See N.B. number (2). This seminar explores the central concepts and theories in feminist cultural studies, as they inform feminist, post-colonial, queer, and post-structuralist understandings of culture. The focus is on women as cultural producers and subjects in/of various cultural texts (e.g. cinema, visual arts, music, advertising, popular media, feminist writings). The discursive construction of gender, as it is influenced by class, race, sexuality, and location, is examined as well as the ways in which it is used, displayed, imagined and performed in contemporary culture. Students develop practical and analytical skills, posing questions of how particular cultural narratives function within social, political and economic contexts. Students are required to participate in and lead discussions of the readings and to create and/or critique cultural productions.

WSDB 492  **Post-colonial and Anti-colonial Feminist Theories and Practice** (3 credits)
Prerequisite: See N.B. number (2). The course is devoted to understanding the gendered dimensions of colonial/imperial relations of power and resistance both in historical and contemporary contexts. The main themes covered in the course include settler colonialism in Canada; knowledge, representations and power; contemporary challenges and resistance to anti-imperialist struggles; and post-colonial analyses of current economic and political relations.

*NOTE:* Students who have received credit for this topic under WSDB 498 may not take this course for credit.

WSDB 494  **Advanced Tutorial in Women's Studies** (3 credits)
Prerequisite: Enrolment in a Women's Studies program; 24 university credits including WSDB 290, 291, 292, 380; and permission of the Institute. In addition, students must have a minimum GPA of 3.0 (B) and a demonstrated ability to carry out independent research. Tutorials are given only in exceptional circumstances and should consist of a topic not covered under the normal curriculum. A Tutorial Request form must be completed by the student and then approved by a full-time Simone de Beauvoir Institute faculty member acting as a supervisor.

*NOTE:* Students who have received credit for this topic under a WSDB 398 or 498 number may not take this course for credit.

WSDB 496  **Directed Research** (6 credits)
Prerequisite: Enrolment in the Specialization in Women's Studies; 30 credits, including WSDB 290, 291, 292, 380, 480, and permission of instructor. Students work with an individual faculty member in a particular area of Women's Studies. Students are expected to produce a substantial research project.

WSDB 498  **Seminar in Women's Studies** (3 credits)

WSDB 499  **Seminar in Women's Studies** (6 credits)
Specific topics for these courses, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
John Molson School of Business

61.10 JOHN MOLSON SCHOOL OF BUSINESS
61.20 ADMISSION REQUIREMENTS
61.21 UNDERGRADUATE DEGREE PROGRAMS
   61.21.1 General Education Requirement
   61.21.2 The Bachelor of/Baccalaureate in Commerce
   61.21.3 The Bachelor of/Baccalaureate in Administration

61.22 THE CREDIT CORE
   61.22.1 Academic Performance Regulations
   61.22.2 Registration Regulations

61.30 GENERAL INFORMATION
61.35 JOHN MOLSON SCHOOL OF BUSINESS COURSES

61.40 ACCOUNTANCY

61.50 SUPPLY CHAIN AND BUSINESS TECHNOLOGY MANAGEMENT

61.60 ECONOMICS
61.70 FINANCE
61.80 INTERNATIONAL BUSINESS
61.90 MANAGEMENT
61.100 MARKETING
61.120 ADMINISTRATION
61.140 PROGRAM OPTIONS FOR NON-BUSINESS STUDENTS
61.150 COMPUTER SCIENCE
61.160 SPECIAL CERTIFICATE PROGRAMS
61.170 SPECIAL PROGRAMS IN ACCOUNTANCY
61.180 SPECIAL PROGRAM IN MANAGEMENT

Section 61
Faculty

Dean
STEVE HARVEY, PhD University of Guelph

Associate Deans
GEORGE K. KANAAN, PhD University of Wisconsin-Madison; Academic and Student Affairs – Undergraduate Programs
STÉPHANE BRUTUS, PhD Bowling Green State University; Master’s and Graduate Diploma Programs
HARJEET BHABRA, PhD University of Missouri-Columbia; Research and Research Programs

Location

Sir George Williams Campus
MB Building, Room: 015-115
514-848-2424, ext. 2779

Mission Statement

“We educate students to enable them to become business leaders and responsible global citizens. We place strong emphasis on teaching, research and scholarship, and we strive for an intellectual climate in which excellence, innovation and imagination flourish. As an urban business school, we welcome Concordia’s multilingual and multicultural constituency. Our international faculty, diverse student body, strong links to the local business community and relationships with international partners provide a learning environment that responds to the demands of a global economy and recognizes the realities of the contemporary world to achieve a better future.”

Approved by Faculty Council • September 2007

61.20 ADMISSION REQUIREMENTS

The general requirements for admission to Concordia University are listed in §13.

Cegep Entrance — the 90-credit program
The prerequisites for the 90-credit program are as follows:

<table>
<thead>
<tr>
<th>Subject*</th>
<th>Concordia Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus I</td>
<td>MATH 209</td>
</tr>
<tr>
<td>Linear Algebra</td>
<td>MATH 208</td>
</tr>
<tr>
<td>Micro, Macro Economics</td>
<td>ECON 201, 203</td>
</tr>
<tr>
<td>Computer Literacy</td>
<td>BTM 200</td>
</tr>
</tbody>
</table>

*NOTE: Equivalencies will be determined at the time of acceptance.

Students with a DEC will complete the 90-credit program. Students who have a complete DEC but are lacking one or more of the prerequisite courses may take them within the 90-credit program as elective credits during the first year of the program.

Mature Entry — the 108-credit program
In addition to the 90-credit program, Mature Entry students will be required to complete the following 18 credits:

6 credits in MATH 208, 209
6 credits in ECON 201, 203
3 credits in BTM 200
3 additional elective* credits

*These elective credits must be selected from outside the offerings of the John Molson School of Business.

Extended Credit Program — the 120-credit program
In addition to the 90-credit program, students in the Extended Credit Program will be required to complete the following 30 credits:

6 credits in MATH 208, 209
6 credits in ECON 201, 203
3 credits BTM 200
The John Molson School of Business offers two distinct undergraduate programs. The Bachelor of/Baccalaureate in Commerce (BComm) is a structured program in which the student will select a major from those offered by the School of Business. The Bachelor of/Baccalaureate in Administration (BAdmin) is a flexible program which permits the student to pursue interests outside the School of Business, and offers the possibility of complementing a fundamental grounding in Administration with minor concentrations in an area of interest. Degree requirements listed below apply to all students entering the program on or after June 1, 2001.

61.21.1 General Education Requirement

The John Molson School of Business is committed to the concept of General Education. Students graduating from the Business programs will have acquired the benefits of a general education through the 12 elective non-Business credits they are required to complete.

61.21.2 The Bachelor of/Baccalaureate in Commerce

The program provides the student with an education for careers in business. This is accomplished through an interdisciplinary curriculum that is intellectually challenging. The first year of the program provides knowledge of fundamental business concepts and operational skills that form the base for the core curriculum. The second year of the program builds on this foundation to provide a broad experience in all phases of business. The interdisciplinary nature of the program allows students to analyze, formulate, judge, and solve challenging business problems. The last year of the program provides students with an opportunity for in-depth study of a specific business discipline.

More specifically, by the end of their BComm studies, students will be able to:
1. apply the core concepts within each business discipline;
2. analyze business situations using information and reasoning to solve problems and make decisions;
3. demonstrate an understanding of global and multicultural business issues and practices;
4. use appropriate business information technologies;
5. communicate effectively, both orally and in writing, to different audiences;
6. collaborate and work effectively in teams;
7. demonstrate an understanding of ethical issues and responsibilities;
8. become self-directed learners.

As part of the Bachelor of/Baccalaureate in Commerce program, students will select 12 credits of elective courses outside the offerings of the School. Those credits, which will meet the School’s General Education requirement, should be chosen in areas that complement the students’ overall university education.

Degree Requirements:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td>credits from the core</td>
</tr>
<tr>
<td>12</td>
<td>elective credits outside the School of Business</td>
</tr>
<tr>
<td>24</td>
<td>credits to apply towards the major</td>
</tr>
<tr>
<td>12</td>
<td>elective credits chosen by the student</td>
</tr>
</tbody>
</table>

NOTES:
1. All students are required to declare a major.
2. Students may add a second major in another business field. A double major requires completion of 102 credits as follows:
   - 42 credits from the core, 12 elective credits outside the School of Business, 24 credits to apply towards the first major, and 24 credits to apply towards the second major. Minors are not available with a double major.
3. The School may impose quotas on some majors.

61.21.3 The Bachelor of/Baccalaureate in Administration

The aim of the BAdmin program is to develop capable problem-solvers and decision-makers. The program provides students with a fundamental grounding in administration through the same set of core courses available to BComm students. Furthermore, students have the opportunity to pursue a wide range of interest amongst the various courses offered by the University. BAdmin students are expected to achieve the same learning goals as BComm students by the end of their BAdmin studies.
Degree Requirements:
42 credits from the core
18 credits from within the School of Business and/or its disciplines
30 elective credits chosen by the student, but outside the School of Business, 15 of these must be beyond the introductory level.

NOTE: For the BComm and BAdmin programs, a maximum of nine ESL credits may count toward the regular 90-credit degree, a maximum of 12 credits may count toward the 108-credit degree, and a maximum of 15 credits may count toward the 120-credit degree if the student is required to complete ESL courses. For students who are not required to complete ESL courses a maximum of six ESL credits may count towards their degree. Additional credits in ESL courses will be considered as credits completed above and beyond the degree requirements.

61.22 THE CREDIT CORE

The required 42-credit core is identical for both programs and comprises the following courses:

Courses at the 200 level
COMM 210 Contemporary Business Thinking
COMM 212 Business Communication
COMM 215 Business Statistics
COMM 217 Financial Accounting
COMM 220 Analysis of Markets
COMM 222 Organizational Behaviour and Theory
COMM 223 Marketing Management I
COMM 225 Production and Operations Management
COMM 226 Business Technology Management

Courses at the 300 level
COMM 305 Managerial Accounting
COMM 308 Introduction to Finance
COMM 315 Business Law and Ethics
COMM 320 Entrepreneurship

Course at the 400 level
COMM 401 Strategy and Competition

NOTE: Students are responsible for following the correct sequence of courses required for the completion of a particular program.

JOHN MOLSON SCHOOL OF BUSINESS

<table>
<thead>
<tr>
<th>Program</th>
<th>Honours</th>
<th>Major</th>
<th>Minor</th>
<th>Certificate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountancy</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assurance, Fraud Prevention and Investigative Services</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Business Studies</td>
<td>X¹</td>
<td>X¹</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Technology Management</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Intelligence</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Financial Reporting</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Human Resource Management</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International Business</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management Accounting</td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supply Chain Operations Management</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students will indicate their preferred field of concentration at the time of application for entry. It should be noted that students may change their major and/or minor after completion of their first year of study.

¹This program is not open to students registered in a program leading to the undergraduate degree of Commerce or Administration. Students may transfer into the certificate program up to 12 credits earned in an incomplete degree or certificate program or as an
61.22.1 Academic Performance Regulations

NOTE: The GPA regulations apply to all students, including those with Visiting status, registered in programs offered by the John Molson School of Business. This also includes the Minor in Business Studies and certificate programs.

The objectives of these regulations are:

a) to ensure that the School of Business can certify that all of its graduates are qualified to enter their profession;
b) to ensure that students can, with the assistance or intervention of the School of Business, assess themselves objectively, and plan programs of study designed to meet their individual needs.

Annual Weighted Grade Point Average (WGPA)*
Requirements and Consequences

*See §16.3.11, II for definition of annual WGPA.

Acceptable standing requires that a student obtain an annual WGPA of at least 2.00.

NOTE: Although a “C-” grade (1.70 grade points) is designated as satisfactory in §6.3, a WGPA of 2.00 is required for acceptable standing.

Students in acceptable standing must repeat all courses in which failing grades were obtained provided that these courses are required for their program.

Conditional standing results when a student obtains an annual WGPA between 1.50 and 2.00. Students in conditional standing may not write supplemental examinations but may proceed subject to the following conditions:

a) they must receive academic counselling from the appropriate member of the Dean’s Office;
b) they must successfully repeat all courses in which failing grades were obtained provided that these courses are required for their program, or replace them by alternatives approved by the Dean’s Office;
c) in no case will the number of credits exceed 15 per term for full-time students and six per term for part-time students;
d) they must obtain acceptable standing at the time of their next assessment. If not, they are considered to be in failed standing.

Failed standing results when a student obtains an annual WGPA of less than 1.50, or fails to achieve acceptable standing after being on conditional standing at the last assessment.

• Failed students are subject to the following regulations:

1. They may not write supplemental examinations.
2. They are dismissed from their program for a minimum period of one year.

• Students who are in failed standing for a second time are dismissed from the University for a longer period of time.

• In subsequent years, should failed students wish to return to university studies, they must contact the Office of the Associate Dean, Academic and Student Affairs, for information concerning conditions and procedures for seeking readmission.

• Readmission is not automatic and is dependent upon an assessment of the applicant’s prospects for successful completion of the program. If readmitted, students will be placed on academic probation and restricted to a maximum of six credits per term. They must achieve acceptable standing at the time of their next assessment. Other conditions will be determined at the time of readmission.

• Decisions of the relevant authority in the Faculty to which application is made are final.

Graduation Requirements

Students must satisfy all course requirements, be in acceptable standing, and have a minimum final graduation GPA of 2.00.

The standings of potential graduates who have attempted less than 12 credits since their last assessment are determined after adding the grade points obtained for these credits to those included in the computation of the GPA of the last assessment period.

Students who fail to meet acceptable standing but meet conditional standing will have the following options:

a) register for 12 credits and meet the criteria for acceptable standing;
b) register for fewer than 12 credits. In this case, standing will be determined after adding the grade points obtained for these credits to those included in the computation of the GPA of the last assessment period.

NOTE: Dean’s Office is to be understood as being the appropriate member of the Dean’s Office, normally the Associate Dean, Academic and Student Affairs, or delegate.

61.22.2 Registration Regulations

1. Students in the John Molson School of Business who have a lapse in their program of study for six consecutive terms or more will not be allowed to continue in their program before meeting with an academic advisor.

2. Students are allowed to register in a maximum of 12 credits during the summer session (including a maximum of six credits in any term within that session), except for students following the co-operative format of the program.
61.30 GENERAL INFORMATION

Failures/Prerequisites
Students are cautioned that if they fail a course that is a prerequisite for a subsequent course, they should repeat and pass that failed course before registering in the subsequent course. For example, a student who fails COMM 217 in the fall term, and has registered in COMM 305 in the subsequent winter term, must drop COMM 305 and repeat COMM 217 in the winter term before registering in COMM 305 again.

Students who are not able to register in the failed course(s) should contact the undergraduate programs' office during the course-change period at the beginning of each term.

Students who are registered for a course in which they do not have the appropriate prerequisite must adjust their registration accordingly. The Office of the Associate Dean reserves the right to deregister those students who do not adhere to academic regulations.

NOTE: THERE ARE NO SUPPLEMENTAL EXAMINATIONS IN THE JOHN MOLSON SCHOOL OF BUSINESS.

Proficiency in Canada’s Official Languages
The business community and governments have a preference for university graduates who are functional in both the English and French languages. All students are therefore advised to take advantage of the opportunities available to them at this University to ensure that they have good command of these two languages upon graduation.

61.35 JOHN MOLSON SCHOOL OF BUSINESS COURSES

COMM 210 Contemporary Business Thinking (3 credits)
Prerequisite: COMM 212 previously or concurrently; ECON 201 or 203 or equivalent previously or concurrently. This course presents a broad survey of the world of business and aims to incite students to develop a critical perspective on business literature. Students explore foundational business writings and evaluate the central ideas for scope, relevance, and managerial utility. The course also fosters students’ inclination to keep well informed about contemporary issues in organizations and business.

NOTE: It is recommended that part-time students complete this course, along with COMM 212, as early in their program as possible.

COMM 212 Business Communication (3 credits)
Prerequisite: BTM 200 or INTE 290 previously or concurrently. This course focuses on the principles and techniques of clear, concise, and effective written and oral communication, especially as they apply to business. The formal, grammatical, and stylistic elements of written and oral business communication are emphasized. In addition, students are instructed in and experience the use of audiovisual means of communication.

NOTE: It is recommended that part-time students complete this course, along with COMM 210, as early in their program as possible.

COMM 215 Business Statistics (3 credits)
Prerequisite: MATH 208 or equivalent; MATH 209 or equivalent; BTM 200 or INTE 290 or COMP 248 previously or concurrently.

This course introduces the fundamentals of statistics as applied to the various areas of business and administration. Topics covered include techniques of descriptive statistics, basic theory of probability and probability distributions, estimation and hypotheses testing, chi-square tests in contingency table analysis and for goodness-of-fit, and linear regression and correlation.

COMM 217 Financial Accounting (3 credits)
Prerequisite: COMM 210 previously or concurrently. This course examines the theory and practice involved in measuring, reporting, and analyzing an organization’s financial information. Concepts underlying financial statements are discussed, with an emphasis on generally accepted accounting principles. Disclosures/requirements concerning financial statements as well as information needs of decision-makers are introduced.

COMM 220 Analysis of Markets (3 credits)
Prerequisite: COMM 210, 215; ECON 201 or equivalent; ECON 203 or equivalent previously or concurrently. This course provides a general perspective on the history, operation and relationships between Canadian and international product, labour and financial markets. Specifically, students are introduced to issues of fundamental importance to today’s managers and entrepreneurs such as changes in structure and competitiveness in these markets in response to government policies, the determination and behaviour of interest rates, inflation, market integration, and the role and function of financial intermediation. It further provides students with the knowledge of the role and impact of regulation and other government interventions in these markets.

COMM 222 Organizational Behaviour and Theory (3 credits)
Prerequisite: COMM 210, 212. This course is designed to provide students with an opportunity to study individual behaviour in formal organizations. Through theoretical case and experiential approaches, the focus of instruction progressively moves through individual, group and organizational levels of analysis. Topics in the course include perception, learning, personality, motivation, leadership, group behaviour, and organizational goals and structure.
COMM 223  Marketing Management I (3 credits)
Prerequisite: COMM 210, COMM 212 previously or concurrently. This survey course introduces students to the key concepts in marketing. Topics covered include marketing strategy, buyer behaviour, and the impact of technology on the discipline. The course also explores the important role that marketing plays in advancing society.

NOTE: Students who have received credit for COMM 224 or MARK 201 may not take this course for credit.

COMM 225  Production and Operations Management (3 credits)
Prerequisite: COMM 210, 212, 215. This course is an introduction to contemporary operational issues and techniques in the manufacturing and service sectors. Among the topics covered are operations strategy, forecasting, materials' management, total quality management, time-based competition, and minimal manufacturing. Mathematical modelling in resource allocation is also introduced. Cases and computer-aided quantitative tools for decision-making are used throughout the course with an emphasis on the interactions between production/operations management and other business disciplines.

COMM 226  Business Technology Management (3 credits)
Prerequisite: COMM 210 previously or concurrently. The objective of this course is to provide students with an understanding of the role of information technology in business organizations. Students learn how information technologies can be used to create business value, solve business problems, accomplish corporate goals and achieve and maintain a competitive advantage.

NOTE: Students who have received credit for COMM 301 may not take this course for credit.

COMM 299  Special Topics in Business (3 credits)
This course enables students to focus on a specific topic in business that is of interest to all students.

COMM 305  Managerial Accounting (3 credits)
Prerequisite: COMM 217. This course covers the development of accounting information to assist management in carrying out its functions effectively and efficiently. Concepts and techniques for planning, performance evaluation, control, and decision-making are introduced. New developments are addressed with a focus on contemporary business issues and real-world applicability of management accounting concepts and techniques.

COMM 308  Introduction to Finance (3 credits)
Prerequisite: COMM 217; COMM 220 previously or concurrently. This course provides a general understanding of the fundamental concepts of finance theory as they apply to the firm’s long-run and short-run financing and investment decisions. Building on the concepts of firm value maximization, students become familiar with the conceptual issues underlying risk and return relationships and their measurements, as well as the valuation of financial securities. They also learn the concept of cost of capital, its measurement, and the techniques of capital budgeting as practised by today's managers. Students are introduced to the basic issues surrounding the firm’s short-term and long-term funding decisions and its ability to pay dividends.

COMM 315  Business Law and Ethics (3 credits)
Prerequisite: COMM 308. This course allows students to develop a degree of familiarity with the important ethical and legal aspects of business and to become more aware of and comfortable with resolving ethical and legal components of their decision-making and with distinguishing right from wrong business behaviour.

COMM 320  Entrepreneurship (3 credits)
Prerequisite: COMM 222, 223 or 224, 305, 308. This course emphasizes the entrepreneurial aspects of management. Students analyze and integrate entrepreneurship concepts into business development cases. They research, prepare, and present a comprehensive business plan that may involve commercial, technological and social innovations delivered by either new business ventures or existing firms through new programs and projects. Accountants, marketers, financiers, managers and consultants all may have business dealings with entrepreneurs and owners of small and medium-sized firms, thus business students can benefit from having more entrepreneurial knowledge, regardless of their career goals. Project activities require teamwork, leadership and communication skills.

NOTE: Students who have received credit for COMM 410 may not take this course for credit.

COMM 401  Strategy and Competition (3 credits)
Prerequisite: 45 business credits including COMM 225, COMM 226 or 301; COMM 315 and 320 previously or concurrently. This capstone course requires graduating students to demonstrate their ability to integrate the knowledge and skills they have acquired during their Commerce program. This course introduces the concepts of strategic management and competitive analysis. Emphasis is given to integrating concepts and ideas from the major functional areas such as marketing and finance to give a global perspective on decision-making and directing modern business enterprises. Lecture topics and case studies are selected to portray the nature of the strategic process and the dynamics of competition in a variety of contexts. Attention is also given to the issues of social responsibility, ethics, and personal values. In this context, the course also examines the connection between organizational strategy and the physical environment. Finally, cases and assignments which require an analysis of organizational improvement strategies and new organizational structures are selected.

NOTE: Students who have received credit for COMM 310 may not take this course for credit.

COMM 499  Seminar Course (3 credits)
Prerequisite: To be determined each academic term. This course enables students, on an individual basis, to further focus on a specialized topic within their discipline.
Faculty

Associate Professor and Chair of the Department
CHARLES DRAIMIN, PhD Concordia University, CPA CA

Professors
MANMOHAN RAI KAPOOR, PhD University of Toronto, RIA/CMA
MICHEL MAGNAN, PhD University of Washington, FCPA FCA
DOMINIC PELTIER-RIVEST, PhD Florida State University, CFE
JUAN J. SEGOVIA, PhD Université Paris-Dauphine

Associate Professors
IBRAHIM M. ALY, PhD University of North Texas
EMILIO BOULIANNE, PhD HEC Montréal
KELLY GHEYARA, PhD Oklahoma State University, CA
MAJIDUL ISLAM, PhD Moscow Institute of National Economy, CGA
GEORGE K. KANAAN, PhD University of Wisconsin-Madison
CLAUDINE MANGEN, PhD University of Rochester

Assistant Professors
SOPHIE AUDOUSSET-COULIER, PhD HEC Paris, CGA
LUO HE, PhD Queen’s University
DARLENE HIMICK, PhD University of Calgary
ELISABETTA IPINO, PhD University of Padova (Italy)
ALEXEEV LYUBIMOV, PhD University of Central Florida
ELISABETH PELTIER WAGNER, PhD City University of New York
LI YAO, PhD Purdue University

Senior Lecturers
PATRICK DELANEY, BComm Concordia University
GAIL FAYERMAN, MBA McGill University, CPA CA
TREBOR HAGYARD, BComm Concordia University, CMA CA CPA
TOMEK KOPCZYNSKI, BComm McGill University, CMA
TARA RAMSARAN, MBA Concordia University, CA CPA
WENDY NADINE ROSCOE, BComm Concordia University, CPA CA

Lecturer
MERVAT SALEH, BComm Concordia University, CPA CA

For the complete list of faculty members, please consult the Department website.

Location

Sir George Williams Campus
MB Building, Room: 014-205
514-848-2424, ext. 2764

Department Objectives

The Department of Accountancy is committed to remaining a national leader in accounting education through teaching, research and service.

Teaching: Providing a first-rate educational experience that prepares a diverse population of students for successful careers.
Research: Creating and disseminating knowledge of accounting-related issues through reputable channels.
Service: Providing expertise that enhances the well-being of the University, the accounting profession and society in general.
Programs

24 Major in Accountancy
15 ACCO 310, 320, 330, 340, 400
9 additional credits offered by the Department

12 Minor in Assurance, Fraud Prevention and Investigative Services
12 ACCO 350, 450, 455, 465

12 Minor in Financial Reporting
6 ACCO 310, 320
6 additional credits offered by the Department

12 Minor in Management Accounting
6 ACCO 330, 430
6 additional credits offered by the Department

Accountancy Co-operative Program

Director
TARA RAMSARAN, Lecturer
514-848-2424, ext. 2756

The Accountancy co-operative program is offered to students who are enrolled in the BComm program and are majoring in Accountancy.

The academic content of the co-op program is identical to that of the regular program, but three work terms are interspersed with six study terms.

Students are supervised individually and must meet the requirements specified by the John Molson School of Business and the Institute for Co-operative Education in order to continue their studies in the co-op format.

Liaison between the student, the employers, and the Institute for Co-operative Education is provided by the Accountancy co-op academic director and the co-op committee.

Please refer to §24 of this Calendar for a full description of the co-operative format of the program.

Courses

ACCO 220 Financial and Managerial Accounting (3 credits)
This course provides an introduction to accounting principles underlying the preparation of financial reports with an emphasis on the relationship between accounting information and production decisions. It examines the relationship between costs, production volume, and profit, as well as the practical benefits of standard costs for planning and control purposes. The role of accounting information in various manufacturing decisions is also highlighted.

NOTE: This course would be useful to Engineering students.
NOTE: JMSB students may not take this course for credit.
NOTE: Students who have received credit for ACCO 230, 240 may not take this course for credit.

ACCO 230 Introduction to Financial Accounting (3 credits)
This course provides an introduction to accounting concepts underlying financial statements of organizations. It focuses on the analysis, measurement, and reporting of business transactions to users of financial statements. It also examines the uses and limitations of accounting information for investment and credit decisions.

NOTE: JMSB students may not take this course for credit.
NOTE: Students who receive a grade of “C” or better may be exempt from COMM 217.
NOTE: Students who have received credit for ACCO 220 may not take this course for credit.

ACCO 240 Introduction to Managerial Accounting (3 credits)
Prerequisite: ACCO 230. This course examines the role of accounting information for decision making, and focuses on concepts and techniques used in planning operations, controlling activities, and evaluating managerial performance. New developments are addressed with a focus on contemporary business issues and real-world applicability of management accounting concepts and techniques.

NOTE: JMSB students may not take this course for credit.
NOTE: Students who receive a passing grade may be exempt from COMM 305.
NOTE: Students who have received credit for ACCO 220 may not take this course for credit.

ACCO 310 Financial Reporting I (3 credits)
Prerequisite: COMM 305 previously or concurrently. Intensive study is made of the theory and practice of external financial reporting by business organizations, focusing on concepts and procedures underlying the measurement of assets and the determination of income.
ACCO 320  Financial Reporting II (3 credits)
Prerequisite: ACCO 310. This course continues the intensive study of ACCO 310, with particular emphasis on accounting for liabilities, shareholders’ equity, and other related topics such as earnings per share, pension accounting, and accounting for income taxes.

ACCO 330  Cost and Management Accounting (3 credits)
Prerequisite: COMM 305. This course provides an examination of the techniques, systems, and procedures applicable to the managerial use of accounting information for planning, decision-making, and control. Topics include cost accumulation and allocation, product and process costing, flexible budgeting and variance analysis, evaluation of managerial performance, and transfer pricing.

ACCO 340  Income Taxation in Canada (3 credits)
Prerequisite: COMM 217. This course provides core knowledge regarding the federal income tax structure and the Canadian goods and services tax system. It examines the taxation of employment, business, property income, capital gains and other sources of income for an individual.

ACCO 350  Accounting and Information Technology (3 credits)
Prerequisite: COMM 226 or 301, 305; ACCO 310. This course examines the role of computerized accounting information systems (AIS) in organizations. Students learn how to justify, design, and utilize AIS to provide pertinent information to managers for decision making. The course helps to identify appropriate usage of information technology in specific accounting contexts. Topics include e-business, computer fraud, information systems security and controls, systems analysis, and management of information technology.

ACCO 355  Analysis of Financial Statements (3 credits)
Prerequisite: COMM 305, 306. This course explores the usefulness and limitations of financial statements for investment and credit decisions. It focuses on the interpretation of the information contained in financial statements which reflect the economic characteristics of the firm and its strategic business decisions. Instruments and techniques for financial statement analysis are discussed and applied to case studies and actual companies.

NOTE: Students in the Accountancy Major may not take this course for credit.
NOTE: This course would be useful for students in Finance and Management.

ACCO 365  U.S. Federal Taxation (3 credits)
Prerequisite: COMM 217 or ACCO 230. This course familiarizes the student with individual and corporate taxation in the U.S. The use of professional judgment in the application of tax planning recommendations is also addressed in this course.
NOTE: Students who have received credit for this topic under an ACCO 470 number may not take this course for credit.

ACCO 400  Accounting Theory (3 credits)
Prerequisite: ACCO 320. This course examines the theoretical foundations of the contemporary approach to financial reporting, and the political and pragmatic considerations in the development of the conceptual framework underlying current accounting standards. Alternative theories of accounting are discussed and controversial areas are emphasized.

ACCO 410  Governmental and Not-for-Profit Accounting (3 credits)
Prerequisite: ACCO 320. This course introduces the theory and concepts that underlie the financial accounting, control, and reporting in not-for-profit organizations. General concepts and principles are illustrated by comparing the practices of selected not-for-profit organizations, including local and federal governments and universities, with authoritative standards.

ACCO 420  Financial Reporting III (3 credits)
Prerequisite: ACCO 320. This course examines the theory and practice of accounting for intercorporate investments, business combinations, consolidation of financial statements, and foreign currency transactions and operations.

ACCO 430  Advanced Management Accounting (3 credits)
Prerequisite: ACCO 330. This course examines the integrative and interdisciplinary role of management accounting and its contribution to the complex management process. The course focuses on cases that deal with strategic issues in management accounting and management’s need for both quantitative and qualitative information for planning, control, performance evaluation and decision making.

ACCO 435  Integrative Management Accounting Cases (3 credits)
Prerequisite: ACCO 430. This course integrates topics in financial and management accounting, finance, and business strategy covered in previous courses. Emphasis is placed on topics of interest to students pursuing the Certified Management Accountant (CMA) designation. Cases are analyzed in individual and group settings using the methodology required for the CMA Case Examination.
NOTE: Students who have received credit for this topic under an ACCO 470 number may not take this course for credit.

ACCO 440  Advanced Taxation (3 credits)
Prerequisite: ACCO 340. This course provides core knowledge regarding the federal taxation of corporations, partnerships, and trusts. It introduces analytical skills needed to make decisions regarding various business transfers, combinations, incorporation and estate planning issues for corporations and shareholders.
ACCO 450  **Assurance Services** (3 credits)
Prerequisite: ACCO 320 previously or concurrently. This course examines the concepts and current standards of various assurance services, especially the audit of financial statements. It emphasizes the audit process and the role of the public accountant in expressing an opinion on the financial statements of an organization.

ACCO 455  **Fraud Prevention and Investigation** (3 credits)
Prerequisite: COMM 217, 315. This course examines the principles of and methodology used in fraud detection and deterrence. Topics covered may include skimming, cash larceny, cheque tampering, billing, payroll and expense reimbursement schemes, non-cash misappropriations, corruption, fraudulent financial statements, conducting investigations and interviewing witnesses. This course may also examine auditors' legal responsibilities towards fraud, the evaluation of internal controls and important pieces of legislation such as the Sarbanes-Oxley Act and the Criminal Code. Finally, the ethical aspects associated with fraud are discussed. Class sessions consist of lectures, real-life fraud case discussions and the presentation of DVDs from the Association of Certified Fraud Examiners.

**NOTE:** Students who have received credit for this topic under an ACCO 470 number may not take this course for credit.

ACCO 465  **Advanced Assurance Services** (3 credits)
Prerequisite: ACCO 450. This course covers important topics and concepts in auditing and assurance services. It builds on topics covered in ACCO 450 and introduces specialized and advanced topics that are of particular importance to professional accountants. In covering topics and their application, the course focuses on decision-making processes followed by auditors. The course embraces the requirements of the CA Student Competency Map for assurance and the CGA Modules and Readings AU2.

**NOTE:** Students who have received credit for this topic under an ACCO 470 number may not take this course for credit.

ACCO 470  **Special Topics in Accounting** (3 credits)
Prerequisite: Written permission of the Department. This course is intended to complement accounting courses taken previously or concurrently at the senior level. It provides an opportunity for more intensive study in one or more specific topics in accounting.

**NOTE:** Specific topics for this course and prerequisites relevant in each case will be stated in the Undergraduate Class Schedule.

ACCO 490  **Seminar in Taxation** (3 credits)
Prerequisite: ACCO 440. This course provides an in-depth coverage of taxation issues. It emphasizes the development of professional skills in the application of tax principles and concepts to the solution of complex tax problems facing individuals, trusts, and corporations.
SUPPLY CHAIN AND BUSINESS TECHNOLOGY MANAGEMENT

Faculty

Professor and Chair of the Department
FASSIL NEBEBE, PhD Queen’s University

Professors
CLARENCE BAYNE, PhD McGill University
ANNE-MARIE CROTEAU, PhD Université Laval
DALE DOREEN, PhD University of Alabama
JAMSHID ETEZADI-AMOLI, PhD University of Toronto
DENNIS KIRA, PhD University of British Columbia
SURESH KUMAR GOYAL, MEng University of Strathclyde
GREGORY E. KERSTEN, PhD Warsaw School of Economics
TAK KWAN MAK, PhD University of Western Ontario
DANIELLE MORIN, PhD McGill University
AHMET SATIR, PhD University of Manchester Institute of Science and Technology
SURESH KUMAR GOYAL, MEng MBA Concordia University
GREGORY E. KERSTEN, PhD Warsaw School of Economics

Associate Professors
ANNE BEAUDRY, PhD HEC Montréal
MERAL BÜYÜKKURT, PhD Indiana University
SATYAVEER CHAUHAN, PhD University of Metz
CHITUANYA OKOLI, PhD Louisiana State University
RAAFAT SAADE, PhD Concordia University
MAHESH SHARMA, MEng MBA McGill University; Provost’s Distinction

Assistant Professors
XIAO HUANG, PhD Marshall School of Business, University of Southern California
RAVNEET VIDYARTHI, PhD University of Waterloo

Lecturer
RAUL VALVERDE, PhD University of Southern Queensland

For the complete list of faculty members, please consult the Department website.

Location

Sir George Williams Campus
MB Building, Room: 012-115
514-848-2424, ext. 2982

Department Objectives

The Department of Supply Chain and Business Technology Management prepares students with an integrated set of decision-making skills to meet the organizational and managerial needs of the business world.

The Major in Business Technology Management aims to equip students with knowledge and skills in information and communication technology, business process analysis, and project management. It prepares graduates for careers in various business technology areas such as information systems analysis and design, database administration, as well as management of information technology.

The Major in Supply Chain Operations Management aims to provide the knowledge and skills needed for planning and execution of end-to-end supply chains. It provides students with sufficient academic, technical and professional foundations that will enable them to pursue a challenging and rewarding career that covers planning, procurement, manufacturing, services, transportation, logistics and distribution, among others.

The Minor in Data Intelligence provides a knowledge base to complement the student’s program at the John Molson School of Business. With training in data modelling, forecasting and data mining, students learn to build models for analyzing business problems that help organizations avoid risk and exploit opportunities.
### Programs

**24 Major in Supply Chain Operations Management**
- 21 SCOM 361, 363, 372, 374, 492, 498; BSTA 378
- 3 Chosen from BTM 382, 430, 480; SCOM 491

**12 Minor in Supply Chain Operations Management**
- 12 SCOM 361, 363, 372, 374

**24 Major in Business Technology Management**
- 18 BTM 380, 382, 480, 481, 495, 496
- 6 Chosen from BTM 387, 395, 430

**12 Minor in Business Technology Management**
- 12 BTM 380, 382, 481, 495

**12 Minor in Data Intelligence**
- 12 BSTA 378, 445, 477, 478

---

### Business Technology Management/Supply Chain Operations Management Co-operative Programs

**Director**
RAUL VALVERDE, ETA Lecturer
514-848-2424, ext. 2968

The Department of Supply Chain and Business Technology Management offers two co-operative programs for students who are enrolled in the BComm program: Business Technology Management – BTM (for students majoring in BTM), and Supply Chain Operations Management – SCOM (for students majoring in SCOM).

The academic content of each co-op program is identical to that of the regular program, but three work terms are interspersed with six study terms.

Students are supervised individually and must meet the requirements specified by the John Molson School of Business and the Institute for Co-operative Education in order to continue their studies in the co-op format.

Liaison between the student, the employers, and the Institute for Co-operative Education is provided by the co-op academic director and the co-op committee.

Please refer to §24 of this Calendar for a full description of the co-operative format of the program.

### Courses

#### BUSINESS STATISTICS

**BSTA 378 Statistical Models for Data Analysis** (3 credits)
Prerequisite: COMM 215. This course introduces and examines the role of contemporary statistical methods in improving business and industrial processes. The methodologies selected for discussion represent those that are most extensively used in contemporary business studies and analyses. The topics covered include modern statistical thinking, linear regression analysis, logistic regression, and experimental methods in product and process designs. The course involves mostly analyses of real-life data using statistical software packages. The understanding of the rationale of the methodologies introduced is also emphasized.

*NOTE:* Students who have received credit for DESC 376 or 378 may not take this course for credit.

**BSTA 445 Statistical Software for Data Management and Analysis** (3 credits)
Prerequisite: COMM 215 or equivalent. This course presents the principles and techniques of widely used statistical software systems, such as SAS, for data management (information storage and retrieval), data modification, file handling, and statistical analysis and reporting. The course covers special features such as graphics, macro languages, software and/or library interfacing and the basics of data mining. Classes are to be held in computer labs and half of the time is devoted to lab work.

*NOTE:* Students who have received credit for DESC 445 may not take this course for credit.

**BSTA 477 Managerial Forecasting** (3 credits)
Prerequisite: COMM 215 or equivalent. Reliable managerial forecasts of business variables must often be obtained against a background of structural changes in markets. This course focuses on the theory and applications of the most widely used methods of forecasting including decomposition methods, exponential smoothing, and the Box-Jenkins (ARIMA Building) techniques for non-seasonal and seasonal modelling. Recent approaches in forecasting such as artificial neural networks are also introduced. Business and economic databases are analyzed using statistical software packages in both class and project assignments.

*NOTE A/See §200.2*

*NOTE:* Students who have received credit for DESC 477 may not take this course for credit.
BSTA 478  **Data Mining Techniques** (3 credits)
Prerequisite: COMM 215. The course covers essential ideas and techniques for extracting information from large amounts of data. It discusses both supervised and unsupervised methods, and covers topics such as dimension reduction, multiple regression, logistic regression, discriminant analysis, classification and regression trees, neural networks, association rules, cluster analysis and multi-dimensional scaling. Illustrations of the concepts and methods are given, and students gain practical experience in data mining with the use of popular data mining software.
NOTE: Students who have received credit for DESC 478 may not take this course for credit.

BSTA 490  **Special Topics in Business Statistics** (3 credits)
Prerequisite: Permission of the Department. This course allows for more intensive examination of one or more topics in business statistics.

**BUSINESS TECHNOLOGY MANAGEMENT**

BTM 200  **Fundamentals of Information Technology** (3 credits)
This course covers topics in information and communications technologies, including software, hardware, the Internet, and office productivity applications. Students learn about the technologies and their use, as well as acquire hands-on experience in key software applications.
NOTE: Students who have received credit or exemption for DESC 200, INTE 290, or for this topic under a COMM 499 number or equivalent, may not take this course for credit.

BTM 380  **Introduction to Business Application Development** (3 credits)
Prerequisite: COMM 226, 301. This course introduces students to the fundamentals of developing computer applications. Students gain knowledge and learn techniques necessary for building business applications, based on the modern object-oriented development paradigm. Students learn the principles of object-oriented programming using a contemporary language and integrated development environment. Topics include control structures, objects, classes, inheritance, class hierarchies, and polymorphism.
NOTE: Students who have received credit for DESC 381 or 391 may not take this course for credit.

BTM 382  **Database Management** (3 credits)
Prerequisite: COMM 226 or 301. This course provides a comprehensive foundation for designing, building, and working with databases, enabling students to understand and use commercially available database products effectively. The course examines different models of representing data with emphasis on the relational model. Topics include data modelling, database design, queries, transaction management, implementation issues, and an overview of distributed database management systems, data warehouses, databases in electronic commerce, and database administration. Examples are drawn from various functional and operational areas including enterprise and supply chain operations, management, and planning.
NOTE: Students who have received credit for DESC 382 may not take this course for credit.

BTM 387  **E-Business** (3 credits)
Prerequisite: COMM 226 or 301. This course covers the essentials of how e-business is conducted and managed. Its major opportunities, limitations, risks, and issues for individuals, organizations, and society are discussed. Topics covered include e-business architectures, models, technologies, and privacy and security issues. Applications such as e-learning, e-government, and telemedicine are also discussed.
NOTE: Students who have received credit for DESC 387 may not take this course for credit.

BTM 395  **Internet Programming** (3 credits)
Prerequisite: BTM 380. This course covers the concepts and tools used in programming of business systems that require Internet connectivity. Methods and technologies used to build web-based systems including e-business, e-learning, and online meeting places are discussed. The course gives students the opportunity to learn about and use such technologies as scripting, interactive charting, and database connectivity.
NOTE: Students who have received credit for DESC 395 may not take this course for credit.

BTM 430  **Enterprise Resource Planning and Information Technology Integration** (3 credits)
Prerequisite: COMM 225, 226 or 301. This course responds to the demand for the integration of technological and business resources by providing the student with opportunities to understand and analyze practical business problems and processes via the use of enterprise resource planning (ERP) applications. Topics include analysis and design for information technology integration, implementation strategies, and use of ERP for process integration. Technological solutions examined include ERP software, middleware applications, and the use of web services.
NOTE: Students who have received credit for DESC 389, 420 or 430 may not take this course for credit.

BTM 480  **Project Management** (3 credits)
Prerequisite: COMM 225 or 226 or 301. This course covers the theory, tools, and techniques associated with the management of projects including the use of project management software. Cases from various business contexts are used to illustrate essential
steps in setting up project plans, scheduling work, monitoring progress, and exercising control to achieve desired results. The

course integrates the Project Management Body of Knowledge with the Project Management Institute’s certification requirements.

NOTE: Students who have received credit for DESC 483 or for this topic under a DESC 490 number may not take this course for credit.

BTM 481 Information Systems Analysis (3 credits)
Prerequisite: COMM 226 or 301. This course covers the first phase of the systems development life cycle, which culminates in
the systems proposal. Topics include the preliminary survey, analysis of existing systems and identification of deficiencies, the
development of functional specifications, feasibility and cost/benefit analysis and development of a recommended course of
action. In addition, various diagramming techniques are examined.

NOTE: Students who have received credit for DESC 481 may not take this course for credit.

BTM 490 Special Topics in Business Technology Management (3 credits)
Prerequisite: Permission of the Department. This course allows for more intensive examination of one or more topics in business
technology management.

BTM 495 Information Systems Design and Implementation (3 credits)
Prerequisite: BTM 380 or DESC 381 or DESC 391; BTM 382 or DESC 382; BTM 481 or DESC 481. The main objective of this
course is to expose students to the concepts, tools, and techniques they need to transform the information system requirements,
resulting from the system analysis phase, into system design specifications, and to transform the information system design
specifications, resulting from the system design phase, into a system prototype. The course introduces the concepts, techniques,
and methodologies of the object-oriented approach to information system design. The unified modelling language is used to
develop design specifications for the systems. Topics include design of use case models, classes and class diagrams, interaction
diagrams, and state chart diagrams.

NOTE: Students who have received credit for DESC 495 may not take this course for credit.

BTM 496 Information Technology Strategy, Management, and Sourcing (3 credits)
Prerequisite: BTM 481 or DESC 481. This course addresses issues involved in administering the activities related to information
technology (IT) resources in an organization. Topics covered include IT strategy, governance, sourcing, architecture, risk
management, security policies, resource allocation, and change management. The course also covers areas related to the
external environment of an organization such as the IT industry evolution, scanning, and its emerging solutions.

SUPPLY CHAIN OPERATIONS MANAGEMENT

SCOM 361 Management Science Models for Operations Management (3 credits)
Prerequisite: COMM 225. This course deals with application of management science models to operations management problems
in allocation of scarce human, physical, and financial resources. Among the topics covered are transportation, assignment and
trans-shipment problems, integer linear programming, network models, multi-criteria decision problems, and waiting line models.
The emphasis is on modelling issues and interpretation of solution through the use of optimization software packages.

NOTE: Students who have received credit for DESC 361 may not take this course for credit.

SCOM 363 Product Design and Business Process Re-Engineering (3 credits)
Prerequisite: COMM 225 previously or concurrently. This course combines the product/service design issues and the continuous
improvement efforts required throughout the life cycle of products and services. The topics covered in this context include essentials
of creativity, organizational and operational issues in product/service design, mass customization, business process re-engineering,
layout, and quality management. Cases and enterprise resource planning applications are studied to provide a unifying theme in
terms of organizational change, supply chain re-engineering and integration aspects.

NOTE: Students who have received credit for DESC 363 may not take this course for credit.

SCOM 372 Supply Chain Planning and Control (3 credits)
Prerequisite: SCOM 361 or DESC 361. Production/service planning and control issues in managing supply chains are covered in
this course. Mathematical modelling is emphasized in dealing with facility location, capacity planning, demand and supply
management, aggregate planning, scheduling, and inventory management decisions. Supplier evaluation/development practices
and outsourcing are studied. Relevant enterprise resource planning modules with advanced planning and scheduling functionalities
are introduced to illustrate the integration and coordination issues in supply chain planning and control.

NOTE: Students who have received credit for DESC 372 may not take this course for credit.

SCOM 374 Supply Chain Logistics (3 credits)
Prerequisite: COMM 225. This course covers the tools and techniques associated with movement of materials throughout the
supply chain. The topics covered include fundamentals of customer relationship management, distribution channels, purchasing,
warehousing, transportation management, third part logistics, reverse logistics and issues in global logistics. Relevant enterprise
resource planning modules are introduced and logistics games are played to illustrate the integration and coordination issues in
supply chain logistics.

NOTE: Students who have received credit for DESC 374 may not take this course for credit.
SCOM 490  Special Topics in Supply Chain Operations Management (3 credits)
Prerequisite: Permission of the Department. This course allows for more intensive examination of one or more topics in supply chain operations management.

SCOM 491  Supply Chain Risk Management (3 credits)
Prerequisite: COMM 225. This course covers fundamental quantitative and qualitative tools of risk management used to mitigate against supply chain risks in the context of supply and demand management strategies. Globalization initiatives in trade and money markets and increased worldwide security concerns have exposed supply chains to ever-increasing risks. Consequently, risk management along the supply chain has become an important function in order to decrease the level of vulnerability for the stakeholders. Topics include review of supply chain fundamentals and principles, risk identification and management, trade-offs in risk management, supply chain strategies for robustness, and scenario planning. Various case studies are used to highlight design and implementation issues.
NOTE: Students who have received credit for DESC 491 may not take this course for credit.

SCOM 492  Supply Chain Simulation (3 credits)
Prerequisite: BSTA 378; SCOM 372 or DESC 372 or SCOM 374 or DESC 374 previously or concurrently. This course focuses on simulating various supply chain scenarios using supply chain simulation package(s). Modelling issues in simulation are covered. Experimental design and analysis techniques are used in designing scenarios and analyzing the outcomes, which are also studied from a wider strategic business perspective.
NOTE: Students who have received credit for DESC 492 may not take this course for credit.

SCOM 498  Supply Chain Project (3 credits)
Prerequisite: SCOM 372 or DESC 372 or SCOM 374 or DESC 374 previously or concurrently. This course involves a project carried out in a real-life setting. Guest speakers from industry are invited to present supply chain issues in practice. Various tools and techniques of supply chain operations management are used in identifying and analyzing supply chain problems. Improvements and solutions are designed along with appropriate performance metrics.
NOTE: Students who have received credit for DESC 498 may not take this course for credit.
ECONOMICS

Location

Sir George Williams Campus
Hall Building, Room: H 1155
514-848-2424, ext. 3900

Programs

For departmental information please see §31.080.

24 Major in Economics
  12 ECON 301, 302, 303, 304
  12 ECON elective credits chosen at the 400 level

12 Minor in Economics
  6 ECON 318, 319
  6 ECON elective credits chosen at the 300 level
Faculty

Associate Professor and Chair of the Department
THOMAS WALKER, PhD Washington State University; Laurentian Bank Professor in Integrated Risk Management

Professors
ABRAHAM BRODT, PhD New York University
ALAN HOCHSTEIN, PhD McGill University
ARVIND JAIN, PhD University of Michigan; Academic Director, International Business Program
LAWRENCE KRYZANOWSKI, PhD University of British Columbia; Concordia University Research Chair in Finance
STYLIANOS PERRAKIS, PhD University of California, Berkeley; RBC Professor in Financial Derivatives; Provost’s Distinction
LATHA SHANKER, PhD University of Florida
LORNE SWITZER, PhD University of Pennsylvania; Van Berkum Chair in Small-Cap Equities; and Associate Director, Institute for Governance in Private and Public Organizations

Associate Professors
ARSHAD AHMAD, PhD McGill University; Provost’s Distinction
NILANJAN BASU, PhD Purdue University, CFA
SANDRA BETTON, PhD University of British Columbia, CFA; Director, MBA Program
HARJEET BHABRA, PhD University of Missouri-Columbia; Associate Dean, Research and Research Programs
SERGEY ISAENKO, PhD University of Pennsylvania
GREGORY LYPNY, PhD University of Toronto
IMANTS PAEGLIS, PhD Boston University
IAN RAKITA, PhD Concordia University, CFA; Director, Goodman Institute of Investment Management

Assistant Professors
FREDERICK DAVIS, PhD Queen’s University
RAVI MATETI, PhD University of Connecticut
DAVID NEWTON, PhD University of British Columbia, CFA
RAHUL RAVI, PhD University of Alberta
SAIF ULLAH, PhD University of Alberta
YUAN WANG, PhD Pennsylvania State University

Senior Lecturers
REENA ATANASIADIS, MBA Concordia University; Director, Kenneth Woods Portfolio Management Program
JAY MANNADIAR, MBA McGill University; Director, Finance Co-op

Lecturers
ANAS ABOULAMER, MScAdmin Concordia University
LORETTA HUNG, MScAdmin Concordia University
RAAD JASSIM, MEng McGill University
EDWARD WONG, MBA University of Western Ontario, CA CFA

For the complete list of faculty members, please consult the Department website.

Location

Sir George Williams Campus
MB Building, Room: 012-205
514-848-4248, ext. 2789

Department Objectives

The Department of Finance is committed to excellence in both research and teaching and has earned a solid reputation as a productive and research oriented academic unit. The Department’s research activities include theoretical, empirical, and applied contributions — all aimed at furthering knowledge in the field. Its teaching activities cover a wide range of topics including corporate finance, investment, international finance, personal finance, optimization techniques, portfolio management, options and futures and fluctuations in security prices, exchange rates, and interest rates.
Teaching effectiveness represents the cornerstone of the Department’s teaching objectives. The Department’s curriculum is a dynamic one which keeps up with current trends and innovations in the financial area. Department members have been recognized not only with Faculty Teaching Awards but also internationally by winning the 3M Teaching Fellowship Award. The Department has developed orientation and training programs with major corporations and financial institutions for its students. Through this type of external involvement, classroom teaching is effectively blended with the complexities of the real world thereby providing students not only with a more meaningful education but also with job opportunities.

Programs

30 Honours in Finance
3 FINA 385
3 FINA 395
18 additional 400-level credits offered by the Department
6 FINA 495

Students are eligible to apply to the honours program if they have completed FINA 385, FINA 395, and six additional credits in Finance. Applicants must have achieved a minimum cumulative GPA of 3.3 and a minimum GPA of 3.5 in their Finance courses. Enrolment in this program is limited. The selection process may include recommendations from faculty members as well as interviews of applicants to this program. The deadline for applications is March 1.

24 Major in Finance
3 FINA 385
3 FINA 395
18 additional 400-level credits offered by the Department

12 Minor in Finance
3 FINA 385
3 FINA 395
6 additional 400-level credits offered by the Department

Finance Co-operative Program

Director
JAY MANNADIAR, Senior Lecturer
514-848-2424, ext. 2919

The Finance co-operative program is offered to students who are enrolled in the BComm program and are majoring in Finance. The academic content of the co-op program is identical to that of the regular program, but three work terms are interspersed with six study terms.

Students are supervised individually and must meet the requirements specified by both the John Molson School of Business and the Institute for Co-operative Education in order to continue their studies in the co-op format.

Liaison between the student, the employers, and the Institute for Co-operative Education is provided by the Finance co-op academic director and the co-op committee.

Please refer to §24 of this Calendar for a full description of the co-operative format of the program.

Courses

FINA 200 Personal Finance (3 credits)
This course is offered online. It is designed to help individuals better manage their current and future financial affairs. The course introduces the terminology and basic concepts underlying personal financial management. It helps students set goals and develop skills to conduct basic research when making personal financial decisions. The topics covered include financial planning, money management, personal income taxes, costs of consumer credit, concepts of time value of money, investing in stocks, bonds and mutual funds, mortgages, and retirement planning.

NOTE: Finance Majors and Minors may not take this course for credit towards their major or minor.

NOTE: Students who have received credit for this topic under a COMM 499 number may not take this course for credit.

FINA 210 Introduction to Real Estate (3 credits)
This course introduces the concepts, principles, analytical methods and tools used for investment, development, and evaluation of real estate assets. The course focuses on issues such as market and feasibility analysis, investment property analysis, forms of ownership, valuation by alternate approaches, mortgages, borrower-lender relationships, investing in income property, commercial property financing, real estate investment trusts (REITs), and legal and property rights among co-owners.

NOTE: Finance Majors and Minors may not take this course for credit towards their major or minor.

NOTE: Students who have received credit for FINA 450 or for this topic under a COMM 499 number may not take this course for credit.
FINA 370  *International Financial Management* (3 credits)
Prerequisite: COMM 220, 308. This course is designed for students to acquire and demonstrate knowledge of the fundamental principles and issues in international financial management. It covers such topics as foreign exchange markets, exchange rate behaviour, structure and meaning of the international balance of payments, the functioning of fixed and floating exchange rate systems, short- and long-term investment and borrowing decisions, euro-currency markets, foreign exchange risk management, and capital budgeting decisions for overseas investment. In sum, the topics are covered from the perspective of an individual who wishes to know how the international financial environment will affect the firm.

*NOTE: Finance Majors and Minors may not take this course for credit toward their major or minor.*

*NOTE: Students who have received credit for IBUS 370 or FINA 470 may not take this course for credit.*

FINA 385  *Theory of Finance I* (3 credits)
Prerequisite: COMM 220, 308. This course is the first of two that provide a theoretical foundation upon which subsequent 400-level courses will be built. The course examines the allocation of capital in financial markets and the determination of the relative prices of financial assets. Topics covered include utility theory, arbitrage pricing theory, and asset pricing models such as the Capital Asset Pricing Model and the option pricing model. Applications explored include arbitrage, the design of markets and the appropriate responses of individuals and firms to changes in market conditions as well as to market imperfections.

*NOTE: Students who have received credit for FINA 380 may not take this course for credit.*

FINA 395  *Theory of Finance II* (3 credits)
Prerequisite: COMM 220, 308; FINA 385 previously or concurrently. This course focuses on the financial theory of the firm and examines the Modigliani-Miller propositions, agency theory, and asymmetric information theory. Topics covered include capital structure and the cost of capital, investment and financing decisions, real options, valuation and issuance of new securities, mergers and acquisitions, and leveraged buyout decisions.

*NOTE: Students who have received credit for FINA 390 or 400 may not take this course for credit.*

FINA 402  *Short-Term Financial Management* (3 credits)
Prerequisite: FINA 380 or 385; FINA 390 or 395. This course is concerned with the key aspects of short-term financial management. It begins with a brief coverage of the institutional environment facing the financial manager in Canada. A detailed coverage of sources for short-term borrowing and investments is presented. The structure of the Canadian financial system along with a description of the various methods of effecting payments as well as the clearing and settlement system are covered. Topics in overall liquidity management are briefly reviewed from a theoretical perspective. Traditional subjects in cash management such as collections, disbursement and control, forecasting, company bank relationship, short-term investment, and borrowing are examined next. Such new developments as electronic data interchange and EFT/POS are also examined. The course also provides a coverage of trade credit both from a theoretical positive standpoint and a normative viewpoint.

FINA 405  *Cases in Finance* (3 credits)
Prerequisite: FINA 380 or 385; FINA 390 or 395. This course uses case discussions to focus on the application of the principles of finance learned in FINA 385 and 395 in real-world contexts. Cases cover topics in corporate finance, investments, and financial markets and institutions. *NOTE A/See §200.2*

*NOTE: Students who have received credit for FINA 490 may not take this course for credit.*

FINA 410  *Investment Analysis* (3 credits)
Prerequisite: FINA 380 or 385; FINA 390 or 395. This course is devoted to an examination of the investment decision, both from the viewpoint of the individual investor and the institutional investor. The course examines valuation of different financial instruments such as treasury bills, bonds, common stocks, preferred stocks, options, warrants, convertibles, rights, commodity and financial futures, mutual funds, and pension funds. The use of different instruments in various investment strategies such as investment, speculation, hedging, and arbitrage are also examined. Techniques examined by analysts to pick investments such as fundamental analysis, technical analysis, and quantitative analysis are studied. *NOTE A/See §200.2*

FINA 411  *Portfolio Management* (3 credits)
Prerequisite: FINA 380 or 385; FINA 390 or 395. This course focuses on modern investment theory and its application to the management of entire portfolios. Topics include: a) construction of optimal asset portfolios using techniques such as the single index model, b) extensions of the capital asset pricing model and tests (e.g. the zero-beta model), c) criteria for evaluation of investment performance, d) active vs. passive portfolio management, e) portfolio insurance, and f) market efficiency. A computer exercise is assigned to illustrate the application of the theory. *NOTE A/See §200.2*

FINA 412  *Options and Futures* (3 credits)
Prerequisite: FINA 380 or 385; FINA 390 or 395. This course is a comprehensive analysis of the options and futures markets in North America. The student is introduced to the different markets for these instruments and their institutional details. The different types of options and futures currently trading are examined. The principles of valuation of futures and options, their use in risk management through hedging techniques and their use in speculative strategies are studied. Emphasis is placed on the analysis of financial options and futures.
FINA 413  **Advanced Topics in Derivative Markets** (3 credits)
Prerequisite: FINA 412. This course focuses on advanced topics in the area of derivatives. Topics covered include the valuation of derivatives using numerical procedures and martingales, modeling the term structure of interest rates, valuation of interest rate swaps, interest rate options, caps, floors, swaptions and exotic options, and application of derivatives in risk management such as value at risk models, estimation of volatility and credit risk derivatives.

FINA 415  **Mergers and Acquisitions** (3 credits)
Prerequisite: FINA 380 or 385; FINA 390 or 395. This course examines the financial aspects of mergers and acquisitions. Basic financial theory and empirical evidence related to corporate control activity is discussed. Some of the topics covered include target identification and valuation, bidding strategies, defensive strategies, financing strategies and growth by acquisition strategies. In addition, going private transactions such as leverage buyouts and management buyouts are discussed.

FINA 416  **Behavioural Finance** (3 credits)
Prerequisite: FINA 385, 395. This course examines how the behaviour of managers, boards of directors, or financial analysts deviates from models of “rational” behaviour in some situations, and how these deviations affect shareholder wealth. The course explores how behavioural characteristics like mental accounting, overconfidence, herding, framing and loss aversion cause the assumptions of rational economic behaviour to break down at both the individual and systemic levels.
NOTE: Students who have received credit for this topic under a FINA 455 number may not take this course for credit.

FINA 450  **Real Estate Investment and Finance** (3 credits)
Prerequisite: FINA 385, 395. This course deals with the central issues in real estate finance and investment, and with recent advances in the field. Students are introduced to basic topics such as the organization of real estate markets, pricing, inflation, taxation, valuation methods, brokerage, ownership forms, and real estate law. In addition, they study recent advances in finance as they apply to the concept of real estate valuation. Principles learned in FINA 385 and 395, and in academic journals serve as the basis for this aspect of the course.
NOTE: This course is offered for Finance Majors and Minors only.
NOTE: Students who have received credit for FINA 210 may not take this course for credit.

FINA 455  **Seminar in Finance** (3 credits)
This course is intended primarily for Finance Majors and Minors. It provides an opportunity for more intensive study in one or more specific topics of finance. The topic varies according to the special interests of the professor and the students. Enrolment is restricted and is subject to departmental approval. NOTE A/See §200.2
NOTE: Specific topics for this course and prerequisites relevant in each case will be stated in the Undergraduate Class Schedule.

FINA 465  **Trading in Financial Securities** (3 credits)
Prerequisite: FINA 412; permission of the Department. This course focuses on developing practical skills in trading financial securities. Topics covered include general trading practices, fundamental and technical analysis, term structure of interest rates, arbitrage opportunities, and trading strategies using options, futures and options on futures contracts. Speakers from the finance industry are also invited to share their experiences with the students.
NOTE: Students who have received credit for this topic under a FINA 455 number may not take this course for credit.

FINA 470  **International Finance** (3 credits)
Prerequisite: FINA 385, 395. This course introduces students to the essentials of international financial management. After a brief introduction to the international monetary system, we study the organization of the foreign currency and international financial markets. The course then discusses the determinants of exchange rates, followed by a discussion of the risks that businesses operating in international markets face due to changing exchange rates and financial turmoil in international financial markets. The subsequent sections of the course are devoted to understanding techniques and strategies for managing different types of exchange risks after various foreign currency derivatives — forward, futures, options and swaps — have been studied.
NOTE: This course is offered for Finance Majors and Minors only.
NOTE: Students who have received credit for FINA 370 or IBUS 370 may not take this course for credit.

FINA 471  **Multinational Financial Management** (3 credits)
Prerequisite: FINA 470. This course addresses advanced issues that corporations or investors face when they expand their operations in the international markets. Corporations face challenges in the areas of international capital budgeting, determining their cost of capital and their capital structure, assessment of political risk, international working capital management, financing international trade and international corporate governance. This course discusses how these decisions become more complex in an international environment due to changing exchange rates and multiplicity of economic and political environments. The course also addresses the difficulties of choosing appropriate pricing models in an international context.

FINA 481  **Management of Financial Institutions** (3 credits)
Prerequisite: FINA 385, 395. This course provides students with an integrating framework for examining various types of financial institutions and the means of managing their operations. Topics include uniqueness of financial institutions; application of portfolio and corporate finance theories to the management of assets, liabilities, capital structure and off-balance sheet operations; interest rate and liquidity risk exposure; loan portfolio management, loan pricing and credit rationing; capital adequacy and regulatory environment. The strategic repercussions for such institutions, given the rapidly changing financial and regulatory environments, are also reviewed through the analysis of cases illustrating current issues.
NOTE: Students who have received credit for FINA 480 may not take this course for credit.
FINA 482  
**International Banking: Operations, Policy and Strategy** (3 credits)
Prerequisite: FINA 481 previously or concurrently. This course provides students with an integrating framework to understand the risks, challenges and opportunities that banks face in their global operations. The course covers both commercial and investment banking activities in mature as well as emerging markets. The course begins with an examination of opportunities that foreign markets offer as well as difficulties that banks face when dealing with unfamiliar economic and political environment abroad. This is followed by a discussion of banking operations in international and foreign markets. Topics for this discussion may include microfinance, international loans, project financing and assessment of political or sovereign risks. The impact of foreign operations on mitigation or enhancement of various risks associated with home country operations is examined. The course also examines the importance of global regulation as well as governance and ethical issues associated with international banking.

FINA 495  
**Honours Seminar in Finance** (6 credits)
Prerequisite: Enrolment in the honours program. This seminar is offered to honours students in Finance over a period of two terms. In the first term, the seminar covers methodology and recent advances in research in topics covered in the Finance curriculum. In addition, students begin working on a thesis/project to be conducted under the supervision of a faculty member. In the second term, students complete their thesis/project and are required to submit a written report to be presented at the seminar at the end of the term.
INTERNATIONAL BUSINESS

Program Director
ARVIND JAIN, PhD University of Michigan

Location

Sir George Williams Campus
MB Building, Room: 004-201
514-848-2424, ext. 2721

Program Objectives

The globalization of business is increasing the demand for managers who are comfortable working in a variety of diverse and multicultural environments. The Major in International Business is an attractive and exciting preparation for such a career. International business issues are examined from a strategic perspective and students are also exposed to several disciplines including international management, marketing, and finance, as well as international aspects of politics, economics, and sociology.

Students are strongly encouraged to enrol in language courses as elective courses. Adding a minor in a more specific discipline of interest is also suggested to further complement this program. Participation in the International Student Exchange Program is also highly recommended. This experience will add a more relevant and unique perspective to the overall scope of this exciting degree.

Programs

24 Major in International Business
9 IBUS 462, 466, 492
15 additional credits chosen from courses listed in either Group A or Group B, with a maximum of six credits from Group B
Group A
IBUS 370, 465, 471, 493; MANA 299
Group B
ECON 319; POLI 305, 311, 315, 394

12 Minor in International Business
9 IBUS 462, 466, 492
3 additional credits chosen from IBUS 370, 465, 471, 493; MANA 299

International Business Co-operative Program

Director
ARVIND JAIN, Professor
514-848-2424, ext. 2939

The International Business co-operative program is offered to students who are enrolled in the BComm program and are majoring in International Business. The academic content of the co-op program is identical to that of the regular program, but three work terms are interspersed with six study terms. Students are supervised individually and must meet the requirements specified by the John Molson School of Business and the Institute for Co-operative Education in order to continue their studies in the co-op format. Liaison between the student, the employers, and the Institute for Co-operative Education is provided by the International Business co-op academic director and the co-op committee. Please refer to §24 of this Calendar for a full description of the co-operative format of the program.

Courses

IBUS 370 (also listed as FINA 370)
International Financial Management (3 credits)

Prerequisite: COMM 308. This course is designed for students to acquire and demonstrate knowledge of the fundamental principles and issues in international financial management. It covers such topics as foreign exchange markets, exchange rate...
behaviour, structure and meaning of the international balance of payments, the functioning of fixed and floating exchange rate systems, short- and long-term investment and borrowing decisions, euro-currency markets, foreign exchange risk management, and capital budgeting decisions for overseas investment. In sum, the topics are covered from the perspective of an individual who wishes to know how the international financial environment will affect the firm.

NOTE: Students who have received credit for FINA 370 may not take this course for credit.

IBUS 462  (also listed as MARK 462)
Environment of World Business  (3 credits)
Prerequisite: COMM 210, 215; COMM 223 or 224. This is a foundation course in international business; the objective is to present information which exposes the student to cultural, social, political, economic, legal, and financial environments in which Canadian business executives manage their operations abroad. All students are encouraged to develop their own philosophy towards international business activities by developing research and analytical skills in analyzing current and long-term problems perceived in different economic systems and environments. Specific topics include empirical dimensions of world economy, economic development, international trade and investment patterns, regional economic co-operation, area studies, Canadian nationalism, and foreign investment in Canada.

NOTE: Students who have received credit for MARK 462 may not take this course for credit.

IBUS 465  (also listed as MARK 465)
International Marketing Management  (3 credits)
Prerequisite: COMM 223 or 224; MARK 462 or IBUS 462. This course studies the management approach to international marketing, with emphasis on key variables that are controllable by the international marketing manager. Attention is focused on market measurement, product policy, channels, pricing, and promotion, with special emphasis on the development and control of multinational marketing strategies and programs. Students execute a project directed to a selected part of the world.

NOTE: Students who have received credit for MARK 465 may not take this course for credit.

IBUS 466  (also listed as MANA 466)
Management of Multinational Corporations  (3 credits)
Prerequisite: COMM 222; MARK 462 or IBUS 462. This course introduces the challenges of managing sustainable multinational operations. It addresses themes of globalization and issues in managing global competition and local responsiveness in multiple institutional and cultural environments. The course gives students an appreciation of international competitive and collaborative strategies and the corresponding coordination and control mechanism of multinational corporations. It also highlights the issues of global governance and social responsibility as well as the differences and similarities of management techniques across national borders. Finally, the course examines the future of multinational corporations in the context of global financial, social, and environmental crises.

NOTE: Students who have received credit for MANA 466 may not take this course for credit.

IBUS 471  Topics in International Business  (3 credits)
Prerequisite: MARK 462 or IBUS 462. This course is intended primarily to provide an opportunity for more intensive study in one or more specific topics of international business. The topic will vary according to the special interests of the professor and the students.

NOTE: Specific topics for this course and prerequisites relevant in each case will be stated in the Undergraduate Class Schedule.

IBUS 492  (also listed as MARK 492)
Cross-Cultural Communications and Management  (3 credits)
Prerequisite: MARK 462 or IBUS 462. This course deals with the multicultural dimensions of international business operations. The objective is to develop Canadian managerial skills for effective performance in an international setting. Topics to be covered include international negotiations, management of multicultural personnel, cross-cultural consumer behaviour profile, cross-cultural communication, and other cultural aspects of marketing strategy.

NOTE: Students who have received credit for MARK 492 may not take this course for credit.

IBUS 493  (also listed as MANA 493)
International Business Law  (3 credits)
Prerequisite: COMM 315; IBUS 466 or MANA 466. This course familiarizes business students with the principles of international private and public law that they may encounter in today’s fast-paced world of multinational corporations and global business transactions. Topics include international trade organizations and treaties; principles relating to international sales contract performance and dispute resolution alternatives; international payment using bills of exchange and letters of credit; labour in a global economy including child labour and human trafficking issues; international environmental law, waste disposal and pollution issues; as well as the protection of intellectual property rights.

NOTE: Students who have received credit for MANA 493 may not take this course for credit.
Faculty

Professor and Chair of the Department
LINDA DYER, PhD Carnegie Mellon University

Professors
STEVEN H. APPELBAUM, PhD University of Ottawa; Provost’s Distinction
KAMALARGHEYD, DBA Harvard University
STÉPHANE BRUTUS, PhD Bowling Green State University
MICK CARNEY, PhD University of Bradford
A. BAKR IabraHIM, PhD Concordia University, CArIA/CMA
MUHAMMAD JAMAL, PhD University of British Columbia
GARY JOHNS, PhD Wayne State University; Provost’s Distinction
RICK MOLZ, PhD University of Massachusetts
ROBERT J. OPPENHEIMER, PhD University of Toronto
PAUL SHRIVASTAVA, PhD University of Pittsburgh

Associate Professors
KATHLEEN BOIES, PhD University of Western Ontario
ISABELLE DOSTALER, PhD University of Cambridge
MEHDI FARASHAHI, PhD Concordia University
RONALD FERGUSON, PhD University of Michigan
MARYLENE GAGNE, PhD University of Rochester
TRACY HECHT, PhD University of Western Ontario
PETER JASKIEWICZ, DrRePol European Business School, Germany
KAI LAMERTZ, PhD University of Toronto
TERRI LITUCHY, PhD University of Arizona
RAYMOND PAQUIN, DBA Boston University School of Management
JISUN YU, PhD University of Minnesota

Assistant Professors
DEVASHEESH BHAVE, PhD University of Minnesota
INGRID CHADWICK, PhD Queen’s University
YU-PING CHEN, PhD University of Wisconsin-Milwaukee
ABDULRAHMAN CHIKHOUNI, PhD Concordia University
ALEXANDRA DAWSON, PhD Bocconi University
YU-SHAN HSU, PhD University of Wisconsin-Milwaukee
GULER ISLAMOGLU, PhD Marmara University – Institute of Social Sciences
YOUNG-CHUL JEONG, PhD University of Minnesota
ALEXANDRA PANACCIO, PhD HEC Montréal
RAJSHREE PRAKASH, PhD University of Alberta
KASPAR SCHATTKE, DrPhil TUM School of Management at Technische Universität München
POUYA SEIFZADEH, PhD Ivey School of Business, Western University

Senior Lecturers
FRANK CROOKS, LLB LLL University of Ottawa, MA Concordia University
AARON DRESNER, MBA McGill University
TIM FIELD, MBA Concordia University
TIMA PETRUSHKA-BORDAN, MA McGill University
BARBARA SHAPIRO, MSS Bryn Mawr College

Lecturers
RONALD J. ABRAIRA, MBA Concordia University
BENITO ALOE, LLL University of Ottawa
DENIS BEAUCHESNE, EMBA Concordia University
Location

Sir George Williams Campus
MB Building, Room: 013-115
514-848-2424, ext. 2924

Department Objectives

The 21st century requires citizens and organizational leaders who can motivate and work with people, manage the complexities of organizations and their environments, and create wealth in a socially and ecologically sustainable manner. To prepare students for the challenges set by these diverse forces, the Management Department provides a curriculum that reflects the multidisciplinary nature of management and the interdependence among people, organizations, and society. Specific areas of study include organizational behaviour, business strategy, human resource management, entrepreneurship, and business law. The Department employs an applied pedagogy, focusing on experiential learning, case analysis, and oral and written reflections.

Programs

24 Major in Management
   6 MANA 341, 420
   18 Additional 300- or 400-level credits offered by the Department; IBUS 492

12 Minor in Management
   6 MANA 341, 420
   6 Additional 300- or 400-level credits offered by the Department

24 Major in Human Resource Management
   18 MANA 362, 366, 420, 446, 463, 479
   6 Additional credits chosen from MANA 443, 444, 445, 498

12 Minor in Human Resource Management
   3 MANA 362
   9 Credits chosen from MANA 443, 444, 446, 463, 498

12 Minor in Entrepreneurship
   12 Credits chosen from MANA 447, 451, 478, 480, 481, 482

Management Co-operative Program

Director
BARBARA SHAPIRO, Senior Lecturer
514-848-2424, ext. 2780

The Management co-operative program is offered to students who are enrolled in the BComm program and are majoring in Human Resource Management.

The academic content of the co-op program is identical to that of the regular program, but three work terms are interspersed with six study terms.

Students are supervised individually and must meet the requirements specified by both the John Molson School of Business and the Institute for Co-operative Education in order to continue their studies in the co-op format.

Liaison between the student, the employers, and the Institute for Co-operative Education is provided by the Management co-op academic director and the co-op committee.

Please refer to §24 of this Calendar for a full description of the co-operative format of the program.
Courses

MANA 201 Introduction to Business and Management (3 credits)
This course introduces students to the basic principles of management within a contemporary business context. The managerial process (e.g., planning, organizing, controlling, motivating) is explored in relation to issues such as ethical behaviour, the environment, global and economic forces as well as political, legal, and cultural changes. In addition to using basic readings in management, the course also relies on contemporary text from the newspaper and business publications to raise students’ awareness of contemporary issues in business and develop the business knowledge and skills that will be applicable in their career.
NOTE: JMSB students may not take this course for credit.
NOTE: Students who have received credit for MANA 266 or COMM 210 may not take this course for credit.
NOTE: Students entering the BComm or BAdmin program as of September 2013 may not take this course for credit.

MANA 202 Human Behaviour in Organizations (3 credits)
This course seeks to give students an understanding of behaviour in the workplace from an individual, group, and organizational perspective. Conceptual frameworks, case discussions, and self-assessment tools complement the course material. Topics include motivation, personality, job satisfaction, group dynamics, leadership skills, power and influence, managing change, diversity, and organizational culture.
NOTE: JMSB students may not take this course for credit.
NOTE: Students who have received credit for MANA 266 or COMM 210 may not take this course for credit.
NOTE: Students entering the BComm or BAdmin program as of September 2013 may not take this course for credit.

MANA 298 Business Law (3 credits)
This course allows students to develop a degree of familiarity with the legal environment in which business organizations operate. Students are introduced to the topics of employment law, the Quebec Charter of Human Rights, representation and power of attorney, corporate law, contract law, civil liability and product safety, as well as other important legal aspects of business.
NOTE: JMSB students may not take this course for credit.
NOTE: Students who have received credit for MANA 211 may not take this course for credit.

MANA 299 Sustainable Management (3 credits)
This course focuses on the emerging business environment, and how organizations implement ecologically, socially, and economically sustainable management. Sustainable strategies are explored within the context of global economic development, to develop organizational vision, products and processes for achieving long-term sustainable prosperity.
NOTE: Students who have received credit for this course under a COMM 299 number may not take this course for credit.

MANA 300 Entrepreneurship: Launching Your Business (3 credits)
Prerequisite: Completion of 60 credits in a non-business program. This final-year course offers students the opportunity to learn how to capitalize on their domain-specific knowledge and recognize opportunities for self-employment or new venture creation. The course assumes no background courses in business, but presumes that students have already developed an interest in entrepreneurial careers within their respective fields of study. The first phase of the course exposes fundamental concepts and issues in entrepreneurship and related business fields. The second phase introduces students to the elements of business planning in the context of entrepreneurial projects, followed by the third phase where students formulate their own business plans.
NOTE: JMSB students may not take this course for credit.
NOTE: This course does not count toward the requirements of the Minor in Business Studies.

MANA 341 Organization Theory and Design (3 credits)
Prerequisite: COMM 222. This course provides the student with a basis for understanding and critically examining complex organizations in contemporary society. Interrelationships among the social, cultural, and formal properties of organizations are examined and linked to contextual forces in the external environment. Emphasis is placed on the analysis of organizational systems for the purpose of improving integration, adaptation, survival, and effectiveness of organizations.

MANA 343 Negotiation and Conflict Resolution (3 credits)
Prerequisite: COMM 222; or MANA 201 and 202. This course develops an understanding of the art and science of negotiation and conflict resolution. Students learn to analyze conflicts, understand the dynamics between parties, consider alternative approaches and determine the appropriate approach for specific circumstances. The course combines theory and practice and relies on role play and simulations to support students’ understanding of their current and preferred approaches to conflict management and negotiation.

MANA 362 Human Resource Management (3 credits)
Prerequisite: COMM 222; or MANA 201 and 202. This course provides a background in the theory and practice of human resource management. It covers the core areas of human resource management, mainly human resource planning, recruitment, staffing, performance appraisal, career planning, labour relations, compensation, and international human resource management.
NOTE A/See §200.2

MANA 366 Industrial Relations and Collective Bargaining (3 credits)
Prerequisite: COMM 222. This course provides a broad overview of the employee-employer relationship. It describes the interplay between the various actors of industrial relations: unions, employees, employers, government, and legislators. The course focuses on major labour-management issues and the day-to-day problems of negotiating and administering collective agreements.
MANA 369  **Business and Sustainability** (3 credits)
Prerequisite: COMM 223 or 224 or MARK 201. This course explores the role of business in developing a sustainable global society. Students explore current environmental and societal concerns and the role of business in influencing them. Students learn how the relationships between business and various stakeholders, including communities, governments, and the natural environment, can create opportunities for generating economic, environmental, and social value.

MANA 420  **Management Research for Decision Making** (3 credits)
Prerequisite: COMM 222, 215. This course explains the relevance of management research for business and administrative decision making. Topics include conducting employee surveys, observational and interview methods, program evaluation, data analysis and interpretation, and the ethics of gathering information from human participants. Students evaluate the validity of reports of management research, learn to exercise caution in accepting research conclusions, and get hands-on experience with basic research techniques.

MANA 443  **Compensation and Benefits Management** (3 credits)
Prerequisite: MANA 362. This course provides a general knowledge of the concepts, design, methodology, management and administration of compensation and benefit programs within organizations. Major topics include job evaluation, knowledge-based pay, pay for performance, alternative reward systems, government and employer-provided benefit programs. The primary emphasis is on the design of appropriate policies and programs and how these can help support organizational objectives and strategies.

MANA 444  **Training and Development** (3 credits)
Prerequisite: MANA 362. Topics covered in this course include how training needs are assessed, how effective training programs are designed, how to ensure that learning achieved in training is transferred to the work, and how training programs are evaluated. Emerging issues such as career management and mentoring programs are discussed.

MANA 445  **Health and Safety Management** (3 credits)
Prerequisite: MANA 362. This course examines the critical aspects of health and safety administration within organizations. It provides a brief overview of the relevant legislation and focuses upon prevention, causes, detection, intervention, reintegration, epidemiological and clinical investigation, and health development. Physical and psychological aspects of health and safety are examined.

MANA 446  **Workplace Planning and Staffing** (3 credits)
Prerequisite: MANA 362. This course is designed to introduce the conceptual and analytical tools needed to staff organizations effectively with qualified employees. Topics include planning, job analysis, legal issues, recruitment, selection methods, and techniques for developing valid and reliable selection procedures. Both the strategic needs of the organization and the legal environment of contemporary organizations in Quebec and Canada are addressed.

MANA 447  **Leadership and Motivation** (3 credits)
Prerequisite: COMM 222. This course is designed to familiarize students with current research and theory on motivation and leadership, and their synergy and application in a work context. Implications for the design of reward systems and leader development are addressed. Class activities include student presentations, small group discussions, exercises, cases, and simulations.

MANA 451  **Managing a Small Business** (3 credits)
Prerequisite: COMM 320 or 410. This course emphasizes the operational aspects of management that are uniquely important to a small enterprise. It provides opportunity to practise operational decision-making under conditions characteristic for small- and medium-sized firms. Themes include strategy and planning, human resource management, marketing, operations and technology, managing the small family business, legal issues and international activities.

MANA 461  **Implementing Competitive Strategies** (3 credits)
Prerequisite: COMM 401. Bridging the gap between the classroom and the practical day-to-day running of a contemporary business enterprise, this course explores the process by which strategy is linked to managerial action. Corporate strategy states the general direction that the organization will follow. Functional strategy is a formulation of how the business unit intends to compete in its given business sector. The course examines how functional strategies can be key instruments for the realization of business and corporate strategies. NOTE A/See §200.2

MANA 463  **Strategic Human Resource Management** (3 credits)
Prerequisite: MANA 362, and any two of the following: MANA 443, 444, 446. This course is a final-year integrative seminar for Human Resource Management Majors. It focuses on the philosophies underlying current human resource management principles and policies and the processes of their implementation. The course utilizes cases to integrate human resource management areas such as recruitment, selection, training, performance appraisal, compensation, and benefits administration.

MANA 466  **Management of Multinational Corporations** (3 credits)
(Also listed as IBUS 466)
Prerequisite: COMM 222; IBUS 462 or MARK 462. This course introduces the challenges of managing sustainable multinational operations. It addresses themes of globalization and issues in managing global competition and local responsiveness in multiple institutional and cultural environments. The course gives students an appreciation of international competitive and collaborative
strategies and the corresponding coordination and control mechanism of multinational corporations. It also highlights the issues of global governance and social responsibility as well as the differences and similarities of management techniques across national borders. Finally, the course examines the future of multinational corporations in the context of global financial, social, and environmental crises.

NOTE: Students who have received credit for IBUS 466 may not take this course for credit.

MANA 478  Entrepreneurial Company Law (3 credits)
Prerequisite: COMM 315. Since many business enterprises are operated as corporations, it is important to familiarize students with the legal aspects involved in creating and managing a corporation. This course is aimed at both students who wish to set up new business enterprises and at those who wish to manage existing businesses effectively. Students study the legal process through which a corporation is set up, and examine strategically important issues relating to the control and voting of shares, unanimous shareholders' agreements, the duties and liabilities of shareholders, directors, and officers, the sale of shares and the protections provided by law to minority shareholders. The Canada Business Corporations Act (C.B.C.A.) along with other related laws, actual court cases and sample legal documents are studied.

MANA 479  Employment Law (3 credits)
Prerequisite: COMM 315. This course familiarizes students with important legal issues associated with labour management through the study of the laws and relevant court cases dealing with the rights and obligations of employers and employees, labour standards, certification of unions, strikes, lock-outs, grievances, and arbitration. This course focuses primarily on the labour laws of Quebec, while examining Canadian labour issues.

MANA 480  Entrepreneurial Family Business (3 credits)
Prerequisite: COMM 320. Family businesses are the predominant form of business in the world. Almost 80 per cent of new ventures are born as family firms and over 65 per cent of all Canadian firms are family firms. In these firms, family members significantly influence the business including its creation, continuity, mode and extent of growth, and exit. This course prepares students to work effectively and professionally in and with family firms to launch and create cross-generational wealth in family firms.

NOTE: Students who have received credit for this topic under a MANA 499 number may not take this course for credit.

MANA 481  Introduction to Management Consulting (3 credits)
Prerequisite: COMM 401. This course focuses on the management consulting profession and process. It offers an examination of the different phases of the consulting process and a reflection on the role of internal consultants and the choice of management consulting as a career. It focuses on the understanding and development of core consulting skills which are essential for any type of consulting engagement, whether one works as an external or internal consultant, and whether the client is a large, medium, or entrepreneurial company, public or non-profit sector organization. A major component of the course is a real-world consulting project that students conduct with a client firm.

NOTE: Students who have received credit for this topic under a MANA 499 number may not take this course for credit.

MANA 482  Financing of Entrepreneurial Ventures (3 credits)
Prerequisite: COMM 320. The course objectives are to understand the nature of the financing problem at various stages of business growth; to analyze the advantages and disadvantages of different sources of funding, including internal sources, informal sources, commercial banks, government, business angels, venture capital, and going public; and to appreciate the key elements that go into the structuring of the deal between entrepreneurs and finance providers.

MANA 493  International Business Law (3 credits)
(also listed as IBUS 493)
Prerequisite: COMM 315; MANA 466 or IBUS 466. This course familiarizes business students with the principles of international private and public law that they may encounter in today’s fast-paced world of multinational corporations and global business transactions. Topics include international trade organizations and treaties; principles relating to international sales contract performance and dispute resolution alternatives; international payment using bills of exchange and letters of credit; labour in a global economy including child labour and human trafficking issues; international environmental law; waste disposal and pollution issues; as well as the protection of intellectual property rights.

NOTE: Students who have received credit for IBUS 493 may not take this course for credit.

MANA 498  Special Topics in Human Resource Management (3 credits)
Prerequisite: MANA 362, and any two of the following: MANA 443, 444, 446. This course is intended to complement and supplement human resource management (HRM) courses taken previously or concurrently. It offers flexibility in content that enables an emphasis on contemporary HRM literature and issues.

NOTE: Specific topics for this course and prerequisites relevant in each case will be stated in the Undergraduate Class Schedule.

MANA 499  Special Topics in Management (3 credits)
Prerequisite: Written permission of the Department. Intended to complement and supplement business courses taken previously or concurrently, this course emphasizes business literature and modern thought. Students are encouraged to work independently on research topics of interest to them. Students repeating MANA 499 register for credits under MANA 498. NOTE A/See §200.2

NOTE: Specific topics for this course and prerequisites relevant in each case will be stated in the Undergraduate Class Schedule.
Faculty

Professor and Chair of the Department
CHRISTOPHER A. ROSS, PhD University of Western Ontario

Distinguished Professor Emeritus
V.H. (MANEK) KIRPILANI, PhD Université de Montréal

Professor Emeritus
B. ZEKI GIDENGIL, PhD University of Bradford

Professors
BRYAN BARBIERI, MBA Columbia University
ULRIKE de BRENTANI, PhD McGill University
MICHEL LAROCHE, PhD Columbia University; Provost’s Distinction
MICHELE PAULIN, PhD Université du Québec à Montréal
LEA PREVEL KATSANIS, PhD George Washington University
GAD SAAD, PhD Cornell University
MRUGANK V. THAKOR, PhD Indiana State University

Associate Professors
ZEYNEP ARSEL, PhD University of Wisconsin-Madison
ONUR H. BODUR, PhD Virginia State University
B. KEMAL BUYÜKURT, PhD Indiana University
BIANCA GROHMANN, PhD Washington State University
JORDAN LE BEL, PhD McGill University; Provost’s Distinction
JOOSEOP LIM, PhD University of California, Irvine

Assistant Professors
OHJIN KWON, PhD University of Southern California
TIESHAN LI, PhD University of British Columbia
DARLENE WALSH, PhD University of Toronto

Senior Lecturer
HAROLD SIMPKINS, MBA Concordia University

Lecturers
ROLAND AWAD, MBA Concordia University
JOHN AYLEN, MA Concordia University
PHILIPPE COLAS, MBA Queen’s University
SHURNA HENRY, MBA Morehead State University
ASMAA HILALI, MBA The Citadel
WENDY KELLER, MA Concordia University
ERIC MARTINEAU, MSc Concordia University
ANASTASIA MAVIDIS, MSc Concordia University
JOSEPH PANICULANGARA, PhD University of Central Florida
BRENT PEARCE, MBA McGill University
ROUMEN SOLOV, PhD Bulgaria Academy of Sciences

For the complete list of faculty members, please consult the Department website.

Location

Sir George Williams Campus
MB Building, Room: 013-207
514-848-2424, ext. 2952
Department Objectives

The Marketing Department seeks to cultivate in each student the skills and perspectives essential for effective and responsible marketing. Emphasis is on creating marketing strategies and plans based on a thorough understanding of consumer and industrial buying behaviour. The Department is committed to fostering a dynamic entrepreneurial orientation together with an appreciation of the essence, importance, and potential power of marketing.

Programs

24 Major in Marketing
12 MARK 301, 302, 305, 495
12 additional MARK credits

12 Minor in Marketing
6 MARK 302, 305
6 additional MARK credits

Marketing Co-operative Program

Director
HAROLD J. SIMPKINS, Senior Lecturer
514-848-2424, ext. 2955

The Marketing co-operative program is offered to students who are enrolled in the BComm program and are majoring in Marketing. The academic content of the co-op program is identical to that of the regular program, but three work terms are interspersed with six study terms. Students are supervised individually and must meet the requirements specified by both the John Molson School of Business and the Institute for Co-operative Education in order to continue their studies in the co-op format. Liaison between the student, the employers, and the Institute for Co-operative Education is provided by the Marketing co-op academic director and the co-op committee. Please refer to §24 of this Calendar for a full description of the co-operative format of the program.

Courses

The Department strongly recommends that students take MARK 302 and 305 before enrolling in Marketing courses at the 400 level.

MARK 201 Introduction to Marketing (3 credits)
This course introduces non-Commerce students to the managerial concepts and practices of marketing. The process of developing a marketing strategy is examined along with the factors and interrelationships related thereto. Readings and cases are used to help students apply these concepts in a variety of business settings. NOTE: This course is available to non-Commerce program students only. Any such student intending to register in the Marketing Elective Group for Non-Commerce Students or intending to take specific upper-level Marketing courses must take this course as a prerequisite.

MARK 301 Marketing Management II (3 credits)
Prerequisite: COMM 223 or 224 or MARK 201. This course focuses on the management of marketing in organizations. Target market selection and each component of the organization’s offer bundle are scrutinized. The course is application-oriented. Additionally, cases are used in order to reinforce learning and to help each student cultivate excellent problem-solving and decision-making skills. Other areas in which marketing can be applied are introduced.

MARK 302 Marketing Research (3 credits)
Prerequisite: COMM 223 or 224 or MARK 201. The role of research in the marketing process, the role of models, and the development of measurement techniques are discussed. Emphasis is placed on the nature and scope of marketing research methods for obtaining internal and external data, and on the steps and principles involved in gathering and analyzing data. The student is also briefly introduced to applications of marketing research and to the technique involved in conducting a marketing study. NOTE A: See §200.2
NOTE: Students who have received credit for MARK 402 may not take this course for credit.

MARK 305 Consumer Behaviour (3 credits)
Prerequisite: COMM 223 or 224 or MARK 201. This course analyzes the motivations, roles, and behaviour of the consumers, how they are affected by economic, social, and cultural influences, and how the marketer may model this behaviour for
decision-making purposes. NOTE A/See §200.2
NOTE: Although not required, it is strongly recommended that MARK 302 be taken prior to or concurrently with this course.
NOTE: Students who have received credit for MARK 405 may not take this course for credit.

MARK 451 Marketing of Services (3 credits)
Prerequisite: COMM 223 or 224 or MARK 201. This course explores the challenges of providing outstanding customer service and becoming a recognized service leader in any given industry. Through lectures, discussions, situation analyses, field studies, and reports, students come to: 1) understand the strategic importance of services, 2) develop a service management mindset, 3) master the key elements of services marketing, 4) learn to manage the service delivery processes, 5) appreciate the significance of a customer-focus in service delivery, 6) recognize the challenges of sustainable moments of truth, and 7) adopt customer-centric managerial approaches to achieve better business performance through service excellence.
NOTE: Students who have received credit for this topic under a MARK 491 number may not take this course for credit.

MARK 452 e-Marketing (3 credits)
Prerequisite: COMM 223 or 224 or MARK 201. This course offers an introduction to e-marketing strategies and tools that are required for effective marketing via electronic media. In particular, this course focuses on conceptualization regarding new media and practical tools, both of which will contribute to students' ability to analyze new marketing opportunities arising from new electronic media and to develop an appropriate course of action to leverage their strengths. Topics include online advertising, e-commerce, mobile marketing, social media, search engine optimization, web analytics, and eCRM.
NOTE: Students who have received credit for this topic under a MARK 491 number may not take this course for credit.

MARK 453 Marketing Communications (3 credits)
Prerequisite: COMM 223 or 224 or MARK 201. This course introduces students to the field of marketing communications. The initial part of the course examines the role that communications play in marketing strategy. Then, the specific elements involved in developing and executing an effective promotional campaign such as message strategy, creative execution, media planning and budgeting are examined. Next, the course covers ways to support the promotional campaign through various communication tools, such as sales promotion, Internet marketing, personal selling, publicity and direct marketing. The course ends with a discussion of some of the key legal, ethical and social aspects of marketing communications. NOTE A/See §200.2

MARK 454 Personal Selling (3 credits)
Prerequisite: COMM 223 or 224 or MARK 201. This course has a dual focus: the cultivation of personal selling skills, and the theoretical and applied aspects of managing the personal selling function. Cases, readings, simulations, and presentations are deployed to achieve the course goals.
NOTE A/See §200.2

MARK 455 Marketing Channels (3 credits)
Prerequisite: COMM 223 or 224 or MARK 201. This course focuses on the different ways in which organizations make their goods and services available for consumption: the inter-organizational system that makes up channels of distribution. Topics covered include why marketing channels exist, the specific nature of channel decisions, design of channel systems, management of relationships among channel members, wholesaling, franchising and direct distribution. The role that the revolution in electronic commerce plays in channels is also examined.

MARK 460 Integrated Marketing Communications Practicum (3 credits)
Prerequisite: MARK 452, 453. This practicum course builds on and supplements the concepts that were covered in MARK 453. It focuses on the application and integration of all the tools of marketing communications such as advertising, sales promotion, public relations and publicity, personal selling, direct marketing, and Internet marketing. The course also takes into account all contact points and stakeholder groups, including consumers, employees and suppliers, governments, distribution channel members, local communities, opinion leaders and the media. An integral component of the course is the development of a complete integrated marketing communications plan for presentation to a “real life” client using concepts that are discussed in class.

MARK 462 (also listed as IBUS 462) Environment of World Business (3 credits)
Prerequisite: COMM 210, 215, 223 or 224. This is a foundation course in international business; the objective is to present information which exposes the student to cultural, social, political, economic, legal, and financial environments in which Canadian business executives manage their operations abroad. All students are encouraged to develop their own philosophy towards international business activities by developing research and analytical skills in analyzing current and long-term problems perceived in different economic systems and environments. Specific topics include empirical dimensions of world economy, economic development, international trade and investment patterns, regional economic co-operation, area studies, Canadian nationalism, and foreign investment in Canada.
NOTE: Students who have received credit for IBUS 462 may not take this course for credit.

MARK 463 Retailing (3 credits)
Prerequisite: COMM 223 or 224 or MARK 201. This course seeks to apply the theories of marketing and administration to the retail situation. Topics covered include site selection for single and multi-unit retail outlets, organizing and staffing the retail operation, the wholesaler-retailer relationship, consumer behaviour in the retail situation. The impact of such new developments as consumer co-operatives, franchising, discounting, and computer technology on the future of retailing is also considered.
NOTE A/See §200.2
MARK 465  (also listed as IBUS 465)  
**International Marketing Management** (3 credits)
Prerequisite: MARK 462 or IBUS 462. This course studies the management approach to international marketing, with emphasis on key variables that are controllable by the international marketing manager. Attention is focused on market measurement, product policy, channels, pricing, and promotion, with special emphasis on the development and control of multinational marketing strategies and programs. Students will execute a project directed to a selected part of the world.

**NOTE:** Students who have received credit for IBUS 465 may not take this course for credit.

MARK 485  **Business-to-Business Marketing** (3 credits)
Prerequisite: COMM 223 or 224 or MARK 201. The course focuses on the managerial aspects of industrial marketing. The concept of organization buying behaviour and its impact on marketing strategy formulation are discussed. Management of the industrial marketing mix considering product service development, intelligence, promotion, channels, and performance measurement is covered, both in existing product lines and new product-launch activities.

MARK 486  **Product Strategy and Innovation** (3 credits)
Prerequisite: COMM 223 or 224 or MARK 201. The focus of this course is the development of a dynamic and successful product strategy for the organization. Topics covered include product life cycle concepts, the adoption and diffusion of innovations, strategic product planning, developing the service offering, and the process of innovating and launching new products and services.

MARK 491  **Special Topics Seminar** (3 credits)
Prerequisite: COMM 223 or 224 or MARK 201. This course focuses on issues of current and potential concern to marketers. The content may vary from year to year. **NOTE:** Specific topics for this course and additional prerequisites relevant in each case will be stated in the Undergraduate Class Schedule.

MARK 492  (also listed as IBUS 492)  
**Cross-Cultural Communications and Management** (3 credits)
Prerequisite: MARK 462 or IBUS 462. This course deals with the multicultural dimensions of international business operations. The objective is to develop Canadian managerial skills for effective performance in an international setting. Topics covered include international negotiations, management of multicultural personnel, cross-cultural consumer behaviour profile, cross-cultural communication, and other cultural aspects of marketing strategy.

**NOTE:** Students who have received credit for IBUS 492 may not take this course for credit.

MARK 493  **Current Issues in Marketing** (3 credits)
Prerequisite: COMM 223 or 224 or MARK 201. This course focuses on issues of current and potential concern to marketers. The content may vary from year to year.

**NOTE:** Specific topics for this course and additional prerequisites relevant in each case will be stated in the Undergraduate Class Schedule.

MARK 495  **Strategic Marketing Planning** (3 credits)
Prerequisite: 60 credits including MARK 301, 302, 305 and six other Marketing credits at the 400 level. This is a holistic, integrative, capstone course directed primarily at cultivating the skills and techniques required for effective marketing planning. Various pedagogical tools including cases, readings, and a major project are deployed to achieve the course goals. Students will develop an actual marketing plan for a product, service, or idea using the concepts and techniques studied throughout their major program.
Courses

ADMI 201  
*Introduction to Administration (Administered by the Finance Department)* (3 credits)
This course is intended to develop a basic understanding of the role of administration in our society. The course includes a survey of different forms of organizations, their social and legal responsibilities, and how they function to achieve their goals.
*NOTE:* JMSB students may not take this course for credit.
*NOTE:* This course does not count towards the requirements for the Minor in Business Studies.

ADMI 202  
*Perspective on Canadian Business (Administered by the Finance Department)* (3 credits)
This course is designed to review the historical development of business in Canada and to examine the relationships between the firm (management) and the owners, the employees, the customers, the government, and the community. Further, it studies some of the problems facing Canadian business today: the dehumanizing aspect, pollution problems, large vs. small firms, foreign ownership, and competition.
*NOTE:* JMSB students may not take this course for credit.
*NOTE:* Students who have received credit for this course may not take MANA 369 for credit.
*NOTE:* This course does not count towards the requirements for the Minor in Business Studies.
PROGRAM OPTIONS FOR NON-BUSINESS STUDENTS

Courses Offered to Non-Business Students
Students enrolled in programs outside the John Molson School of Business may register for a maximum of six credits per term, up to a maximum of 30 credits offered by the School of Business. Students not registered in the John Molson School of Business, who wish to register in any courses offered by the School, but do not have the stated prerequisites, must obtain permission in writing from the Student Request Committee of the John Molson School of Business prior to registration. The Office of the Associate Dean reserves the right to deregister those students who do not adhere to academic regulations.

CERTIFICATE IN BUSINESS STUDIES
This program is not open to students registered in a program leading to an undergraduate degree. Students may transfer into the certificate program up to 12 credits earned in an incomplete degree or certificate program or as an Independent student, provided they are students in good standing. The credits that may be so transferred are determined by the University at the point of entry into the program.

Admission Requirements
a) Diploma of Collegial Studies or the equivalent; MATH 208, 209; ECON 201, 203; BTM 200
or
b) Mature students: MATH 208, 209; ECON 201, 203; BTM 200.

Program
30 Certificate in Business Studies
24 COMM 210, 212, 215, 217, 220, 222, 223 or 224, 225
6 additional credits from the John Molson School of Business chosen in consultation with an academic advisor.

MINOR IN BUSINESS STUDIES
This program is not open to students registered in a program leading to an undergraduate degree in the John Molson School of Business. NOTE: A GPA of 2.50 is required for entrance into this minor.

Admission Requirements
MATH 208, 209; ECON 201, 203; BTM 200.

Program
30 Minor in Business Studies
24 COMM 210, 212, 215, 217, 220, 222, 223 or 224, 225
6 additional credits from the John Molson School of Business chosen in consultation with an academic advisor.

Program
MANAGEMENT ELECTIVE GROUP FOR NON-BUSINESS STUDENTS
This 15-credit elective group is available to students registered in undergraduate programs outside of the John Molson School of Business. Students choosing this elective group have the opportunity to add a business-oriented management component to their arts, science, engineering, or fine arts degrees.

15 Management Elective Group for Non-Business Students
6 MANA 201, 202
9 Additional credits from MANA 298, 299, 300, 343, 362
NOTE: Since non-business students can only register for a maximum of 30 credits within the John Molson School of Business, students registered in the Minor in Business Studies or the BCompSc Information Systems Option cannot register for the Management elective group.
Program

MARKETING ELECTIVE GROUP FOR NON-BUSINESS STUDENTS
This 15-credit elective group is available to students registered in undergraduate programs outside the John Molson School of Business. Students choosing this elective group have the opportunity to add a business-oriented marketing component to their arts, science, engineering, or fine arts degrees.

15 

Marketing Elective Group for Non-Business Students
9 MARK 201, 302, 305
6 Additional credits from MARK 451, 452, 453, 454, 460, 463, 485, 486

NOTE: Since non-business students can only register for a maximum of 30 credits within the John Molson School of Business, students registered in the Minor in Business Studies or the BCompSc Information Systems Option cannot register for the Marketing elective group.

Program

THE BASICS OF BUSINESS ELECTIVE GROUP
This interdisciplinary elective group is designed for non-business students seeking insight into the exciting world of business.

15 
The Basics of Business Elective Group
15 Chosen from ACCO 230, 240; ADMI 201, 202; COMM 215; FINA 200; MANA 201, 202, 298; MARK 201

NOTE: This elective group is not open to BComm/BAdmin students. Not all elective-group credits are transferable to the BComm/BAdmin program.

NOTE: Students who have received credit for MANA 266, 213, or 211 may not take MANA 201, 202, or 298 for credit, respectively.

NOTE: Since non-business students can only register for a maximum of 30 credits within the John Molson School of Business, students registered in the Minor in Business Studies or the BCompSc Information Systems Option cannot register for the Basics of Business elective group.

61.150 COMPUTER SCIENCE

For a Major in Business Technology Management see §61.50

61.160 SPECIAL CERTIFICATE PROGRAMS

There are many organizations within the business community designed to serve the needs of people working in specialized areas of business. These organizations recognize that the educational qualifications of those seeking membership must be continually upgraded. Therefore, they sponsor an academic certificate which may be obtained through correspondence courses, or through a lecture program.

The John Molson School of Business co-operates with these business organizations by permitting personnel to register as Visiting students, and to take courses leading to a certificate to be awarded by the organization concerned.

Students must comply with the University regulations regarding dates of application and Visiting Business student entrance requirements as outlined in the Academic Calendar §11. In addition, they must meet the requirements of the specific organization.

The credit courses taken may be applied towards the BComm degree, provided the student meets the admission requirements and wishes to transfer from Visiting Business status to undergraduate status after completing a certificate program. Students are advised that they must meet the BComm curriculum requirements in force at the date of transfer.

Each certificate program has one or more special courses required to complete the program. These courses do not carry credit towards an undergraduate degree and are designated as non-credit courses.

Students interested in the following certificate programs may obtain details of required courses from the organization concerned:

- The American Marketing Association (Montreal Chapter)
- Institute of Canadian Bankers
- The Insurance Institute of Canada
- The Trust Companies Institute of Canada
- Professional Secretaries International (CPS)
- Canadian Institute of Management

61.170 SPECIAL PROGRAMS IN ACCOUNTANCY

CERTIFICATE IN ACCOUNTANCY
This program is not open to students registered in a program leading to an undergraduate degree. Students may transfer into the certificate program up to 12 credits earned in an incomplete degree or certificate program or as an Independent student, provided they are students in good standing. The credits that may be so transferred are determined by the University at the point of entry into the program.
Admission Requirements

a) DEC or the equivalent
b) MATH 208, 209; ECON 201, 203; BTM 200; COMM 217, 305

Program

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Certificate in Accountancy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>ACCO 310, 320, 330, 340, 420, 450</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>additional credits from the John Molson School of Business that are needed to satisfy the requirements of either the CA, CGA, or CMA designations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The three professional accounting organizations listed below recognize certain Concordia University courses for course exemptions or standing in their professional designation programs.

L'ORDRE DES COMPTABLES AGRÉÉS DU QUÉBEC: Chartered Accountant (CA)
The John Molson School of Business offers a Diploma in Chartered Accountancy which has been accredited by the Order of Chartered Accountants of Quebec. Entry into the program normally requires an undergraduate degree in Commerce, and a Major in Accountancy with high academic standing. Applicants lacking an appropriate pattern of undergraduate work will be required to successfully complete certain qualifying courses, as assigned by the director of the program and the Order of Chartered Accountants of Quebec. For further details, refer to the Graduate Calendar of Concordia’s School of Graduate Studies.

L'ORDRE DES COMPTABLES EN MANAGEMENT ACCRÉDITÉS DU QUÉBEC: Certified Management Accountant (CMA)
Students who wish to follow the CMA program must register with L’Ordre des comptables en management accrédités du Québec, 715 Square Victoria 3rd Floor, Montreal, Quebec, H2Y 2H7, 514-849-1155 / 800-263-5390. The list of courses comprising the CMA program is shown below:

- ECON 201 or Cegep equivalent* Introduction to Microeconomics
- ECON 203 or Cegep equivalent* Introduction to Macroeconomics
- COMM 210 Contemporary Business Thinking
- COMM 212 Business Communication
- COMM 215 Business Statistics
- COMM 217 Financial Accounting
- COMM 220 Analysis of Markets
- COMM 222 Organizational Behaviour and Theory
- COMM 223 or 224 Marketing Management
- COMM 225 Production and Operations Management
- COMM 226 Business Technology Management
- COMM 305 Managerial Accounting
- COMM 308 Introduction to Finance
- COMM 315 Business Law and Ethics
- COMM 320 Entrepreneurship
- COMM 401 Strategy and Competition
- ACCO 310 Financial Reporting I
- ACCO 320 Financial Reporting II
- ACCO 330 Cost and Management Accounting
- ACCO 340 Income Taxation in Canada
- ACCO 350 Accounting and Information Technology
- ACCO 400 Accounting Theory
- ACCO 410 Governmental and Not-for-Profit Accounting
- ACCO 420 Financial Reporting III
- ACCO 430 Advanced Management Accounting
- ACCO 435 Integrative Management Accounting Cases
- ACCO 450 Assurance Services
- IBUS 462 or MARK 462 Environment of World Business

*Students who have not taken the equivalent of ECON 201 and 203 at the Cegep level must take these two courses as restricted electives.

NOTES:
1. This equivalence table is subject to amendment by the Ordre.
2. Students taking University courses must satisfy the necessary prerequisite courses.
3. Concordia students graduating after September 2008, having an overall GPA of at least 3.2 on 4.3, will be exempt from writing the CMA Entrance Exam which is held in June of each year. Students should consult with the Ordre to confirm their
eligibility for this exemption. In all other cases, the CMA Entrance Exam is mandatory. Students are encouraged to attend a coaching seminar prior to taking the CMA Entrance Exam. Students may not sit for the Entrance Exam until all of the above courses or their equivalents have been successfully completed and they are registered as student members of the Ordre.

4. It is necessary to sit the CMA Entrance Exam (or receive exemption from it) in order to take part in Phase 1 of the Strategic Leadership Program. The program consists of work experience, independent study, group and residential sessions. After successful completion of Phase 1 of the Strategic Leadership Program, students must write and pass the CMA Case Exam prior to entering Phase 2 of the Strategic Leadership Program.

L’ORDRE DES CGA DU QUÉBEC: Certified General Accountant (CGA)

Students who wish to follow the CGA program must register with L’Ordre des CGA du Québec located at 500 Place d’Armes, Suite 1800, Montreal, Quebec, H2Y 2W2, 514-861-1823, website: cga-quebec.org.

The list of courses comprising the CGA Academic Program is shown below:

- ECON 0 or Cegep equivalent* Introduction to Microeconomics
- ECON 0 or Cegep equivalent* Introduction to Macroeconomics
- COMM 215 Business Statistics
- COMM 217 Financial Accounting
- COMM 220 (3) (6) Analysis of Markets
- COMM 226 Business Technology Management
- COMM 305 Managerial Accounting
- COMM 308 (3) (6) Introduction to Finance
- COMM 315 Business Law and Ethics
- COMM 401 Strategy and Competition
- ACCO 310 Financial Reporting I
- ACCO 320 Financial Reporting II
- ACCO 330 Cost and Management Accounting
- ACCO 340 (4) (6) Income Taxation in Canada
- ACCO 350 Accounting and Information Technology
- ACCO 400 (1) (6) Accounting Theory
- ACCO 410 (1) (6) Governmental and Not-for-Profit Accounting
- ACCO 420 (1) (6) Financial Reporting III
- ACCO 440 (4) (6) Advanced Taxation
- ACCO 450 (2) (5) (6) Assurance Services
- ACCO 465 (2) Advanced Assurance Services
- ACCO 490 (4) Seminar in Taxation

*Students who have not taken the equivalent of ECON 201 and 203 at the Cegep level must take these two courses as restricted electives.

(1) Prerequisite to the Financial Accounting (FA4) examination
(2) Prerequisite to the Auditing 2 (AU2) examination
(3) Prerequisite to the Finance 2 (FN2) examination and professional certification program in Financial Performance
(4) Prerequisite to the Taxation 2 (TX2) examination
(5) Prerequisite to the Management Auditing 1 (MU1) examination
(6) Prerequisite to Professional Applications (PA-1) examination

NOTE: The listing above is subject to amendment. Please communicate with the CGA – Québec Ordre.

61.180 SPECIAL PROGRAM IN MANAGEMENT

L’ORDRE DES CONSEILLERS EN RESSOURCES HUMAINES AGRÉÉS DU QUÉBEC: Certified Human Resources Professional (CHRP)

Effective January 2013, students who wish to obtain the CHRP certification are exempted from writing the National Knowledge Exam® (NKE) administered by the Ordre if they complete the following courses within the BComm program, Major in Human Resource Management:

- COMM 222 Organizational Behaviour and Theory
- COMM 226 Business Technology Management
- COMM 315 Business Law and Ethics
- COMM 401 Strategy and Competition
- MANA 341 Organization Theory and Design
- MANA 362 Human Resource Management
- MANA 366 Industrial Relations and Collective Bargaining
- MANA 420 Management Research for Decision Making
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MANA 443</td>
<td>Compensation and Benefits Management</td>
</tr>
<tr>
<td>MANA 444</td>
<td>Training and Development</td>
</tr>
<tr>
<td>MANA 445</td>
<td>Health and Safety Management</td>
</tr>
<tr>
<td>MANA 446</td>
<td>Workplace Planning and Staffing</td>
</tr>
<tr>
<td>MANA 463</td>
<td>Strategic Human Resource Management</td>
</tr>
<tr>
<td>MANA 479</td>
<td>Employment Law</td>
</tr>
</tbody>
</table>

**NOTES:**
1. The list of courses is subject to amendment by the Ordre.
2. Additional information about the CHRP certification is available at chrp.ca/become-a-chrp.
Faculty of Engineering and Computer Science

71.10  FACULTY OF ENGINEERING AND COMPUTER SCIENCE
   71.10.1 Programs Offered
   71.10.2 Admission Requirements
   71.10.3 Academic Regulations
   71.10.4 Registration Regulations
   71.10.5 Graduation Regulations
   71.10.6 Availability of Programs
   71.10.7 Curriculum Requirements and Course Sequences
   71.10.8 The Co-operative Format
   71.10.9 Concordia Institute for Aerospace Design and Innovation (CIADI)

71.20  BENG
   71.20.1 Curriculum for the Degree of BEng
   71.20.2 Extended Credit Program
   71.20.3 Accreditation by the Canadian Council of Professional Engineers
   71.20.4 Membership in the Ordre des ingénieurs du Québec
   71.20.5 Degree Requirements
   71.20.6 General Education Elective
   71.20.7 Writing Skills Requirement
   71.20.8 Industrial Experience and Reflective Learning Courses

71.30  DEPARTMENT OF ELECTRICAL AND COMPUTER ENGINEERING
   71.30.1 Course Requirements (BEng in Electrical Engineering)
   71.30.2 Course Requirements (BEng in Computer Engineering)

71.40  DEPARTMENT OF MECHANICAL AND INDUSTRIAL ENGINEERING
   71.40.1 Course Requirements (BEng in Mechanical Engineering)
   71.40.2 Course Requirements (BEng in Industrial Engineering)

71.50  DEPARTMENT OF BUILDING, CIVIL AND ENVIRONMENTAL ENGINEERING
   71.50.1 Course Requirements (BEng in Building Engineering)
   71.50.2 Course Requirements (BEng in Civil Engineering)

71.55  AEROSPACE ENGINEERING

71.60  ENGINEERING COURSE DESCRIPTIONS

71.70  DEPARTMENT OF COMPUTER SCIENCE AND SOFTWARE ENGINEERING
   71.70.1 Curriculum for the Degree of BCompSc
   71.70.2 Degree Requirements
   71.70.3 Extended Credit Program
   71.70.4 Honours Program
   71.70.5 Minor in Computer Science
   71.70.6 Programs Related to Computer Science
   71.70.7 Industrial Experience and Reflective Learning Courses
   71.70.8 Curriculum for the Degree of BEng in Software Engineering
   71.70.9 Degree Requirements for the BEng in Software Engineering
   71.70.10 Course Descriptions

71.80  COMPUTATION ARTS AND COMPUTER SCIENCE

71.85  MATHEMATICS AND STATISTICS AND COMPUTER APPLICATIONS

71.90  CENTRE FOR ENGINEERING IN SOCIETY

71.100 CONCORDIA INSTITUTE FOR INFORMATION SYSTEMS ENGINEERING

Section 71
FACULTY OF
ENGINEERING AND COMPUTER SCIENCE

Interim Dean
CHRISTOPHER W. TRUEMAN, PhD McGill University, ing.

Associate Dean, Academic Affairs
RAMA B. BHAT, PhD Indian Institute of Technology, Madras, ing.; Provost's Distinction

Associate Dean, Research and Graduate Studies
CATHERINE N. MULLIGAN, PhD McGill University, ing.

Associate Dean, Student Academic Services
RADU G. ZMEUREANU, PhD Concordia University, ing.

Associate Dean, Academic Programs and Undergraduate Activities
ALI AKGUNDUZ, PhD University of Illinois at Chicago, PEng

Chair, Department of Electrical and Computer Engineering
WILLIAM E. LYNCH, PhD Princeton University, ing.

Chair, Department of Mechanical and Industrial Engineering
MARTIN D. PUGH, PhD University of Leeds, PEng; Provost's Distinction

Chair, Department of Building, Civil and Environmental Engineering
MOHAMMED ZAHEERUDDIN, PhD University of Alberta, PEng

Chair, Department of Computer Science and Software Engineering
SUDDH P. MUDUR, PhD Bombay University, PEng

Director, Concordia Institute for Information Systems Engineering
RACHIDA DSSOULI, PhD Université de Montréal

Chair, Centre for Engineering in Society
DEBORAH DYSART-GALE, PhD University of Pittsburgh

Location
Sir George Williams Campus
Engineering, Computer Science and Visual Arts Complex, Room: EV 002.139; 514-848-2424, ext. 3109
Student Academic Services, Room: EV 002.125; 514-848-2424, ext. 3055

Mission Statement
The Faculty of Engineering and Computer Science is dedicated to providing high-quality and comprehensive undergraduate and graduate curricula, to promoting high-calibre research, and to the development of the profession of engineering and computer science in an ethical and socially responsible manner. We strive to prepare graduates to solve real world problems with excellent professional skills leading to superior career opportunities.

71.10 FACULTY OF ENGINEERING AND COMPUTER SCIENCE

71.10.1 Programs Offered
The following programs are offered in the Faculty of Engineering and Computer Science:

1. BEng degrees in Aerospace, Building, Civil, Computer, Electrical, Industrial, Mechanical, and Software Engineering.
2. BCompSc degree.

The requirements for the programs are different, and the appropriate section in the following pages must be consulted for each.
71.10.2 Admission Requirements

General admission requirements are listed in §13. In addition, the following specific requirements exist for the various programs. Applicants should specify their choice of program on their application.

Students entering the Faculty of Engineering and Computer Science are presumed to have acquired some familiarity with computers and programming, either through a course or through time spent working with a personal or other computer.

APPLICANTS FROM QUEBEC INSTITUTIONS
Successful completion of a two-year pre-university Cegep program is required, including the specific courses in the appropriate profile, as follows:

1. BEng (all programs) 
   BCompSc (Computer Systems Option)
   
   Cegep Profile
   Mathematics 201 —
   103 or NYA, 105 or NYC, 203 or NYB
   Physics 203 —
   101 or NYA, 201 or NYB
   Chemistry 202 —
   101 or NYA

2. BCompSc (Computer Applications, Computation Arts, Computer Games, Information Systems, Mathematics and Statistics, Software Systems, and Web Services and Applications Options; and Minor in Computer Science)
   
   Cegep Profile 10.12
   Mathematics 201 —
   103 or NYA, 105 or NYC, 203 or NYB

Applications from graduates of Cegep technology programs will also be considered. Program requirements for successful applicants will be determined on an individual basis.

APPLICANTS FROM OUTSIDE QUEBEC
Academic qualifications presented by students applying from institutions outside Quebec should be comparable to those expected of students applying from within Quebec.

Where the pre-university education is shorter than in Quebec, students may be considered for admission to the first year of the Extended Credit Program. (See §13.3.2 to 13.3.6, §71.20.2, and 71.70.3)

MATURE ENTRY
Admission requirements are listed in §14.

71.10.3 Academic Regulations

Students should refer to the Academic Regulations of the University in §16.

Definitions
Assessable courses: all record entries of courses listed in this Concordia Calendar for which a grade point value is specified in §16.3.3. However, any course which is a requirement for admission to a program offered by the Faculty of Engineering and Computer Science will not be counted unless specifically listed on the student's admission letter.

Dean’s Office: appropriate member of the Dean’s Office, normally the Associate Dean, Student Academic Services.

Program of Study: course requirements in effect at the time of the latest admission or readmission to a program, for example, BEng (Civil) or BCompSc (Information Systems), including modifications on an individual basis as specified or approved in writing by the Dean’s Office, or the Student Request Committee of Faculty Council.

Grade Points: as defined in §16.3.3 of this Calendar.

Weighted Grade Point Average (WGPA): as defined in §16.3.11 of this Calendar.

Academic Year: a period which begins with a summer session followed by a regular session (fall and winter).

Objectives
The objectives of these regulations are:

a) to ensure that the Faculty can certify that all of its graduates are qualified to enter their profession, and

b) to ensure that students can, with the assistance or intervention of the Faculty, assess themselves objectively and plan programs of study designed to meet their individual needs.
Grading System
See §6.3.3 for the Concordia grading system.
NOTE: Although a “C-” grade is designated as satisfactory, a weighted grade point average of at least 2.00 for the assessment period is required for acceptable standing in the Faculty of Engineering and Computer Science.

Regulations
1. Students’ standings are assessed at the end of each academic year providing they have registered for at least 12 credits subsequent to their previous assessment, or in the case of a first assessment, subsequent to their admission to a program of study.
   Standings of students who have attempted less than 12 credits since their last assessment are assessed as follows:
   a) The standings of potential graduates are determined on the basis that these credits constitute an extension of the last assessment period.
   b) The standings of other students are determined at the end of the academic year in which they have attempted a total of at least 12 credits since their last assessment.
2. Students’ standings are determined according to the following criteria.
   Acceptable Standing:
   A WGPA of at least 2.00 for the assessment period.
   Students in acceptable standing may proceed subject to the following conditions: any failing grade must be cleared by repeating and passing the failed course; or in the case of an elective, by replacing the failed course by an alternative within the same group of electives and passing this course. Any variation must be approved by the Dean’s Office.
   Conditional Standing:
   A WGPA of at least 1.50 but less than 2.00 for the assessment period.
   Students in conditional standing may proceed subject to the following conditions.
   a) They must successfully repeat all courses in which failing grades were obtained, or replace them by alternatives approved by the appropriate member of the Dean’s Office in consultation with the student’s department.
   b) They must repeat or replace by approved alternatives at least one-half of those courses in which they obtained grades in the “D” range. The specific courses to be repeated will be determined by the Dean’s Office in consultation with the student’s department.
   c) Courses to be taken may be specified by the Dean’s Office. In no case will the number exceed five per term for full-time students and two per term for part-time students.
   d) They must obtain acceptable standing at the time of their next assessment.
   Failed Standing:
   Failure to meet the criteria for acceptable or conditional standing, or remaining in conditional standing over two consecutive assessments.
   Failed students may apply for readmission through the Dean’s Office – Student Academic Services. If readmitted, they will be placed on academic probation. The Application for Readmission form is available in the Student Academic Services Office or can be obtained from the Student Academic Services website located at: encs.concordia.ca.
   Failed students should consider the following deadline when they submit their application. Full consideration will be given to all applications that have been received by the Student Academic Services Office before July 15 of each year. Every attempt will be made to inform students regarding the status of their application by August 1 of each year.
   Students who are in failed standing and have been absent from their program for 30 consecutive months should refer to §71.10.4 since a new application for admission is required.
   No students will be readmitted in the January or summer sessions.
   Readmitted students are subject to the following regulations:
   a) They must successfully repeat all courses in which failing grades were obtained, or replace them by alternative courses approved by the appropriate member of the Dean’s Office in consultation with the relevant Department.
   b) They must repeat or replace, by approved alternatives, all of the courses in which they obtained grades in the “D” range for the academic year in which they were assessed as failed, and any previous outstanding repeats. The specific courses to be repeated will be determined by the Dean’s Office.
   c) They must successfully complete all courses they are required to repeat prior to further registration in other courses.
   d) They must return to acceptable standing at the time of their next assessment.
   e) Other conditions may be applied as deemed appropriate by the Dean’s Office.

Availability of Supplemental Examinations
Supplemental examinations are not offered in the Faculty of Engineering and Computer Science other than in the courses COMP 201 and COMP 218.

71.10.4 Registration Regulations
1. Students in the Faculty of Engineering and Computer Science who have been absent from their program for six consecutive terms or more will be officially withdrawn from their program by the Faculty and must submit a new application for admission through the Office of the Registrar.
2. Except for students registered for the co-operative format, the maximum load in the summer sessions is 14 credits, with no more than eight credits in either of its terms.
Prerequisites
1. Students are responsible for ensuring that they have successfully completed all prerequisites to a course before attempting to register for the course.
2. Students must complete all 200-level courses required for their program before registering for any 400-level courses.
3. All 200-level courses within the program which are prerequisites for other courses must be completed with a C- or higher.
   A 200-level course in which a student has obtained a D+ or lower must be repeated before attempting a course for which it is a prerequisite.
4. A student who has registered for a course without satisfactorily completing all prerequisites may be withdrawn from the course.

71.10.5 Graduation Regulations
Students must satisfy all program requirements, be in acceptable standing, and have a minimum final graduation GPA of 2.00. The standings of potential graduates who have attempted less than 12 credits since their last assessment are determined on the basis that these credits constitute an extension of the last assessment period.

Students who fail to meet acceptable standing but meet conditional standing will have the following options:
a) register for 12 credits and meet the criteria for acceptable standing;
b) register for fewer than 12 credits. In this case, standing will be determined on the basis that these credits constitute an extension of the last assessment period.

The maximum number of credits obtained as an Independent student which may be transferred into programs offered by the Faculty of Engineering and Computer Science is as follows:
   BEng and BCompSc: 30

71.10.6 Availability of Programs
Full-time students in the Engineering program normally follow an eight-term sequence. In general, introductory level courses are offered in both day and evening. Subject to the Registration Regulations in §71.10.4 above, a student may register on a part-time basis. Further information on sequencing may be found in the Undergraduate Program Guide issued by the Dean’s Office.

71.10.7 Curriculum Requirements and Course Sequences
All students in Engineering programs are required to meet the Canadian Engineering Accreditation Board (CEAB) standards. Students are required to graduate having met the substantial equivalent of the curriculum in force in the winter term prior to degree conferral. It is the student’s responsibility to ensure that their course selection meets the program requirements for their graduation. To accommodate this requirement, students are provided with course equivalencies and course sequences on the Student Academic Services website at encs.concordia.ca/scs.

Engineering students should follow the outlined cohort sequence for their program. Failure to do so may result in scheduling problems, the unavailability of courses, or ultimately an extension in the time period to complete their program.

71.10.8 The Co-operative Format
A limited number of high ranking students entering the first year of the regular program leading to the BCompSc degree and the BEng degree are permitted to undertake their studies in the co-operative format in conjunction with the Institute for Co-operative Education. See §24.

The academic content is identical to that of the regular programs; however, in order to continue their studies in the co-operative format in the Faculty of Engineering and Computer Science, or to graduate from one of its programs as members of the Institute for Co-operative Education, students must satisfy the following conditions:

(i) maintain an annual grade point average (WGPA)* of at least 2.50 in their program;
(ii) be assigned a grade of pass or pass with distinction for each of the three work-term courses (CWTE or CWTC). Under certain conditions, a student may be placed on co-op probation status. For details, refer to §24;
(iii) remain in their designated work-study sequence. Any deviations must have prior approval by the director of the Institute for Co-operative Education in consultation with Student Academic Services. For additional information, please refer to §24.

*The WGPA is calculated over all courses in the program in the manner described in §16.3.11.

Regulations for Work Terms
1. Successful completion of the work terms shown in the Co-op Schedule indicated in §24 is a prerequisite for graduation as a member of the Institute for Co-operative Education.
2. Work-term job descriptions are screened by the co-op coordinator. Only jobs approved by the Institute for Co-operative Education will be accepted as being suitable for the work-term requirements.
3. Work-term jobs are full-time employment normally for a minimum of 12 consecutive weeks (14 to 16 weeks preferably).
4. A work-term report must be submitted each work term on a subject related to the student's employment. This report must be submitted to the Institute for Co-operative Education on or before the deadline shown in §24. Grammar and content of work-term reports are evaluated by the Institute for Co-operative Education and the technical aspects are evaluated by the co-op program director responsible. Evidence of the student's ability to gather material relating to the job, analyze it effectively, and present it in a clear, logical, and concise form is required in the report.
5. The required communication component consists of an oral presentation on a technical subject or engineering task taken from the student’s work environment. The presentation will be given on campus in a formal setting after students have returned to their study term. A written summary is also required. Guidelines for the preparation of this oral presentation are provided in the Co-op Student Handbook.

6. Work terms will be evaluated for satisfactory completion. Assessment is based upon the employer evaluation of performance, the work-term report and communication component which together constitute the job performance as related to the whole work term. Students must pass all required components. The grade of pass with distinction, pass, or failure will be assigned to each of the work-term courses. A failing grade will result in the student’s withdrawal from the Institute for Co-operative Education.

71.10.9 Concordia Institute for Aerospace Design and Innovation (CIADI)

The Concordia Institute for Aerospace Design and Innovation (CIADI) promotes awareness and provides leading-edge know-how among Engineering students and practising engineers in design and innovation, particularly in the field of aerospace, with emphasis on its multidisciplinary nature. While some members of the Institute may enter their field upon completion of their degree, the initiation into research provided to CIADI members is helpful to students who wish to pursue graduate studies in the field of aerospace.

Membership

Students accepted to the Institute are selected from among the top second- and third-year undergraduate students in the Faculty of Engineering and Computer Science, and work on collaborative design and research projects over several terms of Engineering studies. Students are supervised by Concordia faculty members and receive mentoring from industry representatives working in the field. Eligible projects are credited by the Faculty as capstone design projects.

Registration

Students accepted to the Institute register in one or two zero-credit courses, IADI 301 and 401, in order to remain affiliated with CIADI. A pass or fail is awarded for these courses. Students who receive a pass for IADI 301 may continue in CIADI. Students who successfully complete one or both courses, IADI 301 and 401, will be recognized as full members of the Institute and this recognition will also appear on their University transcript. Students who successfully complete both IADI 301 and 401 will also have this recognition appear on their diploma. Students who fail IADI 301 will not be allowed to continue with CIADI and shall receive no acknowledgement of this activity on their transcript.

71.20 BENG

71.20.1 Curriculum for the Degree of BEng

The University offers programs leading to the degree of BEng in the fields of Aerospace, Building, Civil, Computer, Electrical, Industrial, Mechanical, and Software Engineering.

The BEng degrees in Aerospace, Computer, Electrical, Industrial, Mechanical and Software Engineering require completion of a minimum of 120 credits. The BEng degrees in Building and Civil Engineering consist of 119 credits. Program requirements comprise a group of required courses with a group of elective courses which allow students to select part of their program to provide some depth in an area of specialization (their “option”) according to their particular interests, or breadth in the general field of their chosen discipline.

Students in Engineering programs may not combine their program with a minor or cluster from another field of study. Any exception to this policy must be approved by the Faculty’s Student Request Committee.

In their final undergraduate year, students with high standing may apply for permission through the Dean’s Office to register for a limited number of graduate courses offered by the Faculty in lieu of some courses in the undergraduate program. Successful completion of a BEng program requires hard work and considerable dedication on the part of each student. Courses are presented with the expectation of an average of about two hours of “outside” work for each lecture hour and about one-half hour of “outside” work for each hour spent in the laboratory for all programs of study.

71.20.2 Extended Credit Program

Students admitted to an Extended Credit Program under the provisions of §13.3.2 or 13.8.1 must successfully complete the requirements of a specific program, as set out in §71.30 to 71.50, plus the following courses:

- MATH 202, 203, 204, 205
- PHYS 204, 205
- CHEM 205

Six credits chosen from courses in the humanities and social sciences. ESL courses and courses that focus on the acquisition of a language may not be used to meet this requirement.

Students in the Extended Credit Program (ECP) or the Mature Entry Program (MEP) (see §14.2.3) or any other students who have been assigned credits in Humanities and Social Sciences must select those credits from the two lists below.
### Social Sciences

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AHSC 242</td>
<td>Recreation and Leisure in Canada</td>
</tr>
<tr>
<td>ANTH 202</td>
<td>Introduction to Culture</td>
</tr>
<tr>
<td>ECON 201</td>
<td>Introduction to Microeconomics</td>
</tr>
<tr>
<td>ECON 203</td>
<td>Introduction to Macroeconomics</td>
</tr>
<tr>
<td>EDUC 230</td>
<td>Introduction to Philosophy of Education</td>
</tr>
<tr>
<td>ENCS 483</td>
<td>Creativity, Innovation and Critical Thinking in Science and Technology</td>
</tr>
<tr>
<td>GEOG 203</td>
<td>Canadian Environmental Issues</td>
</tr>
<tr>
<td>GEOG 204</td>
<td>Global Environmental Issues</td>
</tr>
<tr>
<td>GEOG 210</td>
<td>Geography of Global Change</td>
</tr>
<tr>
<td>GEOG 220</td>
<td>The Human Environment: Place, Space, and Identity</td>
</tr>
<tr>
<td>INST 250</td>
<td>Introduction to Library Research Practices</td>
</tr>
<tr>
<td>LING 222</td>
<td>Language and Mind: The Chomskyan Program</td>
</tr>
<tr>
<td>LING 300</td>
<td>Sociolinguistics</td>
</tr>
<tr>
<td>POLI 202</td>
<td>Introduction to Political Science</td>
</tr>
<tr>
<td>POLI 213</td>
<td>Contemporary Issues in Global Politics</td>
</tr>
<tr>
<td>POLI 390</td>
<td>Ethics and Competing Political Perspectives</td>
</tr>
<tr>
<td>RELI 214</td>
<td>Religions of the West</td>
</tr>
<tr>
<td>RELI 215</td>
<td>Religions of Asia</td>
</tr>
<tr>
<td>RELI 216</td>
<td>Encountering Religions</td>
</tr>
<tr>
<td>RELI 218</td>
<td>Wisdom, Traditions, and Enlightenment</td>
</tr>
<tr>
<td>RELI 310</td>
<td>Self and Other: Exploring Value Choices in Personal and Interpersonal Relations</td>
</tr>
<tr>
<td>RELI 312</td>
<td>Justice and Social Conflict in a Globalized World</td>
</tr>
<tr>
<td>RELI 374</td>
<td>Religion and Science</td>
</tr>
<tr>
<td>SCPA 201</td>
<td>Introduction to Public Policy and the Public Interest</td>
</tr>
<tr>
<td>SCPA 215</td>
<td>Economics for Public Policy and Community Development</td>
</tr>
<tr>
<td>SOCI 203</td>
<td>Introduction to Society</td>
</tr>
<tr>
<td>WSDB 290</td>
<td>Introduction to Women’s Studies I</td>
</tr>
<tr>
<td>WSDB 291</td>
<td>Introduction to Women’s Studies II</td>
</tr>
</tbody>
</table>

### Humanities

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 353</td>
<td>Technology and Contemporary Art</td>
</tr>
<tr>
<td>ARTH 354</td>
<td>Studies in Interdisciplinarity in the Visual Arts</td>
</tr>
<tr>
<td>CLAS 266</td>
<td>An Introduction to Classical Archaeology</td>
</tr>
<tr>
<td>COMS 360</td>
<td>Mass Communication</td>
</tr>
<tr>
<td>ENGL 224</td>
<td>The Creative Process</td>
</tr>
<tr>
<td>ENGL 233</td>
<td>Critical Reading</td>
</tr>
<tr>
<td>FLIT 230</td>
<td>Introduction à la culture francophone</td>
</tr>
<tr>
<td>FLIT 240</td>
<td>Introduction à la littérature francophone</td>
</tr>
<tr>
<td>FMST 214</td>
<td>English-Canadian Film</td>
</tr>
<tr>
<td>FMST 215</td>
<td>Le cinéma québécois</td>
</tr>
<tr>
<td>HIST 201</td>
<td>Introduction to European History to 1789</td>
</tr>
<tr>
<td>HIST 202</td>
<td>Introduction to European History, from 1789 to the Present</td>
</tr>
<tr>
<td>HIST 205</td>
<td>History of Canada, Post-Confederation</td>
</tr>
<tr>
<td>HIST 281</td>
<td>Film in History</td>
</tr>
<tr>
<td>HIST 283</td>
<td>The 20th Century: A Global History</td>
</tr>
<tr>
<td>LBCL 201</td>
<td>Great Books: Western History and Thought from Antiquity through the Renaissance</td>
</tr>
<tr>
<td>LBCL 202</td>
<td>Great Books: Western Culture and Expression from Antiquity through the Renaissance</td>
</tr>
<tr>
<td>LBCL 203</td>
<td>Great Books: Western History and Thought from the Reformation through Modernity</td>
</tr>
<tr>
<td>LBCL 204</td>
<td>Great Books: Western Culture and Expression from the Reformation through Modernity</td>
</tr>
<tr>
<td>PHIL 201</td>
<td>Problems of Philosophy</td>
</tr>
<tr>
<td>PHIL 210</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>PHIL 232</td>
<td>Introduction to Ethics</td>
</tr>
<tr>
<td>PHIL 233</td>
<td>Applied Ethics: Moral Sensitivity and Human Well-Being</td>
</tr>
<tr>
<td>PHIL 235</td>
<td>Biomedical Ethics</td>
</tr>
<tr>
<td>PHIL 275</td>
<td>From Modern to Postmodern: Philosophical Thought and Cultural Critique</td>
</tr>
<tr>
<td>PHIL 330</td>
<td>Contemporary Ethical Theory</td>
</tr>
<tr>
<td>THEO 202</td>
<td>Introduction to Biblical Studies</td>
</tr>
<tr>
<td>THEO 204</td>
<td>Introduction to Christian Ethics</td>
</tr>
<tr>
<td>THEO 233</td>
<td>Religious Pluralism in a Secular Culture</td>
</tr>
</tbody>
</table>
71.20.3 Accreditation by the Canadian Council of Professional Engineers

All Engineering programs in the Faculty have been designed to meet the criteria of the Canadian Engineering Accreditation Board. These programs are assessed at regular intervals according to the rules and procedures of the Board. Graduates of accredited programs are qualified for membership in the Ordre des ingénieurs du Québec, or its equivalent in any other provincial jurisdiction.

71.20.4 Membership in the Ordre des ingénieurs du Québec

The Ordre des ingénieurs du Québec (oiq.qc.ca) currently admits graduates of the BEng curricula in Building, Civil, Computer, Electrical, Industrial, Mechanical, and Software Engineering, as members. Quebec law requires that candidates seeking admission to provincially recognized Quebec professional corporations (such as the Ordre des ingénieurs du Québec) possess an appropriate knowledge of the French language.

A person is deemed to have that knowledge who:
1. has taken at least three years of full-time instruction given in French at the secondary or post-secondary level;
2. has passed the French mother tongue examinations in the fourth or fifth grade of the secondary level;
3. has obtained in Quebec, a secondary-school certificate for the 1985-86 school year or later.

In all other cases, a person must obtain a certificate delivered by the Office québécois de la langue française (oqlf.gouv.qc.ca) or hold a certificate defined as equivalent by regulation of the Government.

71.20.5 Degree Requirements

To be recommended for the degree of BEng, students must satisfactorily complete the courses of the Engineering Core as well as those specified for their particular program in subsequent sections in accordance with the graduation requirements in §71.10.5.

<table>
<thead>
<tr>
<th>Engineering Core</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC 275 Principles of Electrical Engineering</td>
<td>3.50 (2)</td>
</tr>
<tr>
<td>ENCS 8 Technical Writing and Communication</td>
<td>3.00</td>
</tr>
<tr>
<td>ENGR 201 Professional Practice and Responsibility</td>
<td>1.50</td>
</tr>
<tr>
<td>ENGR 202 Sustainable Development and Environmental Stewardship</td>
<td>1.50 (1)</td>
</tr>
<tr>
<td>ENGR 213 Applied Ordinary Differential Equations</td>
<td>3.00</td>
</tr>
<tr>
<td>ENGR 233 Applied Advanced Calculus</td>
<td>3.00</td>
</tr>
<tr>
<td>ENGR 301 Engineering Management Principles and Economics</td>
<td>3.00</td>
</tr>
<tr>
<td>ENGR 371 Probability and Statistics in Engineering</td>
<td>3.00</td>
</tr>
<tr>
<td>ENGR 391 Numerical Methods in Engineering</td>
<td>3.00 (3)</td>
</tr>
<tr>
<td>ENGR 392 Impact of Technology on Society</td>
<td>3.00 (4)</td>
</tr>
<tr>
<td>General Education elective</td>
<td>3.00 (5)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30.50</strong></td>
</tr>
</tbody>
</table>

NOTES:
1. The Engineering Core credits for students in the Building Engineering program are reduced from 30.5 credits to 29 credits since Building Engineering students are not required to take this course in their program.
2. The Engineering Core credits for students in the Mechanical, Industrial and Aerospace Engineering programs are reduced from 30.5 credits to 27 credits since Mechanical, Industrial and Aerospace Engineering students are not required to take this course in their program. Students in Electrical and Computer Engineering shall replace ELEC 275 with ELEC 273.
3. Students in Software Engineering may replace ENGR 391 with COMP 361.
4. Students in Building Engineering shall replace ENGR 392 with BLDG 482.
5. Students must select three General Education elective credits from one of the lists in §71.20.2 and §71.20.6. Students in Industrial Engineering shall take ACCO 220 as their General Education elective.

71.20.6 General Education Elective

All Engineering students must complete three credits of General Education. This course may be chosen from courses in the Social Sciences and Humanities listed in §71.20.2 or the list below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMI 201</td>
<td>Introduction to Administration</td>
</tr>
<tr>
<td>ADMI 202</td>
<td>Perspective on Canadian Business</td>
</tr>
<tr>
<td>ENCS 484</td>
<td>Development and Global Engineering</td>
</tr>
<tr>
<td>MANA 201</td>
<td>Introduction to Business and Management</td>
</tr>
<tr>
<td>MANA 202</td>
<td>Human Behaviour in Organizations</td>
</tr>
<tr>
<td>MANA 300</td>
<td>Entrepreneurship: Launching Your Business</td>
</tr>
<tr>
<td>MARK 201</td>
<td>Introduction to Marketing</td>
</tr>
<tr>
<td>URBS 230</td>
<td>Urban Development</td>
</tr>
</tbody>
</table>

Please note the following:
1. Prior to registering, students who do not have any specified prerequisites for a General Education elective course must obtain permission of the relevant Department.
2) An ESL course or an introductory course that deals with the acquisition of a language will not be considered as a General Education elective.
3) Should students wish to take a General Education elective course not listed above, they must receive written permission from the Student Academic Services Office of the Faculty of Engineering and Computer Science prior to taking the course.

71.20.7 Writing Skills Requirement

The Faculty of Engineering and Computer Science is committed to ensuring that its students possess good writing skills. Hence, every student in an undergraduate degree program is required to demonstrate competence in writing English or French prior to graduation.

All students admitted to the Faculty of Engineering and Computer Science as of September 2001 must meet the writing skills requirement. To do this, students can write the Engineering Writing Test, or take ENCS 272 and earn a grade of C- or better.

Newly admitted students are strongly encouraged to meet the requirement very early in their program (fall term of first year for students starting in September or winter term of first year for students starting in January) in order to avoid the risk of delayed graduation should remedial work prove necessary. The Engineering Writing Test is especially designed to address the writing skills typically demanded of engineers. Students who are required to take ESL courses should meet the writing skills requirements in the term following completion of their ESL courses.

All ESL and English/French language courses taken to satisfy this requirement are in addition to Engineering program requirements.

71.20.8 Industrial Experience and Reflective Learning Courses

Students employed full-time in an engineering position during their non-study terms may have this Industrial Experience recorded on their record, provided they successfully complete the Reflective Learning course associated with this work term.

Industrial Experience work terms will be coded as ENGR 107, 207, and 307, and the associated Reflective Learning courses will be coded as ENGR 108, 208, and 308 respectively.

Students may only register for these courses with the permission of the Faculty.

The Industrial Experience terms ENGR 107, 207, and 307 carry no credit value and are used to indicate that the student is on an Industrial Experience term.

The ENGR 108, 208, and 308 Industrial Experience Reflective Learning courses are worth three credits and are marked on a pass/fail basis. They are above and beyond the credit requirements of the student’s program and are not transferable nor are they included in the full- or part-time assessment status.

Students studying for a co-op work term or CIADI term should not register for these Industrial Experience and Reflective Learning courses.
DEPARTMENT OF
ELECTRICAL AND COMPUTER ENGINEERING

Faculty

Chair
WILLIAM E. LYNNCH, PhD Princeton University, ing.; Professor

Associate Chair
ANJALI AGARWAL, PhD Concordia University, PEng; Professor

Professors
AMIR G. AGHDAM, PhD University of Toronto, PEng
M. OMAIR AHMAD, DEng Concordia University, PEng; Provost's Distinction
ALI GHAYAREH, PhD University of Arizona, PEng
MOJTABA KAHRI, PhD Concordia University, ing.
FERHAT KHEDEK, PhD Université de Montréal, ing.
KHASYAR KHORASANI, PhD University of Illinois, PEng
AHMED A. KISHK, PhD University of Manitoba; Provost's Distinction
LUIZ A. LOPES, PhD McGill University, ing.
MUSTAFA K. MEHMET ALI, PhD Carleton University, PEng
ROBERT PAKNYS, PhD Ohio State University, ing.
PRAGASEN PILLAY, PhD Virginia Polytechnic Institute and State University; Provost's Distinction
VENKATANARAYANA RAMACHANDRAN, PhD Indian Institute of Science, PEng; Provost's Distinction
RABIN RAUT, PhD Concordia University, PEng
ABDEL R. SEBAK, PhD University of Manitoba, PEng; Provost's Distinction
YOUSEF R. SHAHAN, PhD Concordia University, PEng
MOHAMMED REZA SOLEYMANI, PhD Concordia University, ing.
SOFIEN TAHAR, PhD University of Karlsruhe, ing.
CHRISTOPHER W. TRUEMAN, PhD McGill University, ing.
CHUNYAN WANG, PhD Université Paris Sud, ing.
JOHN X. ZHANG, PhD Technical University of Denmark, PEng
WEIPING ZHU, PhD Southeast University, PEng

Research Professor
M.N.S. SWAMY, PhD University of Saskatchewan, ing.; Provost's Distinction

Distinguished Professors Emeriti
ASIM J. AL-KHALILI, PhD University of Strathclyde, PEng
JEREMIAH F. HAYES, PhD University of California, Berkeley
EUGENE I. PLOTKIN, PhD Electrical Engineering Institute of Communication Engineering, St. Petersburg

Professors Emeriti
AHMED K. ELHAKEM, PhD Southern Methodist University, PEng
J. CHARLES GIGUÈRE, PhD Nova Scotia Technical College
OTTO SCHWELB, PhD McGill University

Associate Professors
OTMANE AIT MOHAMED, PhD Université Henri Poincaré, Nancy I, ing.
AISHY AMER, PhD Université du Québec, ing.
GLENN COWAN, PhD Columbia University, PEng
WALAA HAMOUDA, PhD Queen's University, PEng
ABDELWAHAB HAMOU-LHADJ, PhD University of Ottawa, ing.
SHAHIN HASHTUDI ZAD, PhD University of Toronto, PEng
M. ZAHANGIR KABIR, PhD University of Saskatchewan, PEng
NAWWAF N. KARMA, PhD University of London, PEng
YAN LUI, PhD University of Sydney
DONGYU QIU, PhD Purdue University, PEng
LUIS RODRIGUES, PhD Stanford University, PEng
POUYA VALIZADEH, PhD University of Michigan, PEng
SHELDON WILLIAMSON, PhD Illinois Institute of Technology
Assistant Professors
SAMAR ABDI, PhD University of California, Irvine
SCOTT GLEASON, PhD University of Surrey
JELENA TRAJKOVIC, PhD University of California, Irvine

Affiliate Professors
RAJEEV AGARWAL, PhD Concordia University
TAYEB A. DENIDNI, PhD Université Laval
LESLEY M. LANDSBERGER, PhD Stanford University
ZHENGUO LU, PhD Zhongshan University

Affiliate Associate Professors
ANADER BENYAMIN-SEEYAR, PhD Concordia University
MOHAMMAD REZA CHAHARMIR, PhD University of Manitoba
VIJAYA KUMAR DEVABHAKKTUNI, PhD Carleton University
KE-LIN DU, PhD Huazhong University of Science and Technology
AFSHIN HAGHIGHAT, PhD Concordia University
JIAREN LIU, PhD East China Institute of Technology, Nanjing
SIAMAK TAFAZOLI, PhD Concordia University
MARIA TOEROE, PhD Technical University of Budapest
JUN YANG, PhD Southeast University, China

Affiliate Assistant Professors
FARZANEH ABDOLLAHI, PhD Concordia University
MOHSEN AZIZI, PhD Concordia University
SHAH JAHINUZZAMAN, PhD University of Waterloo
SADEGH FARZANEH KOODIANI, PhD Concordia University
NADER MESKIN, PhD Concordia University
IRINA STATEIKINA, PhD Concordia University
OLIVIER TOUSIGNANT, PhD Université de Montréal

For the complete list of faculty members, please consult the Department website.

Location
Sir George Williams Campus
Engineering, Computer Science and Visual Arts Complex, Room: EV 005.139
514-848-2424, ext. 3100

Department Objectives
Electrical Engineering is concerned primarily with energy and information, their conversion and transmission in the most efficient and reliable manner. This vast field of endeavor includes many specialties and electrical engineers may be involved in one or more of these throughout their careers. A partial list includes electronics, integrated circuit design, very large scale integrated (VLSI) circuit design, layout and testing, controls, robotics, system simulation, telecommunications, signal processing, computer hardware design, software design, power devices, power and control systems, electromechanical systems, microelectromechanical devices, electromagnetics, antennas, wave guides, lasers, and optoelectronics.

Computer Engineering is the driving force of the information revolution and its transformation of society. Over the course of their careers, computer engineers will be called upon to meet a number of challenges, most of which cannot be imagined today. A partial list of current specialties includes computer architecture, digital electronics, digital circuits, very large scale integrated (VLSI) circuit design, layout and testing, digital circuit testing and reliability, software design, software engineering, digital communication and computer networks.

The four-year programs consist of the Engineering Core, taken by all Engineering students, program cores and electives. The Electrical Engineering Core provides a solid introduction to all aspects of the discipline, to programming methodology and to the design of large software systems. Technical electives are scheduled to enable students to register for sets of related technical courses. Current sets of electives include: Communications and Signal Processing, Computer Systems, Electronics and VLSI, Power, Control Systems and Avionics, and Waves and Electromagnetics. The Computer Engineering Core provides a thorough grounding in all aspects of computer hardware and software. Technical electives allow students to acquire further knowledge in various aspects of hardware or software. A mandatory final-year design project gives students in both programs the opportunity to apply the knowledge they have acquired to the design and testing of a working prototype.

Six Quebec universities have joined together with Hydro-Québec to create the Institute for Electrical Power Engineering whose primary mission is to meet the anticipated shortfall in this area. Students accepted by the Institute are expected to complete six courses offered by participating universities. Some of these courses are offered in English and others in French. Students register for courses at their home universities.
71.30.1 Course Requirements (BEng in Electrical Engineering)

The program in Electrical Engineering consists of the Engineering Core, the Electrical Engineering Core, and one of five choices as set out below. The normal length of the program is 120 credits.

Engineering Core (30.5 credits)
See §71.20.5.

<table>
<thead>
<tr>
<th>Electrical Engineering Core</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COEN 212 Digital Systems Design I</td>
<td>3.50</td>
</tr>
<tr>
<td>COEN 231 Introduction to Discrete Mathematics</td>
<td>3.00</td>
</tr>
<tr>
<td>COEN 243 Programming Methodology I</td>
<td>3.00</td>
</tr>
<tr>
<td>COEN 244 Programming Methodology II</td>
<td>3.00</td>
</tr>
<tr>
<td>COEN 311 Computer Organization and Software</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 251 Fundamentals of Applied Electromagnetics</td>
<td>3.00</td>
</tr>
<tr>
<td>ELEC 264 Signals and Systems I</td>
<td>3.00</td>
</tr>
<tr>
<td>ELEC 311 Electronics I</td>
<td>4.00</td>
</tr>
<tr>
<td>ELEC 321 Introduction to Semiconductor Materials and Devices</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 331 Fundamentals of Electrical Power Engineering</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 351 Electromagnetic Waves and Guiding Structures</td>
<td>3.00</td>
</tr>
<tr>
<td>ELEC 363 Fundamentals of Telecommunications Systems</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 364 Signals and Systems II</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 365 Complex Variables and Partial Differential Equations</td>
<td>3.00</td>
</tr>
<tr>
<td>ELEC 372 Fundamentals of Control Systems</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 390 Electrical Engineering Product Design Project</td>
<td>3.00</td>
</tr>
<tr>
<td>ELEC 490 Capstone Electrical Engineering Design Project</td>
<td>4.00</td>
</tr>
<tr>
<td>ENGR 290 Introductory Engineering Team Design Project</td>
<td>3.00</td>
</tr>
</tbody>
</table>

59.50

Students may choose one of the following options:
I. Electronics/VLSI Option
II. Telecommunications Option
III. Power and Renewable Energy Option
IV. Avionics and Control Option

Otherwise, students must follow V.

I. Electronics/VLSI Option

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COEN 315 Digital Electronics</td>
</tr>
<tr>
<td>COEN 451 VLSI Circuit Design</td>
</tr>
<tr>
<td>ELEC 312 Electronics II</td>
</tr>
</tbody>
</table>

Minimum number of Elective credits: 18.50
at least 3.5 of these 18.5 credits must be taken from the Electronics/VLSI Option Electives list. The rest may be chosen from the Electrical Engineering Electives list.

30.00

Electronics/VLSI Option Electives

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COEN 313 Digital Systems Design II</td>
</tr>
<tr>
<td>COEN 413 Hardware Functional Verification</td>
</tr>
<tr>
<td>ELEC 421 Solid State Devices</td>
</tr>
<tr>
<td>ELEC 422 Design of Integrated Circuit Components</td>
</tr>
<tr>
<td>ELEC 423 Introduction to Analog VLSI</td>
</tr>
<tr>
<td>ELEC 424 VLSI Process Technology</td>
</tr>
<tr>
<td>ELEC 425 Optical Devices for High-Speed Communications</td>
</tr>
<tr>
<td>ELEC 433 Power Electronics</td>
</tr>
<tr>
<td>ELEC 441 Modern Analog Filter Design</td>
</tr>
<tr>
<td>ELEC 442 Digital Signal Processing</td>
</tr>
</tbody>
</table>
II. Telecommunications Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC 442</td>
<td>Digital Signal Processing</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 462</td>
<td>Introduction to Digital Communications</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 463</td>
<td>Telecommunication Networks</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Minimum number of Elective credits:

at least 6 of these 20 credits must be taken from the Telecommunications Option Electives list. The rest may be chosen from the Electrical Engineering Electives list.

Total: 30.00

Telecommunications Option Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC 425</td>
<td>Optical Devices for High-Speed Communications</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 453</td>
<td>Microwave Engineering</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 456</td>
<td>Antennas</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 457</td>
<td>Design of Wireless RF Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>ELEC 464</td>
<td>Wireless Communications</td>
<td>3.00</td>
</tr>
<tr>
<td>ELEC 465</td>
<td>Networks Security and Management</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 466</td>
<td>Introduction to Optical Communication Systems</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 472</td>
<td>Advanced Telecommunication Networks</td>
<td>3.50</td>
</tr>
</tbody>
</table>

III. Power and Renewable Energy Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC 433</td>
<td>Power Electronics</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 437</td>
<td>Renewable Energy Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>ELEC 440</td>
<td>Controlled Electric Drives</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 481</td>
<td>Linear Systems</td>
<td>3.50</td>
</tr>
</tbody>
</table>

Minimum number of Elective credits:

at least 3 of these 16.5 credits must be taken from the Power and Renewable Energy Option Electives list. The rest may be chosen from the Electrical Engineering Electives list.

Total: 30.00

Power and Renewable Energy Option Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC 430</td>
<td>Electrical Power Equipment*</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 431</td>
<td>Electrical Power Systems</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 432</td>
<td>Control of Electrical Power Conversion Systems*</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 434</td>
<td>Behaviour of Power Systems*</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 435</td>
<td>Electromechanical Energy Conversion Systems</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 436</td>
<td>Protection of Power Systems*</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 438</td>
<td>Industrial Electrical Systems*</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 439</td>
<td>Hybrid Electric Vehicle Power System Design and Control</td>
<td>3.00</td>
</tr>
<tr>
<td>ELEC 442</td>
<td>Digital Signal Processing</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 482</td>
<td>System Optimization</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 483</td>
<td>Real-Time Computer Control Systems</td>
<td>3.50</td>
</tr>
</tbody>
</table>

*Note: ELEC 430, 432, 434, 436, and 438 are usually offered in the French language.

IV. Avionics and Control Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO 417</td>
<td>Standards, Regulations and Certification</td>
<td>3.00</td>
</tr>
<tr>
<td>AERO 480</td>
<td>Flight Control Systems</td>
<td>3.50</td>
</tr>
<tr>
<td>AERO 482</td>
<td>Avionic Navigation Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>AERO 483</td>
<td>Integration of Avionics Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>ELEC 483</td>
<td>Real-Time Computer Control Systems</td>
<td>3.50</td>
</tr>
</tbody>
</table>

Minimum number of Elective credits:

Electives must be chosen from the Electrical Engineering Electives list.

Total: 30.00
V. For students NOT selecting an option
A minimum of 29.5 credits must be chosen from the Electrical Engineering Electives list.

Electrical Engineering Electives
Courses are listed in groups to facilitate course selection.

A. Communications and Signal Processing

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC 441</td>
<td>Modern Analog Filter Design</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 442</td>
<td>Digital Signal Processing</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 462</td>
<td>Introduction to Digital Communications</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 463</td>
<td>Telecommunication Networks</td>
<td>3.00</td>
</tr>
<tr>
<td>ELEC 464</td>
<td>Wireless Communications</td>
<td>3.00</td>
</tr>
<tr>
<td>ELEC 465</td>
<td>Networks Security and Management</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 466</td>
<td>Introduction to Optical Communication Systems</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 472</td>
<td>Advanced Telecommunication Networks</td>
<td>3.50</td>
</tr>
</tbody>
</table>

B. Computer Systems

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COEN 313</td>
<td>Digital Systems Design II</td>
<td>3.50</td>
</tr>
<tr>
<td>COEN 316</td>
<td>Computer Architecture and Design</td>
<td>3.00</td>
</tr>
<tr>
<td>COEN 317</td>
<td>Microprocessor Systems</td>
<td>4.00</td>
</tr>
<tr>
<td>COEN 320</td>
<td>Introduction to Real-Time Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>COEN 345</td>
<td>Software Testing and Validation</td>
<td>4.00</td>
</tr>
<tr>
<td>COEN 346</td>
<td>Operating Systems</td>
<td>4.00</td>
</tr>
<tr>
<td>COEN 352</td>
<td>Data Structures and Algorithms</td>
<td>3.00</td>
</tr>
<tr>
<td>COEN 421</td>
<td>Embedded Systems and Software Design</td>
<td>4.00</td>
</tr>
<tr>
<td>COEN 432</td>
<td>Applied Genetic and Evolutionary Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>SOEN 341</td>
<td>Software Process</td>
<td>3.00</td>
</tr>
<tr>
<td>SOEN 342</td>
<td>Software Requirements and Specifications</td>
<td>3.00</td>
</tr>
<tr>
<td>SOEN 343</td>
<td>Software Architecture and Design I</td>
<td>3.00</td>
</tr>
</tbody>
</table>

C. Electronics/VLSI

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COEN 315</td>
<td>Digital Electronics</td>
<td>3.50</td>
</tr>
<tr>
<td>COEN 413</td>
<td>Hardware Functional Verification</td>
<td>3.00</td>
</tr>
<tr>
<td>COEN 451</td>
<td>VLSI Circuit Design</td>
<td>4.00</td>
</tr>
<tr>
<td>ELEC 312</td>
<td>Electronics II</td>
<td>4.00</td>
</tr>
<tr>
<td>ELEC 421</td>
<td>Solid State Devices</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 422</td>
<td>Design of Integrated Circuit Components</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 423</td>
<td>Introduction to Analog VLSI</td>
<td>4.00</td>
</tr>
<tr>
<td>ELEC 424</td>
<td>VLSI Process Technology</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 425</td>
<td>Optical Devices for High-Speed Communications</td>
<td>3.50</td>
</tr>
</tbody>
</table>

D. Power

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC 430</td>
<td>Electrical Power Equipment*</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 431</td>
<td>Electrical Power Systems</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 432</td>
<td>Control of Electrical Power Conversion Systems*</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 433</td>
<td>Power Electronics</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 434</td>
<td>Behaviour of Power Systems*</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 435</td>
<td>Electromechanical Energy Conversion Systems</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 436</td>
<td>Protection of Power Systems*</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 437</td>
<td>Renewable Energy Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>ELEC 438</td>
<td>Industrial Electrical Systems*</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 439</td>
<td>Hybrid Electric Vehicle Power System Design and Control</td>
<td>3.00</td>
</tr>
<tr>
<td>ELEC 440</td>
<td>Controlled Electric Drives</td>
<td>3.50</td>
</tr>
</tbody>
</table>

*Note: ELEC 430, 432, 434, 436, and 438 are usually offered in the French language.

E. Control Systems and Avionics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO 417</td>
<td>Standards, Regulations, and Certification</td>
<td>3.00</td>
</tr>
<tr>
<td>AERO 480</td>
<td>Flight Control Systems</td>
<td>3.50</td>
</tr>
<tr>
<td>AERO 482</td>
<td>Avionic Navigation Systems</td>
<td>3.00</td>
</tr>
</tbody>
</table>
The program in Computer Engineering consists of the Engineering Core, the Computer Engineering Core, and one of the two choices as set out below. The normal length of the program is 120 credits.

**Engineering Core:** (30.5 credits)
See §71.20.5.

**Computer Engineering Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COEN 212</td>
<td>Digital Systems Design I</td>
<td>3.50</td>
</tr>
<tr>
<td>COEN 231</td>
<td>Introduction to Discrete Mathematics</td>
<td>3.00</td>
</tr>
<tr>
<td>COEN 243</td>
<td>Programming Methodology I</td>
<td>3.00</td>
</tr>
<tr>
<td>COEN 244</td>
<td>Programming Methodology II</td>
<td>3.00</td>
</tr>
<tr>
<td>COEN 311</td>
<td>Computer Organization and Software</td>
<td>3.50</td>
</tr>
<tr>
<td>COEN 316</td>
<td>Computer Architecture and Design</td>
<td>3.00</td>
</tr>
<tr>
<td>COEN 317</td>
<td>Microprocessor Systems</td>
<td>4.00</td>
</tr>
<tr>
<td>COEN 346</td>
<td>Operating Systems</td>
<td>4.00</td>
</tr>
<tr>
<td>COEN 352</td>
<td>Data Structures and Algorithms</td>
<td>3.00</td>
</tr>
<tr>
<td>COEN 390</td>
<td>Computer Engineering Product Design Project</td>
<td>3.00</td>
</tr>
<tr>
<td>COEN 490</td>
<td>Capstone Computer Engineering Design Project</td>
<td>4.00</td>
</tr>
<tr>
<td>ELEC 264</td>
<td>Signals and Systems I</td>
<td>3.00</td>
</tr>
<tr>
<td>ELEC 311</td>
<td>Electronics I</td>
<td>4.00</td>
</tr>
<tr>
<td>ELEC 321</td>
<td>Introduction to Semiconductor Materials and Devices</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 353</td>
<td>Transmission Lines, Waves and Signal Integrity</td>
<td>3.00</td>
</tr>
<tr>
<td>ELEC 364</td>
<td>Signals and Systems II</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 372</td>
<td>Fundamentals of Control Systems</td>
<td>3.50</td>
</tr>
<tr>
<td>ENGR 290</td>
<td>Introductory Engineering Team Design Project</td>
<td>3.00</td>
</tr>
<tr>
<td>SOEN 341</td>
<td>Software Process</td>
<td>3.00</td>
</tr>
</tbody>
</table>

63.50

Students may choose the Avionics and Embedded Systems option; otherwise, students must follow II.

**I. Avionics and Embedded Systems Option Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO 480</td>
<td>Flight Control Systems</td>
<td>3.50</td>
</tr>
<tr>
<td>AERO 482</td>
<td>Avionic Navigation Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>AERO 483</td>
<td>Integration of Avionics Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>COEN 320</td>
<td>Introduction to Real-Time Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>COEN 421</td>
<td>Embedded Systems and Software Design</td>
<td>4.00</td>
</tr>
<tr>
<td></td>
<td>Minimum number of Elective credits</td>
<td>9.50</td>
</tr>
</tbody>
</table>

must be chosen from the Computer Engineering Electives list

26.00
II. For Students NOT Selecting an Option:
A minimum of 26 credits must be chosen from the Computer Engineering Electives list. No more than 16 of these credits may be chosen from topic area C – Computer Science and Software Engineering.

**Computer Engineering Electives**
Courses are listed in groups to facilitate course selection.

<table>
<thead>
<tr>
<th>A. Hardware/Electronics/VLSI</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COEN 313 Digital Systems Design II</td>
<td>3.50</td>
</tr>
<tr>
<td>COEN 315 Digital Electronics</td>
<td>3.50</td>
</tr>
<tr>
<td>COEN 413 Hardware Functional Verification</td>
<td>3.00</td>
</tr>
<tr>
<td>COEN 451 VLSI Circuit Design</td>
<td>4.00</td>
</tr>
<tr>
<td>ELEC 312 Electronics II</td>
<td>4.00</td>
</tr>
<tr>
<td>ELEC 423 Introduction to Analog VLSI</td>
<td>4.00</td>
</tr>
<tr>
<td>ELEC 458 Techniques in Electromagnetic Compatibility</td>
<td>3.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Real-Time and Software Systems</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COEN 320 Introduction to Real-Time Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>COEN 345 Software Testing and Validation</td>
<td>4.00</td>
</tr>
<tr>
<td>COEN 421 Embedded Systems and Software Design</td>
<td>4.00</td>
</tr>
<tr>
<td>COEN 432 Applied Genetic and Evolutionary Systems</td>
<td>3.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Computer Science and Software Engineering</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 335 Introduction to Theoretical Computer Science</td>
<td>3.00</td>
</tr>
<tr>
<td>COMP 353 Databases</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 371 Computer Graphics</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 426 Multicore Programming</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 428 Parallel Programming</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 442 Compiler Design</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 451 Database Design</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 465 Design and Analysis of Algorithms</td>
<td>3.00</td>
</tr>
<tr>
<td>COMP 472 Artificial Intelligence</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 474 Intelligent Systems</td>
<td>4.00</td>
</tr>
<tr>
<td>SOEN 342 Software Requirements and Specifications</td>
<td>3.00</td>
</tr>
<tr>
<td>SOEN 343 Software Architecture and Design I</td>
<td>3.00</td>
</tr>
<tr>
<td>SOEN 344 Software Architecture and Design II</td>
<td>3.00</td>
</tr>
<tr>
<td>SOEN 357 User Interface Design</td>
<td>3.00</td>
</tr>
<tr>
<td>SOEN 431 Formal Methods</td>
<td>3.00</td>
</tr>
<tr>
<td>SOEN 448 Management of Evolving Systems</td>
<td>3.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Telecommunications, Networks and Signal Processing</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COEN 445 Communication Networks and Protocols</td>
<td>4.00</td>
</tr>
<tr>
<td>ELEC 363 Fundamentals of Telecommunications Systems</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 442 Digital Signal Processing</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 462 Introduction to Digital Communications</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 465 Networks Security and Management</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 472 Advanced Telecommunication Networks</td>
<td>3.50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. Control Systems</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC 481 Linear Systems</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 482 System Optimization</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 483 Real-Time Computer Control Systems</td>
<td>3.50</td>
</tr>
<tr>
<td>ENGR 472 Robot Manipulators</td>
<td>3.50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. Avionics</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO 417 Standards, Regulations and Certification</td>
<td>3.00</td>
</tr>
<tr>
<td>AERO 480 Flight Control Systems</td>
<td>3.50</td>
</tr>
<tr>
<td>AERO 482 Avionic Navigation Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>AERO 483 Integration of Avionics Systems</td>
<td>3.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>G. Other</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COEN 498 Topics in Computer Engineering</td>
<td>3.00</td>
</tr>
<tr>
<td>ENGR 411 Special Technical Report</td>
<td>1.00</td>
</tr>
</tbody>
</table>
DEPARTMENT OF
MECHANICAL AND INDUSTRIAL ENGINEERING

Faculty

Chair
MARTIN D. PUGH, PhD University of Leeds, PEng; Professor, Provost’s Distinction

Associate Chair
KUDRET DEMIRLI, PhD University of Toronto, PEng; Professor

Professors
A.K. WAIZUDDIN AHMED, PhD Concordia University, PEng
RAMA B. BHAT, PhD Indian Institute of Technology, Madras, Ing.; Provost’s Distinction
AKIF ASIL BULGAK, PhD University of Wisconsin-Madison, PEng
MING YUAN CHEN, PhD University of Manitoba, APEGSA
JAVAD DARGAH, PhD Caledonian University (U.K.), PEng
ROBIN A.L. DREW, PhD University of Newcastle upon Tyne, Ing.
M. NABIL ESMAIL, PhD Moscow State University, Ing.; Provost’s Distinction
RAJAMOHAN GANESAN, PhD Indian Institute of Science, PEng
GERARD J. GOUW, PhD Queen’s University, Ing.
IBRAHIM G. HASSAN, PhD University of Manitoba, PEng
SUONG VAN HOA, PhD University of Toronto, Ing.; Provost’s Distinction
MAMOUN MEDRAJ, PhD McGill University, PEng
CHRISTIAN MOREAU, PhD Université Laval
MUTHUKUMARAN PACKIRISAMY, PhD Concordia University, PEng; Provost’s Distinction
MARIUS PARASCHIVOIU, PhD Massachusetts Institute of Technology, Ing.; Provost’s Distinction
SUBHASH RAKHEJA, PhD Concordia University, Provost’s Distinction
RAMIN SEDAGHATI, PhD University of Victoria, PEng; Provost’s Distinction
ION STIHARU, PhD Polytechnic Institute of Bucharest, PEng; Provost’s Distinction
CHUN-YI SU, PhD South China University of Technology
GEORGIOS H. VATISTAS, PhD Concordia University; Provost’s Distinction
PAULA WOOD-ADAMS, PhD McGill University

Distinguished Professors Emeriti
RICHARD M.H. CHENG, PhD University of Birmingham
SUI LIN, Dring University of Karlsruhe
HUGH J. MCQUEEN, PhD University of Notre Dame
MOHAMED O.M. OSMAN, DrScTech, Swiss Federal Institute of Technology

Professor Emeritus
VOJISLAV N. LATINOVIC, DEng Concordia University

Associate Professors
ALI AKGUNDUZ, PhD University of Illinois at Chicago, PEng
NADIA BHUIYAN, PhD McGill University, Ing.
ZEZHONG CHEN, PhD University of Victoria, PEng
ALI DOLATABADI, PhD University of Toronto, PEng; Provost’s Distinction
WAHID S. GHALY, PhD Massachusetts Institute of Technology, Ing.
BRANDON W. GORDON, PhD Massachusetts Institute of Technology, APEGSA
MEHDI HOJATI, PhD Concordia University, PEng
HENRY HONG, PhD Concordia University, Ing.
LYES KADEM, PhD Université d’Aix-Marseille II/Université Laval, Ing.
SIVAKUMAR R. NARAYANSWAMY, PhD Nanyang Technological University, PEng
HOI DICK NG, PhD McGill University, Ing.
ROLF WÜTHRICH, DSc École Polytechnique Fédérale de Lausanne
WENFANG XIE, PhD Hong Kong Polytechnic University, PEng
YOU MIN ZHANG, PhD Northwestern Polytechnical University

Associate Professors Emeriti
KALMAN I. KRAKOW, MS California Institute of Technology
RAFIK A. NEEMEH, PhD McGill University
Assistant Professors
IVAN CONTRERAS, PhD Technical University of Catalonia, Spain
MASOUMEH KAZEMI ZANJANI, PhD Université Laval
ONUR KUZGUNKAYA, PhD University of Windsor, PEng

Extended Term Appointments
JOHN CHEUNG, PhD Cranfield University, PEng
ALEXANDRE PARADIS, PhD École de Technologie Supérieure

Affiliate Professors
PAUL-ÉMILE BOILEAU, PhD Concordia University
MOHAMMAD JAHAZI, PhD McGill University

Affiliate Associate Professors
FARHAD AGHILI, PhD McGill University
ALA-EDDIN AL MOUSTAFA, PhD Université Paris XIII
CHANDRA ASTRANA, PhD Indian Institute of Science
XINJIN CAO, PhD University of Birmingham
DOMINIQUE DEROME, PhD Concordia University
ASHOK KAUSHAL, PhD Concordia University
ELENA KONOPLEVA, PhD Mariupol Metallurgical Institute
PIERRE MARCOTTE, PhD Virginia Polytechnic Institute and State University
CAMILLE-ALAIN RABBATH, PhD McGill University

For the complete list of faculty members, please consult the Department website.

Location
Sir George Williams Campus
Engineering, Computer Science and Visual Arts Complex, Room: EV 004.9
514-848-2424, ext. 3125

Department Objectives
The Department of Mechanical and Industrial Engineering offers three distinct undergraduate programs: BEng in Mechanical Engineering, BEng in Industrial Engineering and BEng in Aerospace Engineering. Mechanical Engineering is concerned with all forms of power generation (hydro-electric, steam, internal combustion, nuclear, jet rocket, and fuel cells), the design of mechanisms and machines, transportation systems, controls and automation, vibration analysis, environmental control (heating, ventilation, and refrigeration), materials handling, and precision measurement. The Mechanical Engineering curriculum consists of a combination of core courses with a series of technical electives that allow students to obtain some specialization in a particular area of the field depending on their interests and expected future professional activity. Three options are available: Aerospace and Propulsion Engineering; Design and Manufacturing Engineering; and Systems and Mechatronics.
Industrial Engineering is concerned with the design, organization, analysis, and integration of people and industrial systems components in order to achieve or enhance effectiveness. These components include whole machines, transportation and conveyance elements, physical plant, organizational frameworks, schedules, and budgets. The Industrial Engineering curriculum is therefore designed to give students the background needed to define and solve problems related to the conception, improvement, integration, and implementation of industrial systems.
The Aerospace Engineering program is offered jointly with the Department of Electrical and Computer Engineering. The detailed description of this program can be found in §7.55.

71.40.1 Course Requirements (BEng in Mechanical Engineering)
The program in Mechanical Engineering consists of the Engineering Core, the Mechanical Engineering Core, and option requirements as shown below. The minimum length of the program is 120 credits.

Engineering Core (27 credits)
See §71.20.5.

Mechanical Engineering Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 242</td>
<td>Statics 3.00</td>
</tr>
<tr>
<td>ENGR 243</td>
<td>Dynamics 3.00</td>
</tr>
<tr>
<td>ENGR 244</td>
<td>Mechanics of Materials 3.75</td>
</tr>
<tr>
<td>ENGR 251</td>
<td>Thermodynamics I 3.00</td>
</tr>
</tbody>
</table>
**Option Requirements**

Students in the Mechanical Engineering program must complete at least 19.75 elective credits from within one of options A, B, or C. Prior to registration for elective courses, students indicate their choice of option on a form available from the Department, which must be submitted to the Chair’s office for approval prior to March 30. With permission of the Department, students may take one technical elective course from another option. Students work in the area of their option within their MECH 490 project.

### 1. Option A — Aerospace and Propulsion

Students must complete the following compulsory courses from the Option Core and at least 12.75 credits from the Option Electives.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO 464</td>
<td>Aerodynamics 3.00</td>
</tr>
<tr>
<td>MECH 490A</td>
<td>Capstone Mechanical Engineering Design Project 4.00</td>
</tr>
</tbody>
</table>

#### Option A Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO 417</td>
<td>Standards, Regulations and Certification 3.00</td>
</tr>
<tr>
<td>AERO 431</td>
<td>Principles of Aeroelasticity 3.00</td>
</tr>
<tr>
<td>AERO 462</td>
<td>Turbomachinery and Propulsion 3.00</td>
</tr>
<tr>
<td>AERO 465</td>
<td>Gas Turbine Design 3.50</td>
</tr>
<tr>
<td>AERO 480</td>
<td>Flight Control Systems 3.50</td>
</tr>
<tr>
<td>AERO 482</td>
<td>Avionic Navigation Systems 3.00</td>
</tr>
<tr>
<td>AERO 483</td>
<td>Integration of Avionics Systems 3.00</td>
</tr>
<tr>
<td>AERO 485</td>
<td>Introduction to Space Systems 3.00</td>
</tr>
<tr>
<td>AERO 486</td>
<td>Aircraft Stress Analysis 3.00</td>
</tr>
<tr>
<td>AERO 487</td>
<td>Design of Aircraft Structures 3.00</td>
</tr>
<tr>
<td>ENGR 411</td>
<td>Special Technical Report 1.00</td>
</tr>
<tr>
<td>ENGR 412</td>
<td>Honours Research Project 3.00</td>
</tr>
<tr>
<td>MECH 452</td>
<td>Heat Transfer II 3.50</td>
</tr>
<tr>
<td>MECH 453</td>
<td>Heating, Ventilation and Air Conditioning Systems 3.00</td>
</tr>
<tr>
<td>MECH 460</td>
<td>Finite Element Analysis 3.75</td>
</tr>
<tr>
<td>MECH 461</td>
<td>Gas Dynamics 3.50</td>
</tr>
<tr>
<td>MECH 498</td>
<td>Topics in Mechanical Engineering 3.00</td>
</tr>
</tbody>
</table>

### 2. Option B — Design and Manufacturing

Students must complete the following compulsory courses from the Option Core and at least 12.25 credits from the Option Electives.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MECH 412</td>
<td>Computer-Aided Mechanical Design 3.50</td>
</tr>
<tr>
<td>MECH 490B</td>
<td>Capstone Mechanical Engineering Design Project 4.00</td>
</tr>
</tbody>
</table>

#### Option B Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 411</td>
<td>Special Technical Report 1.00</td>
</tr>
<tr>
<td>ENGR 412</td>
<td>Honours Research Project 3.00</td>
</tr>
<tr>
<td>INDU 372</td>
<td>Quality Control and Reliability 3.00</td>
</tr>
</tbody>
</table>
3. Option C — Systems and Mechatronics

Students must complete the following compulsory course from the Option Core and at least 15.75 credits from the Option Electives.

<table>
<thead>
<tr>
<th>Option C Core</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MECH 490C Capstone Mechanical Engineering Design Project</td>
<td>4.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option C Electives</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO 480 Flight Control Systems</td>
<td>3.50</td>
</tr>
<tr>
<td>AERO 482 Avionic Navigation Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>ENGR 411 Special Technical Report</td>
<td>1.00</td>
</tr>
<tr>
<td>ENGR 412 Honours Research Project</td>
<td>3.00</td>
</tr>
<tr>
<td>ENGR 472 Robot Manipulators</td>
<td>3.50</td>
</tr>
<tr>
<td>MECH 411 Instrumentation and Measurements</td>
<td>3.50</td>
</tr>
<tr>
<td>MECH 415 Advanced Programming for Mechanical and Industrial Engineers</td>
<td>3.00</td>
</tr>
<tr>
<td>MECH 444 Guided Vehicle Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>MECH 447 Fundamentals of Vehicle System Design</td>
<td>3.50</td>
</tr>
<tr>
<td>MECH 448 Vehicle Dynamics</td>
<td>3.00</td>
</tr>
<tr>
<td>MECH 454 Vehicular Internal Combustion Engines</td>
<td>3.00</td>
</tr>
<tr>
<td>MECH 463 Fluid Power Control</td>
<td>3.50</td>
</tr>
<tr>
<td>MECH 471 Microcontrollers for Mechatronics</td>
<td>3.50</td>
</tr>
<tr>
<td>MECH 472 Mechatronics and Automation</td>
<td>3.50</td>
</tr>
<tr>
<td>MECH 473 Control System Design</td>
<td>3.50</td>
</tr>
<tr>
<td>MECH 474 Mechatronics</td>
<td>3.75</td>
</tr>
<tr>
<td>MECH 498 Topics in Mechanical Engineering</td>
<td>3.00</td>
</tr>
</tbody>
</table>

71.40.2 Course Requirements (BEng in Industrial Engineering)

The program in Industrial Engineering consists of the Engineering Core, the Industrial Engineering Core, and elective credits as shown below. The minimum length of the program is 120 credits.

Engineering Core (27 credits)
See §71.20.5.

<table>
<thead>
<tr>
<th>Industrial Engineering Core</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR 244 Mechanics of Materials</td>
<td>3.75</td>
</tr>
<tr>
<td>ENGR 245 Mechanical Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>ENGR 251 Thermodynamics I</td>
<td>3.00</td>
</tr>
<tr>
<td>ENGR 311 Transform Calculus and Partial Differential Equations</td>
<td>3.00</td>
</tr>
<tr>
<td>INDU 211 Introduction to Production and Manufacturing Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>INDU 311 Simulation of Industrial Systems</td>
<td>3.50</td>
</tr>
<tr>
<td>INDU 320 Production Engineering</td>
<td>3.00</td>
</tr>
<tr>
<td>INDU 321 Lean Manufacturing</td>
<td>3.00</td>
</tr>
<tr>
<td>INDU 323 Operations Research I</td>
<td>3.00</td>
</tr>
<tr>
<td>INDU 324 Operations Research II</td>
<td>3.00</td>
</tr>
<tr>
<td>INDU 330 Engineering Management</td>
<td>3.00</td>
</tr>
<tr>
<td>INDU 371 Stochastic Models in Industrial Engineering</td>
<td>3.00</td>
</tr>
<tr>
<td>INDU 372 Quality Control and Reliability</td>
<td>3.00</td>
</tr>
<tr>
<td>INDU 411 Computer Integrated Manufacturing</td>
<td>3.50</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>INDU 412</td>
<td>Human Factors Engineering</td>
</tr>
<tr>
<td>INDU 421</td>
<td>Facilities Design and Material Handling Systems</td>
</tr>
<tr>
<td>INDU 423</td>
<td>Inventory Control</td>
</tr>
<tr>
<td>INDU 490</td>
<td>Capstone Industrial Engineering Design Project</td>
</tr>
<tr>
<td>MECH 211</td>
<td>Mechanical Engineering Drawing</td>
</tr>
<tr>
<td>MECH 215</td>
<td>Programming for Mechanical and Industrial Engineers</td>
</tr>
<tr>
<td>MECH 221</td>
<td>Materials Science</td>
</tr>
<tr>
<td>MECH 311</td>
<td>Manufacturing Processes</td>
</tr>
<tr>
<td>MECH 313</td>
<td>Machine Drawing and Design</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

### Electives

Students must complete a minimum of 18 credits from the following courses, with no more than two of the courses marked *.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSTA 478*</td>
<td>Data Mining Techniques</td>
<td>3.00</td>
</tr>
<tr>
<td>BTM 430*</td>
<td>Enterprise Resource Planning and Information Technology Integration</td>
<td>3.00</td>
</tr>
<tr>
<td>BTM 480*</td>
<td>Project Management</td>
<td>3.00</td>
</tr>
<tr>
<td>ENGR 361</td>
<td>Fluid Mechanics I</td>
<td>3.00</td>
</tr>
<tr>
<td>ENGR 411</td>
<td>Special Technical Report</td>
<td>1.00</td>
</tr>
<tr>
<td>ENGR 412</td>
<td>Honours Research Project</td>
<td>3.00</td>
</tr>
<tr>
<td>INDU 410</td>
<td>Safety Engineering</td>
<td>3.50</td>
</tr>
<tr>
<td>INDU 440</td>
<td>Product Design and Development</td>
<td>3.00</td>
</tr>
<tr>
<td>INDU 441</td>
<td>Introduction to Six Sigma</td>
<td>3.00</td>
</tr>
<tr>
<td>INDU 442</td>
<td>Logistics Network Models</td>
<td>3.00</td>
</tr>
<tr>
<td>INDU 486</td>
<td>Decision Models in Service Sector</td>
<td>3.00</td>
</tr>
<tr>
<td>INDU 475</td>
<td>Advanced Concepts in Quality Improvement</td>
<td>3.00</td>
</tr>
<tr>
<td>INDU 498</td>
<td>Topics in Industrial Engineering</td>
<td>3.00</td>
</tr>
<tr>
<td>MANA 300**</td>
<td>Entrepreneurship: Launching Your Business</td>
<td>3.00</td>
</tr>
<tr>
<td>MECH 370</td>
<td>Modelling, Simulation and Control Systems</td>
<td>3.50</td>
</tr>
<tr>
<td>MECH 371</td>
<td>Analysis and Design of Control Systems</td>
<td>3.75</td>
</tr>
<tr>
<td>MECH 415</td>
<td>Advanced Programming for Mechanical and Industrial Engineers</td>
<td>3.00</td>
</tr>
</tbody>
</table>
DEPARTMENT OF BUILDING,
CIVIL AND ENVIRONMENTAL ENGINEERING

Faculty

Chair
MOHAMMED ZAHEERUDDIN, PhD University of Alberta, PEng; Professor

Associate Chair
ZHI CHEN, PhD University of Regina, APEG; Associate Professor

Professors
HASHEM AKBARI, PhD University of California, Berkeley
ANDREAS K. ATHIENITIS, PhD University of Waterloo, ing.; Provost’s Distinction
MARIA ELEKTOROWICZ, PhD Warsaw Technical University, ing.; Provost’s Distinction
PAUL P. FAZIO, PhD University of Windsor, ing.; Provost’s Distinction
KHIN H. HA, DEng Sir George Williams University, ing.
FARIBORZ HAGHIGHAT, PhD University of Waterloo, PEng; Provost’s Distinction
ADEL M. HANNA, PhD Technical University of Nova Scotia, ing.; Provost’s Distinction
OSAMA MOSELHI, PhD Concordia University, ing.; Provost’s Distinction
CATHERINE MULLIGAN, PhD McGill University, ing.
OSCAR A. PEKAU, PhD University of Waterloo, ing.; Provost’s Distinction
AMRUTHUR S. RAMAMURTHY, PhD Purdue University, ing.; Provost’s Distinction
THEODORE STATHOPOULOS, PhD University of Western Ontario, ing.; Provost’s Distinction
TAREK ZAYED, PhD Purdue University, PEng
RADU G. ZMEUREANU, PhD Concordia University, ing.

Distinguished Professors Emeriti
DOREL FELDMAN, PhD University of Iasi
RICHARD W. GUY, PhD University of Liverpool, PEng
ZENON A. ZIELINSKI, D’TechSc Warsaw University of Technology

Professors Emeriti
SABAH TOMALKASS, PhD Loughborough University, PEng; Provost’s Distinction
BALA ASHTAKALA, PhD University of Waterloo
HORMOZ B. POOROOSHAHB, PhD University of Cambridge

Associate Professors
CIPRIAN ALECSANDRU, PhD Louisiana State University, PEng
ASHUTOSH BAGCHI, PhD Carleton University, PEng
KHALED GALAL, PhD McMaster University, PEng
SAMUEL LI, PhD Norwegian Institute of Technology, APEG (B.C.)
MICHELLE NOKKEN, PhD University of Toronto, PEng
ATTILA M. ZSAKI, PhD University of Toronto, PEng

Assistant Professors
LUIS AMADOR, PhD University of New Brunswick, PEng
ANJAN BHOWMICK, PhD University of Alberta, APPEGA
HUA GE, PhD Concordia University, APEG (B.C.)
LAN LIN, PhD University of Ottawa
MD. SAIFUR RAHAMAN, PhD University of British Columbia
LUCIA TIRCA, PhD Technical University of Civil Engineering, Bucharest, ing.
LIANGZHU WANG, PhD Purdue University
ZHENHUA ZHU, PhD Georgia Institute of Technology

Extended Term Appointments
JASSIM HASSAN, PhD University of Calgary
CHRISTOPHER WILLIS, PhD University of New Brunswick, PEng
Affiliate Professors
SUZELLE BARRINGTON, PhD McGill University, ing., Agr.
KENNETH LEE, PhD University of Toronto
ROBERT REIMERS, PhD Vanderbilt University

Affiliate Associate Professors
ALI BAHLOUL, PhD Université du Havre
LALEH YERUSHALMI, PhD McGill University

For the complete list of faculty members, please consult the Department website.

Location
Sir George Williams Campus
Engineering, Computer Science and Visual Arts Complex, Room: EV 006.9
514-848-2424, ext. 3200
514-848-2424, ext. 7800

Objectives
Building Engineering, as a discipline, encompasses the body of knowledge which pertains to all phases in the life-cycle of a constructed facility, namely conception, planning, design, construction, operation, and disposal. Concordia has a unique undergraduate program leading to a BEng in Building Engineering designed to meet the needs of the construction industry for engineers familiar with the overall design of built facilities.

In addition to the basic engineering sciences, the program emphasizes the fundamentals of building materials, structural analysis and design, building services (acoustical, heating, lighting, air conditioning), economics, and project management. The student also has available certain electives which will be of use in the design of various phases of a building. Students who complete all but one of their 200- and 300-level courses with a sufficiently high standing may apply through the Associate Dean, Student Academic Services to enter a combined program leading to the joint award of both a BEng and an MEng degree in Building Engineering. It is expected that those who aspire to leadership roles within the building industry will enter such a combined program. The combined program requires a further 12 months of full-time study, after which graduates will not only have obtained further grounding in the basics, but will also have specialized in one of four branches: Building Science, Building Environment, Building Structures, Construction Management. For details of the graduate component, refer to the School of Graduate Studies Calendar.

71.50.1 Course Requirements (BEng in Building Engineering)

The program in Building Engineering consists of the Engineering Core, the Building Engineering Core, and at least nine elective credits chosen from the elective courses listed below. The normal length of the program is 119 credits.

Engineering Core for Building Engineering (29 credits)*
See §71.20.5. Students in BEng (Bldg) must successfully complete BLDG 482 instead of ENGR 392.
*Note: The Engineering Core credits for students in the Building Engineering program are reduced from 30.5 credits to 29 credits since Building Engineering students are not required to take ENGR 202 (1.5 credits) in their program.

<table>
<thead>
<tr>
<th>Building Engineering Core</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCEE 231 Structured Programming and Applications for Building and Civil Engineers</td>
<td>3.00</td>
</tr>
<tr>
<td>BCEE 342 Structural Analysis I</td>
<td>3.00</td>
</tr>
<tr>
<td>BCEE 343 Structural Analysis II</td>
<td>3.00</td>
</tr>
<tr>
<td>BCEE 344 Structural Design I</td>
<td>3.00</td>
</tr>
<tr>
<td>BCEE 345 Structural Design II</td>
<td>3.00</td>
</tr>
<tr>
<td>BCEE 371* Surveying</td>
<td>3.00</td>
</tr>
<tr>
<td>BCEE 451 Construction Engineering</td>
<td>3.00</td>
</tr>
<tr>
<td>BLDG 212 Building Engineering Drawing and Introduction to Design</td>
<td>3.00</td>
</tr>
<tr>
<td>BLDG 341 Building Engineering Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>BLDG 365 Building Science</td>
<td>3.50</td>
</tr>
<tr>
<td>BLDG 366 Acoustics and Lighting</td>
<td>3.50</td>
</tr>
<tr>
<td>BLDG 371 Building Service Systems</td>
<td>3.50</td>
</tr>
<tr>
<td>BLDG 390 Building Engineering Design Project</td>
<td>3.50</td>
</tr>
<tr>
<td>BLDG 463 Building Envelope Design</td>
<td>3.00</td>
</tr>
<tr>
<td>BLDG 471 HVAC System Design</td>
<td>4.00</td>
</tr>
<tr>
<td>BLDG 476 Thermal Analysis of Buildings</td>
<td>3.00</td>
</tr>
<tr>
<td>BLDG 490 Capstone Building Engineering Design Project</td>
<td>4.00</td>
</tr>
<tr>
<td>CIVI 321 Engineering Materials</td>
<td>3.75</td>
</tr>
<tr>
<td>CIVI 432 Soil Mechanics</td>
<td>3.50</td>
</tr>
</tbody>
</table>
**Elective Courses**
A student must choose a minimum of nine credits from the following list of elective courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCEE 452</td>
<td>Matrix Analysis of Structures</td>
<td>3.00</td>
</tr>
<tr>
<td>BCEE 455</td>
<td>Introduction to Structural Dynamics</td>
<td>3.00</td>
</tr>
<tr>
<td>BLDG 462</td>
<td>Modern Building Materials</td>
<td>3.00</td>
</tr>
<tr>
<td>BLDG 465</td>
<td>Fire and Smoke Control in Buildings</td>
<td>3.00</td>
</tr>
<tr>
<td>BLDG 472</td>
<td>Building Energy Conservation Technologies</td>
<td>3.00</td>
</tr>
<tr>
<td>BLDG 473</td>
<td>Building Acoustics</td>
<td>3.00</td>
</tr>
<tr>
<td>BLDG 474</td>
<td>Building Illumination and Daylighting</td>
<td>3.00</td>
</tr>
<tr>
<td>BLDG 475</td>
<td>Indoor Air Quality</td>
<td>3.00</td>
</tr>
<tr>
<td>BLDG 477</td>
<td>Control Systems in Buildings</td>
<td>3.00</td>
</tr>
<tr>
<td>BLDG 478</td>
<td>Project Management for Construction</td>
<td>3.00</td>
</tr>
<tr>
<td>BLDG 491</td>
<td>Labour and Industrial Relations in Construction</td>
<td>3.00</td>
</tr>
<tr>
<td>BLDG 492</td>
<td>Construction Processes</td>
<td>3.00</td>
</tr>
<tr>
<td>BLDG 493</td>
<td>Legal Issues in Construction</td>
<td>3.00</td>
</tr>
<tr>
<td>BLDG 498</td>
<td>Topics in Building Engineering</td>
<td>3.00</td>
</tr>
<tr>
<td>CIVI 435</td>
<td>Foundation Design</td>
<td>3.00</td>
</tr>
<tr>
<td>CIVI 453</td>
<td>Design of Reinforced Concrete Structures</td>
<td>3.50</td>
</tr>
<tr>
<td>CIVI 454</td>
<td>Design of Steel Structures</td>
<td>3.50</td>
</tr>
<tr>
<td>ENGR 411</td>
<td>Special Technical Report</td>
<td>1.00</td>
</tr>
<tr>
<td>ENGR 412</td>
<td>Honours Research Project</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Objectives**

Civil Engineering is concerned with the creation of systems of constructed facilities which play an important role in sound economic growth of society. It is also concerned with the development of technologies to combat pollution of air, water, and soil. Civil engineers are responsible for the design of foundations and superstructures of common structures such as buildings, bridges, dams, tunnels, wharves, as well as many unusual structures such as rocket installations, containment vessels for nuclear reactors, supports for radio telescopes, frameworks for aircraft. In addition, they are concerned with the engineering aspects of water resources; transportation facilities; planning metropolitan areas, and conducting and managing their public facilities. In dealing with environmental problems, civil engineers perform vital functions such as monitoring and controlling air, water, and soil quality, assessing the impact of technological changes on the environment, and developing innovative waste reduction technologies.

**71.50.2 Course Requirements (BEng in Civil Engineering)**

The program in Civil Engineering consists of the Engineering Core, the Civil Engineering Core, and one of the options listed below. The normal length of the program is 119 credits.

**Engineering Core (30.5 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCEE 231</td>
<td>Structured Programming and Applications for</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Building and Civil Engineers</td>
<td></td>
</tr>
<tr>
<td>BCEE 342</td>
<td>Structural Analysis I</td>
<td>3.00</td>
</tr>
<tr>
<td>BCEE 343</td>
<td>Structural Analysis II</td>
<td>3.00</td>
</tr>
<tr>
<td>BCEE 344</td>
<td>Structural Design I</td>
<td>3.00</td>
</tr>
<tr>
<td>BCEE 345</td>
<td>Structural Design II</td>
<td>3.00</td>
</tr>
<tr>
<td>BCEE 371</td>
<td>Surveying</td>
<td>3.00</td>
</tr>
<tr>
<td>BCEE 451</td>
<td>Construction Engineering</td>
<td>3.00</td>
</tr>
<tr>
<td>CIVI 212</td>
<td>Civil Engineering Drawing and Introduction to</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td>Design</td>
<td></td>
</tr>
<tr>
<td>CIVI 231</td>
<td>Geology for Civil Engineers</td>
<td>3.00</td>
</tr>
<tr>
<td>CIVI 321</td>
<td>Engineering Materials</td>
<td>3.75</td>
</tr>
</tbody>
</table>
CIVI 341 Civil Engineering Systems 3.00  
CIVI 361 Introduction to Environmental Engineering 3.50  
CIVI 372 Transportation Engineering 3.00  
CIVI 381 Hydraulics 3.50  
CIVI 390 Civil Engineering Design Project 3.50  
CIVI 432 Soil Mechanics 3.50  
CIVI 490 Capstone Civil Engineering Design Project 4.00  
ENGR 242 Statics 3.00  
ENGR 243 Dynamics 3.00  
ENGR 244 Mechanics of Materials 3.75  
ENGR 251 Thermodynamics I 3.00  
ENGR 311 Transform Calculus and Partial Differential Equations 3.00  
ENGR 361 Fluid Mechanics I 3.00  

73.50

*Summer course to be taken before entering second year of BEng program.

**Option Course Requirements**

Students must complete a minimum of 15 credits from one of the following options: A, B or C. Option A is designed for students interested in careers in structural, geotechnical, and transportation engineering. Option B is tailored for students wishing to pursue careers in environmental engineering. Option C is designed for students interested in construction engineering and management.

<table>
<thead>
<tr>
<th>Option A – Civil Infrastructure</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCEE 452 Matrix Analysis of Structures</td>
<td>3.00</td>
</tr>
<tr>
<td>BCEE 455 Introduction to Structural Dynamics</td>
<td>3.00</td>
</tr>
<tr>
<td>CIVI 435 Foundation Design</td>
<td>3.00</td>
</tr>
<tr>
<td>CIVI 437 Advanced Geotechnical Engineering</td>
<td>3.00</td>
</tr>
<tr>
<td>CIVI 453 Design of Reinforced Concrete Structures</td>
<td>3.50</td>
</tr>
<tr>
<td>CIVI 454 Design of Steel Structures</td>
<td>3.50</td>
</tr>
<tr>
<td>CIVI 471 Highway and Pavement Design</td>
<td>3.00</td>
</tr>
<tr>
<td>CIVI 474 Transportation Planning and Design</td>
<td>3.00</td>
</tr>
<tr>
<td>CIVI 498 Topics in Civil Engineering</td>
<td>3.00</td>
</tr>
<tr>
<td>ENGR 411 Special Technical Report</td>
<td>1.00</td>
</tr>
<tr>
<td>ENGR 412 Honours Research Project</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Note: Students may choose one course marked with * from Option B or C.

<table>
<thead>
<tr>
<th>Option B – Environmental</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIVI 382* Water Resources Engineering</td>
<td>3.50</td>
</tr>
<tr>
<td>CIVI 464* Environmental Impact Assessment</td>
<td>3.00</td>
</tr>
<tr>
<td>CIVI 465 Water Pollution and Control</td>
<td>3.50</td>
</tr>
<tr>
<td>CIVI 466 Engineering Aspects of Chemical and Biological Processes</td>
<td>3.00</td>
</tr>
<tr>
<td>CIVI 467* Air Pollution and Emission Control</td>
<td>3.00</td>
</tr>
<tr>
<td>CIVI 468 Waste Management</td>
<td>3.00</td>
</tr>
<tr>
<td>CIVI 469* Geo-Pollution Engineering</td>
<td>3.50</td>
</tr>
<tr>
<td>CIVI 483* Hydrology</td>
<td>3.00</td>
</tr>
<tr>
<td>CIVI 484* Hydraulic Engineering</td>
<td>3.50</td>
</tr>
<tr>
<td>CIVI 498 Topics in Civil Engineering</td>
<td>3.00</td>
</tr>
<tr>
<td>ENGR 411 Special Technical Report</td>
<td>1.00</td>
</tr>
<tr>
<td>ENGR 412 Honours Research Project</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Note: Students may choose one course marked with * from Option A or C.

<table>
<thead>
<tr>
<th>Option C – Construction Engineering and Management (CEM)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCEE 464 Project Cost Estimating</td>
<td>3.00</td>
</tr>
<tr>
<td>BCEE 465 Construction Planning and Control</td>
<td>3.00</td>
</tr>
<tr>
<td>BCEE 466 Simulations and Design of Construction Operations</td>
<td>3.00</td>
</tr>
<tr>
<td>BLDG 478* Project Management for Construction</td>
<td>3.00</td>
</tr>
<tr>
<td>BLDG 491 Labour and Industrial Relations in Construction</td>
<td>3.00</td>
</tr>
<tr>
<td>BLDG 492 Construction Processes</td>
<td>3.00</td>
</tr>
<tr>
<td>BLDG 493 Legal Issues in Construction</td>
<td>3.00</td>
</tr>
<tr>
<td>CIVI 440* Computer Applications in Civil Engineering Practice</td>
<td>3.00</td>
</tr>
<tr>
<td>CIVI 498 Topics in Civil Engineering</td>
<td>3.00</td>
</tr>
<tr>
<td>ENGR 411 Special Technical Report</td>
<td>1.00</td>
</tr>
<tr>
<td>ENGR 412 Honours Research Project</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Note: Students may choose one course marked with * from Option A or B.
The Aerospace Engineering program is offered jointly by the Department of Mechanical and Industrial Engineering and the Department of Electrical and Computer Engineering. For a complete list of faculty members, please consult the Departments’ websites.

Location

Sir George Williams Campus
Engineering, Computer Science and Visual Arts Complex, Room: EV 004.9
514-848-2424, ext. 3125

Program Objectives

Aerospace Engineering is concerned with the engineering science governing flight and the design and construction of aircraft and spacecraft. This includes the mechanisms behind flight and propulsion in the atmosphere and space including aerodynamics, lift and drag as well as the design and control of aircraft such as airplanes, helicopters, unmanned aerial vehicles (UAVs) and rockets. The Aerospace Engineering curriculum comprises fundamental engineering courses followed by technical electives which allow students to obtain some specialization in a particular area of the field depending on their interests and expected future professional activity. Three options are available: Aerodynamics and Propulsion; Aerospace Structures and Materials; and Avionics and Aerospace Systems.

Aerodynamics and Propulsion is strongly related to the "flying" aspect of aircraft and includes topics such as aerodynamics, gas dynamics, aerospace vehicle performance, turbo-machinery and propulsion. Aerospace Structures and Materials is related to the design and manufacture of aircraft and spacecraft and includes topics such as aircraft stress analysis, aeroelasticity and vibrations, composite materials and aircraft design. Avionics and Aerospace Systems has significant electrical and computer engineering content in order to provide the necessary background for the avionics and systems engineering required to control modern aircraft and includes topics such as avionic navigation systems, communication networks, spacecraft mission design and flight control systems.

Course Requirements (BEng in Aerospace Engineering)

The program in Aerospace Engineering consists of the Engineering Core, the Aerospace Engineering Core, and option requirements as shown below. The minimum length of the program is 120 credits.

Engineering Core (27 credits)
See §71.20.5.

<table>
<thead>
<tr>
<th>Aerospace Engineering Core</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO 201 Introduction to Flight and Aerospace Systems</td>
<td>3.50</td>
</tr>
<tr>
<td>AERO 371 Modelling and Control Systems</td>
<td>3.50</td>
</tr>
<tr>
<td>AERO 390 Aerospace Engineering Design Project</td>
<td>3.00</td>
</tr>
<tr>
<td>AERO 417 Standards, Regulations and Certification</td>
<td>3.00</td>
</tr>
<tr>
<td>AERO 490 Capstone Aerospace Engineering Design Project</td>
<td>4.00</td>
</tr>
<tr>
<td>ENGR 242 Statics</td>
<td>3.00</td>
</tr>
<tr>
<td>ENGR 243 Dynamics</td>
<td>3.00</td>
</tr>
<tr>
<td>ENGR 244 Mechanics of Materials</td>
<td>3.75</td>
</tr>
<tr>
<td>ENGR 251 Thermodynamics I</td>
<td>3.00</td>
</tr>
<tr>
<td>ENGR 361 Fluid Mechanics I</td>
<td>3.00</td>
</tr>
</tbody>
</table>

| Total                                            | 32.75   |

Option Requirements
Students in the Aerospace Engineering program must complete at least 60.25 elective credits from within one of options A, B, or C. Prior to registration for elective courses, students indicate their choice of option on a form available from the Department, which must be submitted to the Chair’s office for approval prior to March 30.
1. **Option A — Aerodynamics and Propulsion**
Students must complete the following compulsory courses from the Option Core and at least 10 credits from the Option Electives, with no more than one of the courses marked *. Students having a GPA of 3.0 or more may submit a request to take a graduate course as an elective.

**Option A Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO 446</td>
<td>Aerospace Vehicle Performance 3.00</td>
</tr>
<tr>
<td>AERO 455</td>
<td>Computational Fluid Dynamics for Aerospace Applications 3.75</td>
</tr>
<tr>
<td>AERO 462</td>
<td>Turbomachinery and Propulsion 3.00</td>
</tr>
<tr>
<td>AERO 464</td>
<td>Aerodynamics 3.00</td>
</tr>
<tr>
<td>AERO 465</td>
<td>Gas Turbine Design 3.50</td>
</tr>
<tr>
<td>AERO 481</td>
<td>Materials Engineering for Aerospace 3.50</td>
</tr>
<tr>
<td>ENGR 311</td>
<td>Transform Calculus and Partial Differential Equations 3.00</td>
</tr>
<tr>
<td>MECH 211</td>
<td>Mechanical Engineering Drawing 3.50</td>
</tr>
<tr>
<td>MECH 215</td>
<td>Programming for Mechanical and Industrial Engineers 3.50</td>
</tr>
<tr>
<td>MECH 221</td>
<td>Materials Science 3.00</td>
</tr>
<tr>
<td>MECH 343</td>
<td>Theory of Machines 3.50</td>
</tr>
<tr>
<td>MECH 351</td>
<td>Thermodynamics II 3.50</td>
</tr>
<tr>
<td>MECH 352</td>
<td>Heat Transfer I 3.50</td>
</tr>
<tr>
<td>MECH 361</td>
<td>Fluid Mechanics II 3.50</td>
</tr>
<tr>
<td>MECH 461</td>
<td>Gas Dynamics 3.50</td>
</tr>
</tbody>
</table>

**Option A Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO 431</td>
<td>Principles of Aeroelasticity 3.00</td>
</tr>
<tr>
<td>AERO 444</td>
<td>Concurrent Engineering in Aerospace Systems 3.00</td>
</tr>
<tr>
<td>AERO 480</td>
<td>Flight Control Systems 3.50</td>
</tr>
<tr>
<td>AERO 482</td>
<td>Avionic Navigation Systems 3.00</td>
</tr>
<tr>
<td>AERO 485</td>
<td>Introduction to Space Systems 3.00</td>
</tr>
<tr>
<td>AERO 486*</td>
<td>Aircraft Stress Analysis 3.00</td>
</tr>
<tr>
<td>ENGR 412</td>
<td>Honours Research Project 3.00</td>
</tr>
<tr>
<td>INDU 372</td>
<td>Quality Control and Reliability 3.00</td>
</tr>
<tr>
<td>MECH 368</td>
<td>Electronics for Mechanical Engineers 3.50</td>
</tr>
<tr>
<td>MECH 375*</td>
<td>Mechanical Vibrations 3.50</td>
</tr>
<tr>
<td>MECH 411</td>
<td>Instrumentation and Measurements 3.50</td>
</tr>
<tr>
<td>MECH 426*</td>
<td>Stress and Failure Analysis of Machinery 3.00</td>
</tr>
<tr>
<td>MECH 452</td>
<td>Heat Transfer II 3.50</td>
</tr>
<tr>
<td>MECH 453</td>
<td>Heating, Ventilation and Air Conditioning Systems 3.00</td>
</tr>
<tr>
<td>MECH 460*</td>
<td>Finite Element Analysis 3.75</td>
</tr>
<tr>
<td>MECH 463</td>
<td>Fluid Power Control 3.50</td>
</tr>
<tr>
<td>MECH 498</td>
<td>Topics in Mechanical Engineering 3.00</td>
</tr>
</tbody>
</table>

2. **Option B — Aerospace Structures and Materials**
Students must complete the following compulsory courses from the Option Core and at least 6.75 credits from the Option Electives, with no more than one of the courses marked *. Students having a GPA of 3.0 or more may submit a request to take a graduate course as an elective.

**Option B Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO 431</td>
<td>Principles of Aeroelasticity 3.00</td>
</tr>
<tr>
<td>AERO 481</td>
<td>Materials Engineering for Aerospace 3.50</td>
</tr>
<tr>
<td>AERO 486</td>
<td>Aircraft Stress Analysis 3.00</td>
</tr>
<tr>
<td>AERO 487</td>
<td>Design of Aircraft Structures 3.00</td>
</tr>
<tr>
<td>ENGR 311</td>
<td>Transform Calculus and Partial Differential Equations 3.00</td>
</tr>
<tr>
<td>MECH 211</td>
<td>Mechanical Engineering Drawing 3.50</td>
</tr>
<tr>
<td>MECH 215</td>
<td>Programming for Mechanical and Industrial Engineers 3.50</td>
</tr>
<tr>
<td>MECH 221</td>
<td>Materials Science 3.00</td>
</tr>
<tr>
<td>MECH 311</td>
<td>Manufacturing Processes 3.75</td>
</tr>
<tr>
<td>MECH 313</td>
<td>Machine Drawing and Design 3.00</td>
</tr>
<tr>
<td>MECH 343</td>
<td>Theory of Machines 3.50</td>
</tr>
<tr>
<td>MECH 352</td>
<td>Heat Transfer I 3.50</td>
</tr>
<tr>
<td>MECH 375</td>
<td>Mechanical Vibrations 3.50</td>
</tr>
<tr>
<td>MECH 411</td>
<td>Instrumentation and Measurements 3.50</td>
</tr>
<tr>
<td>MECH 412</td>
<td>Computer-Aided Mechanical Design 3.50</td>
</tr>
<tr>
<td>MECH 460</td>
<td>Finite Element Analysis 3.75</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>53.50</td>
</tr>
</tbody>
</table>
### Option B Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO 444</td>
<td>Concurrent Engineering in Aerospace Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>AERO 446*</td>
<td>Aerospace Vehicle Performance</td>
<td>3.00</td>
</tr>
<tr>
<td>AERO 455*</td>
<td>Computational Fluid Dynamics for Aerospace Applications</td>
<td>3.75</td>
</tr>
<tr>
<td>AERO 480*</td>
<td>Flight Control Systems</td>
<td>3.50</td>
</tr>
<tr>
<td>AERO 482*</td>
<td>Avionic Navigation Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>AERO 485</td>
<td>Introduction to Space Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>ENGR 412</td>
<td>Honours Research Project</td>
<td>3.00</td>
</tr>
<tr>
<td>INDU 372</td>
<td>Quality Control and Reliability</td>
<td>3.00</td>
</tr>
<tr>
<td>MECH 344</td>
<td>Machine Element Design</td>
<td>3.00</td>
</tr>
<tr>
<td>MECH 351*</td>
<td>Thermodynamics II</td>
<td>3.50</td>
</tr>
<tr>
<td>MECH 361*</td>
<td>Fluid Mechanics II</td>
<td>3.50</td>
</tr>
<tr>
<td>MECH 368</td>
<td>Electronics for Mechanical Engineers</td>
<td>3.50</td>
</tr>
<tr>
<td>MECH 422</td>
<td>Mechanical Behaviour of Polymer Composite Materials</td>
<td>3.00</td>
</tr>
<tr>
<td>MECH 425</td>
<td>Manufacturing of Composites</td>
<td>3.50</td>
</tr>
<tr>
<td>MECH 498</td>
<td>Topics in Mechanical Engineering</td>
<td>3.00</td>
</tr>
</tbody>
</table>

### Option C — Avionics and Aerospace Systems

Students must complete the following compulsory courses from the Option Core and at least 11.75 credits from the Option Electives. Students having a GPA of 3.0 or more may submit a request to take a graduate course as an elective.

#### Option C Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO 482</td>
<td>Avionics Navigation Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>AERO 483</td>
<td>Integration of Avionics Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>COEN 212</td>
<td>Digital Systems Design I</td>
<td>3.50</td>
</tr>
<tr>
<td>COEN 231</td>
<td>Introduction to Discrete Mathematics</td>
<td>3.00</td>
</tr>
<tr>
<td>COEN 243</td>
<td>Programming Methodology I</td>
<td>3.00</td>
</tr>
<tr>
<td>COEN 244</td>
<td>Programming Methodology II</td>
<td>3.00</td>
</tr>
<tr>
<td>COEN 311</td>
<td>Computer Organization and Software</td>
<td>3.50</td>
</tr>
<tr>
<td>COEN 352</td>
<td>Data Structures and Algorithms</td>
<td>3.00</td>
</tr>
<tr>
<td>ELEC 251</td>
<td>Fundamentals of Applied Electromagnetics</td>
<td>3.00</td>
</tr>
<tr>
<td>ELEC 264</td>
<td>Signals and Systems I</td>
<td>3.00</td>
</tr>
<tr>
<td>ELEC 273</td>
<td>Basic Circuit Analysis</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 311</td>
<td>Electronics I</td>
<td>4.00</td>
</tr>
<tr>
<td>ELEC 364</td>
<td>Signals and Systems II</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 483</td>
<td>Real-Time Computer Control Systems</td>
<td>3.50</td>
</tr>
<tr>
<td>SOEN 341</td>
<td>Software Process</td>
<td>3.00</td>
</tr>
</tbody>
</table>

48.50

#### Option C Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO 480</td>
<td>Flight Control Systems</td>
<td>3.50</td>
</tr>
<tr>
<td>COEN 313</td>
<td>Digital Systems Design II</td>
<td>3.50</td>
</tr>
<tr>
<td>COEN 317</td>
<td>Microprocessor Systems</td>
<td>4.00</td>
</tr>
<tr>
<td>COEN 320</td>
<td>Introduction to Real-Time Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>COEN 346</td>
<td>Operating Systems</td>
<td>4.00</td>
</tr>
<tr>
<td>COEN 413</td>
<td>Hardware Functional Verification</td>
<td>3.00</td>
</tr>
<tr>
<td>COEN 421</td>
<td>Embedded Systems and Software Design</td>
<td>4.00</td>
</tr>
<tr>
<td>COEN 445</td>
<td>Communication Networks and Protocols</td>
<td>4.00</td>
</tr>
<tr>
<td>COEN 498</td>
<td>Topics in Computer Engineering</td>
<td>3.00</td>
</tr>
<tr>
<td>ELEC 331</td>
<td>Fundamentals of Electrical Power Engineering</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 351</td>
<td>Electromagnetic Waves and Guiding Structures</td>
<td>3.00</td>
</tr>
<tr>
<td>ELEC 363</td>
<td>Fundamentals of Telecommunications Systems</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 433</td>
<td>Power Electronics</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 442</td>
<td>Digital Signal Processing</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 458</td>
<td>Techniques in Electromagnetic Compatibility</td>
<td>3.00</td>
</tr>
<tr>
<td>ELEC 462</td>
<td>Introduction to Digital Communications</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 464</td>
<td>Wireless Communications</td>
<td>3.00</td>
</tr>
<tr>
<td>ELEC 481</td>
<td>Linear Systems</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 482</td>
<td>System Optimization</td>
<td>3.50</td>
</tr>
<tr>
<td>ELEC 498</td>
<td>Topics in Electrical Engineering</td>
<td>3.00</td>
</tr>
<tr>
<td>SOEN 342</td>
<td>Software Requirements and Specifications</td>
<td>3.00</td>
</tr>
<tr>
<td>SOEN 343</td>
<td>Software Architecture and Design I</td>
<td>3.00</td>
</tr>
</tbody>
</table>
ENGINEERING COURSE DESCRIPTIONS

ENGINEERING AND COMPUTER SCIENCE

ENCS 272  Composition and Argumentation for Engineers (3 credits)
Prerequisite: Completion of all ESL courses required on admission. Fundamentals of English composition and argumentation: grammar; reasoning and persuasion; persuasive proofs; argumentation; structuring and outlining; the problem statement; the body; and the conclusions. Language and persuasion for effective communication in professional engineering. Cultivation of a writing style firmly based on clear and critical thinking skills. Lectures: three hours per week. Tutorial: one hour per week.
NOTE: Students who pass this course with C- or higher will fulfill the Faculty writing skills requirement, and will be eligible to enrol in ENCS 282.

ENCS 282  Technical Writing and Communication (3 credits)
Prerequisite: Students must have satisfied the requirements in §71.20.7 by passing the Engineering Writing Test (EWT), or by passing ENCS 272 with a grade of C- or higher. Technical writing form and style. Technical and scientific papers, abstracts, reports. Library research and referencing methods for engineers and computer scientists. Technical communication using information technology: document processing software, computer-assisted presentation, analysis and design of web presentation, choice and use of appropriate tools. Students will prepare an individual major report and make an oral presentation. Lectures: three hours per week. Tutorial: two hours per week.

ENCS 393  Social and Ethical Dimensions of Information and Communication Technologies (3 credits)
Prerequisite: ENCS 282; 40 credits in BCompSc program. Ethics in an information society: surveillance and privacy; economic globalization and intellectual property in a digital world: the digital divide; computer-based profiling and hacking; electronic democracy; computer-mediated experience; and information productivity and the work/life balance. Lectures: three hours per week.

ENCS 483  Creativity, Innovation and Critical Thinking in Science and Technology (3 credits)
Prerequisite: Minimum of 60 credits in an engineering program or minimum of 45 credits in a non-engineering program. Understanding, thinking, arguing, and creativity in science and technology; analyzing and critiquing complex problems using multidisciplinary theories of creativity; exploring the processes of invention and innovation and their impact on economics, popular media, and social and cultural structures; case studies of why some inventions fail and others succeed. Students will be evaluated on case studies, assignments, and a project. Lectures: three hours per week.
NOTE: Students who have received credit for ENCS 283 may not take this course for credit.

ENCS 484  Development and Global Engineering (3 credits)
Prerequisite: Minimum of 60 credits in an engineering program or minimum of 45 credits in a non-engineering program. International development and global engineering: globalization; development projects; planning and analysis; and participatory data gathering. A project. Lectures: three hours per week.
NOTE: Students who have received credit for this topic under an ENCS 498 number may not take this course for credit.

ENCS 498  Topics in Engineering and Computer Science (3 credits)
Prerequisite: Permission of the Faculty. This course may be offered in a given year upon the authorization of the Faculty. The course content may vary from offering to offering.

ENGINEERING

ENGR 108  Engineering Industrial Experience Reflective Learning I (3 credits)
Prerequisite: Permission of the Faculty. This course is a reflective learning module for students in their related field which is based on their academic requirements and their first industrial experience.

ENGR 201  Professional Practice and Responsibility (1.5 credits)
Health and safety issues for engineering projects: Quebec and Canadian legislation; safe work practices; general laboratory safety common to all engineering disciplines, and specific laboratory safety pertaining to particular engineering disciplines. Review of the legal framework in Quebec, particularly the Professional Code and the Engineers Act, as well as professional ethics. Lectures: one and a half hours per week. Tutorial: one hour per week, alternate weeks.

ENGR 202  Sustainable Development and Environmental Stewardship (1.5 credits)
Introduction to the concept of sustainable development and the approaches for achieving it. Relationships with economic, social, and technological development. Methods for evaluating sustainability of engineering projects, including utilization of relevant databases and software. Impact of engineering design and industrial development on the environment. Case studies. Lectures: one and a half hours per week.
ENGR 208  Engineering Industrial Experience Reflective Learning II (3 credits)
Prerequisite: ENGR 108 and permission of the Faculty. This course expands on the students' second industrial experience term in their related field of study to further develop their knowledge and work-related skills.

ENGR 213  Applied Ordinary Differential Equations (3 credits)
Prerequisite: MATH 204 (Cegep Mathematics 105) previously or concurrently; MATH 205 (Cegep Mathematics 203). This course introduces Engineering students to the theory and application of ordinary differential equations. Definition and terminology, initial-value problems, separable differential equations, linear equations, exact equations, solutions by substitution, linear models, orthogonal trajectories, complex numbers, form of complex numbers: powers and roots, theory: linear equations, homogeneous linear equations with constant coefficients, undetermined coefficients, variation of parameters, Cauchy-Euler equation, reduction of order, linear models: initial value, review of power series, power series solutions, theory, homogeneous linear systems, solution by diagonalisation, non-homogeneous linear systems. Eigenvalues and eigenvectors. Lectures: three hours per week. Tutorial: two hours per week.

ENGR 233  Applied Advanced Calculus (3 credits)
Prerequisite: MATH 204 (Cegep Mathematics 105); MATH 205 (Cegep Mathematics 203). This course introduces Engineering students to the theory and application of advanced calculus. Functions of several variables, partial derivatives, total and exact differentials, approximations with differentials. Tangent plane and normal line to a surface, directional derivatives, gradient. Double and triple integrals. Polar, cylindrical, and spherical coordinates. Change of variables in double and triple integrals. Vector differential calculus; divergence, curl, curvature, line integrals, Green’s theorem, surface integrals, divergence theorem, applications of divergence theorem, Stokes' theorem. Lectures: three hours per week. Tutorial: two hours per week.

ENGR 242  Statics (3 credits)
Prerequisite: ENGR 213 previously or concurrently; PHYS 204; MATH 204. Resultant of force systems; equilibrium of particles and rigid bodies; distributed forces; statically determinate systems; trusses; friction; moments of inertia; virtual work. Shear and bending moment diagrams. Lectures: three hours per week. Tutorial: two hours per week.

ENGR 243  Dynamics (3 credits)
Prerequisite: ENGR 213, 242. Kinematics of a particle and rigid body; forces and accelerations; work and energy; impulse and momentum; dynamics of a system of particles and rigid bodies, introduction to vibrations. Lectures: three hours per week. Tutorial: two hours per week.

ENGR 244  Mechanics of Materials (3.75 credits)
Prerequisite: ENGR 213; ENGR 242 or 245; ENGR 233 previously or concurrently. Mechanical behaviour of materials; stress; strain; shear and bending moment diagrams; introduction to inelastic action. Analysis and design of structural and machine elements subjected to axial, torsional, and flexural loadings. Combined stresses and stress transformation. Deflections. Introduction to elastic stability. Lectures: three hours per week. Tutorial: two hours per week. Laboratory: three hours per week, alternate weeks.

ENGR 245  Mechanical Analysis (3 credits)
Prerequisite: PHYS 204; ENGR 213 previously or concurrently. Forces in a plane and in space, moments of forces, Varignon’s theorem, rigid bodies in equilibrium, free-body diagram. Centroids, centres of gravity. Distributed forces, moments of inertia. Principle of virtual work. Kinematics of particles and rigid bodies. Forces and accelerations; work and energy; impulse and momentum. Kinetics of particles and rigid bodies. Lectures: three hours per week. Tutorial: one hour per week.

ENGR 251  Thermodynamics I (3 credits)
Prerequisite: MATH 203 (Cegep Mathematics 103). Basic principles of thermodynamics and their application to various systems composed of pure substances and their homogeneous non-reactive mixtures. Simple power production and utilization cycles. Lectures: three hours per week. Tutorial: two hours per week.

ENGR 290  Introductory Engineering Team Design Project (3 credits)
Prerequisite: ENCS 282; ENGR 213, 233. The introductory team design project introduces students to teamwork, project management, engineering design for a complex problem, technical writing and technical presentation in a team environment. Students work in teams and each team designs and builds a prototype defined by the Department. Students present their design and demonstrate that their design works in a competition at the end of the term. The students are also introduced to the basic principles of mechanics including the description of translational motion, rotational motion, forces and moments, work and energy, and they build a mechanical prototype to which the electronics and software are then added. A significant team project is required in this course. Lectures: three hours per week. Tutorial: two hours per week.
NOTE: All written documentation must follow the Concordia Form and Style guide. Students are responsible for obtaining this document before beginning the project.

ENGR 301  Engineering Management Principles and Economics (3 credits)
Introduction to project delivery systems. Principles of project management; role and activity of a manager; enterprise organizational charts; cost estimating; planning and control. Company finances; interest and time value of money; discounted cash flow; evaluation of projects in private and public sectors; depreciation methods; business tax regulations; decision tree; sensitivity analysis. Lectures: three hours per week. Tutorial: one hour per week.
ENGR 308  
Engineering Industrial Experience Reflective Learning III (3 credits)
Prerequisite: ENGR 208 and permission of the Faculty. This course further expands on the students’ third industrial experience in their related field of study to further develop their knowledge and work-related skills.

ENGR 311  
Transform Calculus and Partial Differential Equations (3 credits)
Prerequisite: ENGR 233. Elements of complex variables. The Laplace transform: Laplace transforms and their properties, solution of linear differential equations with constant coefficients. Further transport and their applications. The Fourier transform: orthogonal functions, expansion of a function in orthogonal functions, the Fourier series, the Fourier integral, the Fourier transform, the convolution theorem. Partial differential equations: physical foundations of partial differential equations, introduction to boundary value problems. Lectures: three hours per week. Tutorial: two hours per week.

ENGR 361  
Fluid Mechanics I (3 credits)

ENGR 371  
Probability and Statistics in Engineering (3 credits)

ENGR 391  
Numerical Methods in Engineering (3 credits)
Prerequisite: ENGR 213, 233; COMP 249 or COEN 243 or MECH 215 or BCEE 231. Roots of algebraic and transcendental equations; function approximation; numerical differentiation; numerical integration; solution of simultaneous algebraic equations; numerical integration of ordinary differential equations. Lectures: three hours per week. Tutorial: one hour per week.

ENGR 392  
Impact of Technology on Society (3 credits)
Prerequisite: ENCS 282; ENGR 201, 202. Social history of technology and of science including the industrial revolution and modern times. Engineering and scientific creativity, social and environmental problems created by uncontrolled technology, appropriate technology. Lectures: three hours per week.

ENGR 411  
Special Technical Report (1 credit)
Prerequisite: ENCS 282; permission of the Department. Students must submit a report on a topic related to the students’ discipline and approved by the Department. The report must present a review of a current engineering problem, a proposal for a design project, or a current engineering practice.
NOTE: Students who have received credit for ENGR 410 may not take this course for credit.

ENGR 412  
Honours Research Project (3 credits)
Prerequisite: ENCS 282; minimum 75 credits in the BEng program with a CGPA of 3.00 or better; permission of the Department. Students work on a research project in their area of concentration, selected in consultation with and conducted under the supervision of a faculty member of the Department. The student’s work must culminate in a final report, as well as an oral presentation. Students planning to register for this course should consult with the Department prior to term of planned registration. Intended for students with potential interest in graduate programs.
NOTE: Must be approved by the Department prior to registration.

ENGR 472  
Robot Manipulators (3.5 credits)

ENGR 498  
Topics in Engineering (3 credits)
Prerequisite: Permission of the Faculty. This course may be offered in a given year upon the authorization of the Faculty. The course content may vary from offering to offering.

AEROSPACE ENGINEERING

AERO 201  
Introduction to Flight and Aerospace Systems (3.5 credits)
Prerequisite: ENGR 213; ENGR 233 previously or concurrently. Introduction to flight vehicles in the atmosphere and in space; elements of aerodynamics, airfoils and wings; aerospace technologies including structures, materials and propulsion systems; elements of aircraft performance; basic principles of flight stability, control and systems integration; aspects of aircraft conceptual design. Lectures: three hours per week. Laboratory: two hours per week, alternate weeks.

AERO 371  
Modelling and Control Systems (3.5 credits)
Prerequisite: PHYS 205; ENGR 213, 243; ENGR 311 or ELEC 364 previously or concurrently. Definition and classification of dynamic systems and components. Modelling of system components using ordinary differential equations: mechanical, electrical, electromechanical, and electrohydraulic subsystems in an airplane. Modelling of systems using transfer function models, block

NOTE: Students who have received credit for ELEC 372 or MECH 371 may not take this course for credit.

**AERO 390  Aerospace Engineering Design Project** (3 credits)
Prerequisite: AERO 201, 371. General design philosophy and the design process. Design factors such as product safety, reliability, life cycle costs and manufacturability. Design in the aerospace context: vehicle and system design with regard to mission requirements, configuration, sizing, loads, etc. Mathematical modelling, analysis, and validation. Introduction to Computer-Aided Design and Engineering (CAD and CAE). Design documentation. A team-based project in which an aerospace system/subsystem is designed, implemented, documented and presented is an intrinsic part of this course. Lectures: three hours per week. Tutorial: two hours per week.

**AERO 417  Standards, Regulations and Certification** (3 credits)
Overview of DoT and other international aviation standards (e.g. FAA), regulations and certification procedures; regulatory areas, namely, pilot training/testing, air traffic procedures, aircraft systems design and airworthiness; development process for new regulations and criteria for certification. Lectures: three hours per week.

NOTE: Students who have received credit for ENGR 417 or for this topic under an ENGR 498 number may not take this course for credit.

**AERO 431  Principles of Aeroelasticity** (3 credits)

NOTE: Students who have received credit for MECH 431 may not take this course for credit.

**AERO 444  Concurrent Engineering in Aerospace Systems** (3 credits)
Prerequisite: AERO 390. Introduction: objectives, definitions, impact on product development; process modelling and optimization; forming of engineering team; selection of techniques, methodology and tools; market design focus vs. quality design focus; development time management; process integration; aerospace case studies/projects, future trends. Lectures: three hours per week.

**AERO 446  Aerospace Vehicle Performance** (3 credits)

**AERO 455  Computational Fluid Dynamics for Aerospace Applications** (3.75 credits)
Prerequisite: ENGR 311, 391; MECH 361. Introduction to computational methods in fluid dynamics using commercial CFD codes; aspects of geometry modelling, structured and unstructured grid generation, solution strategy, and post-processing; conversion of CAD to CFD models; an overview of basic numerical methods for the Navier-Stokes equations with emphasis on accuracy evaluation and efficiency. Elements of turbulence closure modelling. User-defined function for customized physical models into commercial CFD codes. Lectures: three hours per week. Laboratory: three hours per week, alternate weeks.

**AERO 462  Turbomachinery and Propulsion** (3 credits)

NOTE: Students who have received credit for MECH 462 may not take this course for credit.

**AERO 464  Aerodynamics** (3 credits)
Prerequisite: MECH 361. Flow conservation equations, incompressible Navier-Stokes equations, inviscid irrotational and rotational flows: the Euler equations, the potential and stream function equations. Dynamics of an incompressible inviscid flow field: the Kelvin, Stokes, and Helmholtz theorems. Elementary flows and their superposition, panel method for non-lifting bodies. Airfoil and wing characteristics, aerodynamic forces and moments coefficients. Incompressible flows around thin airfoils, Biot-Savart law, vortex sheets. Incompressible flow around thick airfoils, the panel method for lifting bodies. Incompressible flow around wings, Prandtl’s lifting line theory, induced angle and down-wash, unswept wings, swept wings. Compressible subsonic flow: linearized theory, Prandl-Glauert equation and other compressibility correction rules, the area rule. Transonic flow: Von Karman’s ransonic small disturbance equation, transonic full potential equation, super-critical airfoils. Lectures: three hours per week. Tutorial: one hour per week.

NOTE: Students who have received credit for MECH 464 may not take this course for credit.
AERO 465  **Gas Turbine Design**  (3.5 credits)

*NOTE:* Students who have received credit for MECH 465 may not take this course for credit.

AERO 480  **Flight Control Systems**  (3.5 credits)
Prerequisite: AERO 371 or ELEC 372 or MECH 371 or SOEN 385. Basic flight control and flight dynamics principles. Aircraft dynamic equations and performance data. Implementation of aircraft control: control surfaces and their operations, development of thrust and its control; autopilot systems, their algorithms, dynamics and interaction problems. Flight instruments, principles of operation and dynamics. Cockpit layouts — basic configuration, ergonomic design, control field forces; advanced concepts in instruments, avionics and displays; HUD; flight management systems, and communication equipment. Introduction to flight simulation: overview of visual, audio and motion simulator systems; advanced concepts in flight simulators. Lectures: three hours per week. Laboratory: two hours per week, alternate weeks.

*NOTE:* Students who have received credit for ELEC 415 or MECH 480 may not take this course for credit.

AERO 481  **Materials Engineering for Aerospace**  (3.5 credits)

*NOTE:* Students who have received credit for MECH 321 or 481 may not take this course for credit.

AERO 482  **Avionic Navigation Systems**  (3 credits)
Prerequisite: ENGR 371 or COMP 232; AERO 371 or ELEC 372 or MECH 370 or SOEN 385. Basics of modern electronic navigation systems, history of air navigation, earth coordinate and mapping systems; basic theory and analysis of modern electronic navigation instrumentation, communication and radar systems, approach aids, airborne systems, transmitters and antenna coverage; noise and losses, target detection, digital processing, display systems and technology; demonstration of avionic systems using flight simulator. Lectures: three hours per week. Tutorial: one hour per week.

*NOTE:* Students who have received credit for ELEC 416 or MECH 482 may not take this course for credit.

AERO 483  **Integration of Avionics Systems**  (3 credits)
Prerequisite: AERO 482. Introduction to the basic principles of integration of avionics systems; review of Earth’s geometry and Newton’s laws; inertial navigation sensors and systems (INS); errors and uncertainty in navigation; Global Positioning System (GPS); differential and carrier tracking GPS applications; terrestrial radio navigation systems; Kalman filtering; integration of navigation systems using Kalman filtering; integration of GPS and INS using Kalman filtering. Lectures: three hours per week. Tutorial: one hour per week.

*NOTE:* Students who have received credit for ENGR 418 may not take this course for credit.

AERO 485  **Introduction to Space Systems**  (3 credits)
Prerequisite: MECH 351, 361. Classification of space propulsion systems; Tsiolkovsky’s equation; ideal rocket and nozzle design; flight performance; basic orbital mechanics; chemical propellant rocket performance analysis; fundamentals of liquid and solid propellant rocket motors; electric, solar, fusion thruster. Lectures: three hours per week.

*NOTE:* Students who have received credit for ELEC 416 or MECH 485 may not take this course for credit.

AERO 486  **Aircraft Stress Analysis**  (3 credits)
Prerequisite: ENGR 243, 244. Definition of load paths in typical aircraft structures. Derivation of analysis procedures to enable the designer to size preliminary designs. Internal shear flow distributions that balance external loads. Stress analysis of open and closed cell beams; statically indeterminate beams and frames; single and multi cell torque boxes; symmetric heavy fuselage frames. Structural instability of columns, beams, plates and flanges in compression and shear. Centres of twist and flexure; structural warping; margins of safety; concepts of optimum design; lug analysis and mechanical joints; matrix analysis methods leading to the Finite Element method. Stress analysis of thin-walled metallic structures. Lectures: three hours per week.

*NOTE:* Students who have received credit for MECH 486 may not take this course for credit.

AERO 487  **Design of Aircraft Structures**  (3 credits)

*NOTE:* Students who have received credit for MECH 487 may not take this course for credit.
Capstone Aerospace Engineering Design Project (4 credits)
Prerequisite: 75 credits in the program; AERO 390; ENCS 280; ENGR 301. A supervised design, simulation or experimental
capstone design project including a preliminary project proposal with complete project plan and a technical report at the end of
the fall term; a final report by the group and presentation at the end of the winter term. Lectures: one hour per week, one term.
Equivalent laboratory time: three hours per week, two terms.
NOTE: Students will work in groups under direct supervision of a faculty member.
NOTE: Students who have received credit for COEN 490 or ELEC 490 or MECH 490 may not take this course for credit.

BUILDING, CIVIL AND ENVIRONMENTAL ENGINEERING

Structured Programming and Applications for Building and Civil Engineers (3 credits)
Prerequisite: MATH 204; ENGR 242 previously or concurrently. Elements of procedural programming: variables, primitive data
types, scope, operators and expressions, control structures, functions, derived data types and basic data structures. Program
structure and development: specifications, analysis of requirements, flow charting, incremental development, testing, validation
and program documenting. Application of procedural programming, graphics and numerical tool box to mathematics and building,
civil and environmental engineering. Lectures: three hours per week. Tutorial: two hours per week.

Structural Analysis I (3 credits)
Prerequisite: ENGR 244. Analysis of statically determinate structures: deflections, strain energy concepts, virtual work principles.
Cables and Arches. Computer applications. Lectures: three hours per week. Tutorial: two hours per week.

Structural Analysis II (3 credits)
Prerequisite: BCEE 342. Analysis of statically indeterminate structures: the methods of consistent deformations, slope deflection,
and moment distribution. Application of virtual work principles. Introduction to matrix methods. Computer applications. Lectures:
three hours per week. Tutorial: one hour per week.

Structural Design I (3 credits)
Prerequisite: BCEE 342. Basis for limit states design. Code requirements. Structural steel design: tension and compression
members, beams and beam-columns. Connections. Introduction to the design of timber members. Lectures: three hours per
week. Tutorial: two hours per week.

Structural Design II (3 credits)
Prerequisite: BCEE 342. Behaviour of reinforced concrete elements in flexure, compression, shear and bond. Limit states design of
reinforced concrete beams, one-way slabs, columns, and footings. Serviceability limits states. Introduction to prestressed concrete
and masonry structures. Design examples. Lectures: three hours per week. Tutorial: two hours per week.

Surveying (3 credits)
Prerequisite: BLDG 212 or CIVI 212. Elementary operations employed in engineering surveying; use, care, and adjustment of
instruments; linear and angular measurements; traversing; earthwork calculations; theory of errors; horizontal and vertical curves
and curve layout; slope stakes and grades, application of surveying methods to city, topographic surveying, and introduction to
advanced surveying techniques; use of digital computers in surveying calculations. Summer school taken before entering second
year of study in the BEng program. Lectures and fieldwork: eight hours per day; six days per week for three weeks.

Construction Engineering (3 credits)
Prerequisite: BLDG 341 or CIVI 341. The nature of construction and the environment in which the industry works; organizational
structures for project delivery; construction contracts and documents; introduction to construction processes: excavation and site
works; foundation layout, concrete form design, concrete, steel, timber, and masonry construction; project planning, scheduling,
and control; construction safety. Lectures: three hours per week.

Matrix Analysis of Structures (3 credits)
Prerequisite: ENGR 213, 233; BCEE 343. Classical and matrix methods of structural analysis; influence coefficients, transformation
matrices. Matrix formulation of the force and of the displacement methods of analysis. Direct stiffness approach; sub-structure
technique. Introduction to finite-element method. Computer applications. Lectures: three hours per week.

Introduction to Structural Dynamics (3 credits)
Prerequisite: ENGR 243, 391, BCEE 342. Theory of vibration. Dynamic response of simple structural systems. Effects of blast,
wind, traffic, and machinery vibrations. Basic concepts in earthquake resistant design. Computer applications. Lectures: three
hours per week.

Project Cost Estimating (3 credits)
Prerequisite: ENGR 301. Techniques and procedures used for estimating cost of construction projects. Cost estimation process;
elements of project cost; conceptual and detailed cost estimation methods; risk assessment and range estimating; case studies;
computer-aided estimating.

Construction Planning and Control (3 credits)
Prerequisite: BLDG 478. Methods of delivering construction. Contractual relationships and organizational structures. Phases of
project development. Estimating resource requirements; costs and durations. Bidding strategies. Network analysis using CPM

**BCEE 466 Simulations and Design of Construction Operations** (3 credits)

**BUILDING ENGINEERING**

**BLDG 212 Building Engineering Drawing and Introduction to Design** (3 credits)

**BLDG 341 Building Engineering Systems** (3 credits)
Prerequisite: BCEE 231 previously or concurrently. Introduction to systematic solution of building engineering problems. Techniques treated include linear programming, network analysis, nonlinear programming. Introduction to decision analysis and simulation. Application of optimization methods for solution of design problems in building science, building environment, building structures, and construction management, taking into account sustainability issues. Lectures: three hours per week.

**BLDG 365 Building Science** (3.5 credits)

**BLDG 366 Acoustics and Lighting** (3.5 credits)

**BLDG 371 Building Service Systems** (3 credits)
Prerequisite: BLDG 365 previously or concurrently. Principles of building service systems, including electrical, gas, communications, service-water supply and distribution; introduction to plans, codes, and standards for utility distribution systems. Lectures: three hours per week. Laboratory: two hours per week, alternate weeks.

**BLDG 390 Building Engineering Design Project** (3.5 credits)
Prerequisite: BLDG 341; ENCS 282; BCEE 344 previously or concurrently. The project of each team will encompass the conceptual and preliminary design of a new medium-size building. Students learn building engineering design process, methodology, identification of objectives, building codes, formulation of design problems. Development and evaluation of sustainable building design alternatives. Conceptual building design: spatial requirements, design of space layout. Preliminary building design: synthesis and design of structures, enclosure systems, and services (HVAC, lighting, electrical distribution) using computer-aided design tools. Performance evaluation using modelling, sensitivity analysis and cost estimation. Lectures: three hours per week. Laboratory: two hours per week, alternate weeks.

**BLDG 462 Modern Building Materials** (3 credits)
Prerequisite: CIVI 321. Engineering properties of building materials such as: plastics, synthetic fibres, adhesives, sealants, caulking compounds, foams, sandwich panels, composites, polymer concrete systems, fibre-reinforced concretes, plastic mortars, polymers for flooring, roofing, synthetic wall papers. Their structural, thermal, and acoustical properties. Consideration of corrosion, bio- and thermal-degradation, stability to ultraviolet and solar radiation. Laboratory sessions to illustrate synthesis, application, testing, deterioration, and protection. Lectures: three hours per week.

**BLDG 463 Building Envelope Design** (3 credits)
Prerequisite: BLDG 365; CIVI 321. Technical influences in the design of building envelope, including the control of heat flow, air and moisture penetration, building movements, and deterioration. Application of air/vapour barrier and rain-screen systems. Performance assessment and building codes through case studies and design projects. Sustainable design principles. Design of walls, roofs, joints and assemblies. Cause of deterioration and preventive measures, on-site investigation. Relevant building codes and standards. Lectures: three hours per week.
BLDG 465  **Fire and Smoke Control in Buildings** (3 credits)
Prerequisite: BLDG 365. Topics treated include fire and smoke control; failure mechanisms of building enclosure illustrated by case studies; code requirements for enclosure systems; systems approach for fire safety. Lectures: three hours per week.

BLDG 471  **HVAC System Design** (4 credits)
Prerequisite: BLDG 371; BLDG 476 previously or concurrently. Principles of HVAC system design and analysis; sustainable design issues and impact on environment; component and system selection criteria including room air distribution, fans and air circulation, humidifying and dehumidifying processes, piping and ducting design. Air quality standards. Control systems and techniques; operational economics; computer applications. Lectures: three hours per week. Laboratory: two hours per week.

BLDG 472  **Building Energy Conservation Technologies** (3 credits)

BLDG 473  **Building Acoustics** (3 credits)
Prerequisite: BLDG 366. Noise control criteria and regulations, instrumentation, noise sources, room acoustics, walls, barriers and enclosures, acoustical materials and structures, vibration and noise control systems for buildings. Lectures: three hours per week.

BLDG 474  **Building Illumination and Daylighting** (3 credits)

BLDG 475  **Indoor Air Quality** (3 credits)
Prerequisite: BLDG 371 previously or concurrently. Elements of indoor air quality, physical/chemical characteristics of contaminants, health effects, standard requirements. Estimation of the levels of indoor air contaminants in buildings. Design of ventilation systems for pollutant control. Air pollution due to outdoor air supply through ventilation systems. Effect of outdoor air pollution on indoor air quality. Lectures: three hours per week.

BLDG 476  **Thermal Analysis of Buildings** (3 credits)
Prerequisite: BLDG 365; ENGR 361. Two- and three-dimensional steady-state and transient conductive heat transfer together with convection and radiation as applied to building materials and geometries. Heating and cooling load analysis, including building shapes, construction type, solar radiation, infiltration, occupancy effects, and daily load variations. Computer applications for thermal load analysis. Introduction to heat exchangers. Lectures: three hours per week. Tutorial: one hour per week.

BLDG 477  **Control Systems in Buildings** (3 credits)

BLDG 478  **Project Management for Construction** (3 credits)
Prerequisite: BLDG 341 or CIVI 341. Introduction to project management techniques in construction, including project delivery methods, construction contracts, cost estimating and bidding planning and scheduling, cash flow analysis, project tracking and control, computer applications. Lectures: three hours per week.

BLDG 482  **Impact of Technology on Society and Architecture** (3 credits)
Prerequisite: 20 courses in the BEng program. History of architecture as the confluence of social and technological evolution. Methodology and thought processes in the theory and design of cities and the human habitat. Impact of technology on society. Energy conservation, environmental constraints and sustainability issues. Lectures: three hours per week.

BLDG 490  **Capstone Building Engineering Design Project** (4 credits)
Prerequisite: Minimum of 75 credits in the BEng (Bldg) program including ENCS 282; BCEE 344, 345; BLDG 371, 390; ENGR 301. The project of each team will encompass the integrated design of at least three sub-systems of a new or retro-fitted building to achieve high performance and efficiency at reasonable cost; sustainable design issues and environmental impact be addressed in all projects. In the process, students learn, through case studies and literature survey, the information gathering and decision/design process, problem-resolution as well as aspects related to management, teamwork and communication. Students registering for this course must contact the course coordinator for the detailed procedure. Lectures: two hours per week, two terms.

BLDG 491  **Labour and Industrial Relations in Construction** (3 credits)
Prerequisite: ENGR 301. The study of labour legislation with special emphasis on the construction industry, union organization, the theory and practice of negotiations, mediation, contract administration, and arbitration. Review of actual contracts, discussion of future trends. Lectures: three hours per week.
BLDG 492 Construction Processes (3 credits)

BLDG 493 Legal Issues in Construction (3 credits)
Prerequisite: ENGR 301. Legal concepts and processes applicable to the development of constructed facilities and to the operation of the construction firm. Emphasis on Quebec law and institutions. Lectures: three hours per week.

BLDG 498 Topics in Building Engineering (3 credits)
Prerequisite: Permission of the Department. This course may be offered in a given year upon the authorization of the Department. The course content may vary from offering to offering and will be chosen to complement the available elective courses. Lectures: three hours per week.

CIVIL ENGINEERING

CIVI 212 Civil Engineering Drawing and Introduction to Design (3 credits)
Fundamentals of technical drawing, orthographic projections, sectional views. Computer-aided drawing; slabs, beams, and columns; steel structures; building trusses and bridges, wood and masonry structures. Working drawing and dimensioning practice. Introduction to the design process. Lectures: three hours per week. Tutorial: two hours per week.

CIVI 231 Geology for Civil Engineers (3 credits)
Basic principles of physical and structural geology with emphasis on topics related to civil engineering, study of minerals, rocks and soil types, load formation, techniques of air-photo interpretations, and geological mapping. Geological site investigation. Preparation and interpretation of engineering geology reports. Lectures: three hours per week. Tutorial: one hour per week.

CIVI 321 Engineering Materials (3.75 credits)
Prerequisite: CHEM 205 or equivalent. Linear and nonlinear material behaviour, time-dependent behaviour; structural and engineering properties of structural metals; behaviour of wood; production and properties of concrete; bituminous materials, ceramics, plastics; introduction to composite materials. Lectures: three hours per week. Laboratory: three hours per week, alternate weeks.

CIVI 341 Civil Engineering Systems (3 credits)
Prerequisite: BCEE 231 previously or concurrently. Development of concepts and techniques commonly associated with systems engineering which are applicable to design and operation of systems that concern civil engineers. Design and planning process; problem formulation, optimization concepts, linear programming, decision analysis; system simulation; network planning and project scheduling; computer applications. The techniques developed are used to solve problems in transportation, water resources, structures, and construction management. Lectures: three hours per week.

CIVI 361 Introduction to Environmental Engineering (3.5 credits)
Prerequisite: ENGR 361. Ecosystems considerations, food chain, natural decomposition, and recycling; environmental problems and impact of engineering activities. Various modes of pollution, water, air, and soil contamination, noise pollution; pollution measurement and quantification. Water and waste-water physical, chemical and biological characteristics; turbidity and colour, dissolved oxygen, hardness, pH, alkalinity, organic content, sampling and analysis, chemical and biochemical oxygen demand. Basic processes of treatment: flocculation and coagulation, sedimentation, filtration. Lectures: three hours per week. Tutorial: two hours per week, alternate weeks. Laboratory: two hours per week, alternate weeks.

CIVI 372 Transportation Engineering (3 credits)
Prerequisite: BCEE 371; CIVI 341. Fields of transportation engineering; transportation’s roles in society; planning and design of road, rail, air, and water-way system components: terminals, right-of-way; control systems: evaluation of alternative modes and decision-making process; introduction to computer-aided design and management of systems. Lectures: three hours per week. Tutorial: one hour per week.

CIVI 381 Hydraulics (3.5 credits)
Prerequisite: ENGR 361, 391. Basic hydrodynamics; boundary layer theory, principle of energy losses. Steady flow in open channel; uniform flow, specific energy and critical flow, transition; gradually varied flow in channels and conduits, water surface profiles, computer applications. Flow measurement in open channel, weirs, overflow spillways. Lectures: three hours per week. Tutorial: one hour per week. Laboratory: two hours per week, alternate weeks.

CIVI 382 Water Resources Engineering (3.5 credits)
Prerequisite: CIVI 381; ENGR 391 or EMAT 391. Sources of water: surface water, groundwater, water quantities and requirements. Water use cycle. Characteristics of water and wastewater. Demand forecast, water use prediction and planning. Groundwater withdrawal and well hydraulics. Water supply network analysis, design of distribution systems, storage, pumping. Sanitary and storm water quantities, urban hydrology. Design of sewer systems, interceptors, gravity sewer, computer applications. Sustainable use of water resources. Design case studies. Lectures: three hours per week. Tutorial: one hour per week. Laboratory: two hours per week, alternate weeks.

2014-15 Concordia University Undergraduate Calendar • 499
CIVI 390  Civil Engineering Design Project (3.5 credits)
Prerequisite: CIVI 361; ENCS 282; BCEE 344 previously or concurrently. The project of each team will encompass the conceptual and preliminary design of a medium-size civil engineering project. Students learn civil engineering design process, methodology, identification of objectives, codes, formulation of design problems. Development and evaluation of sustainable design alternatives. Computer-aided design tools. Performance evaluation using modelling, sensitivity analysis, and cost estimation. Lectures: three hours per week. Laboratory: two hours per week, alternate weeks.

CIVI 432  Soil Mechanics (3.5 credits)

CIVI 435  Foundation Design (3 credits)

CIVI 437  Advanced Geotechnical Engineering (3 credits)

CIVI 440  Computer Applications in Civil Engineering Practice (3 credits)
Prerequisite: BCEE 231; 75 credits in the program. General purpose IT tools for civil engineering applications: database programming and web-based tools. Introduction to remote sensing and GIS. Application of major software packages in selected areas of civil engineering practice with emphasis on modelling, data integration, and work-flow. Case studies in structural design, geotechnical engineering, transportation, and environmental engineering. Lectures: two hours per week. Laboratory: two hours per week.

CIVI 453  Design of Reinforced Concrete Structures (3.5 credits)

CIVI 454  Design of Steel Structures (3.5 credits)

CIVI 464  Environmental Impact Assessment (3 credits)

CIVI 465  Water Pollution and Control (3.5 credits)
Prerequisite: CIVI 361. Physical, chemical, and biological characteristics of water, water quality standards, reaction kinetics and material balances, eutrophication. Containment of reactive contaminants. Natural purification processes in water systems, adsorption, absorption; diffusion and dispersion, oxidation. Large-scale transport of contaminants, single and multiple source models; modelling of transport processes, computer simulation. Introduction to ground-water pollution, sea-water intrusion. Lectures: three hours per week. Laboratory: two hours per week, alternate weeks.

CIVI 466  Engineering Aspects of Chemical and Biological Processes (3 credits)
Prerequisite: CIVI 361. Introduction to water purification, chemical treatment, coagulation, disinfection, special purification methods. Primary and secondary waste-water treatment, solution and surface chemistry, microbiological consideration; reaction kinetics, diffusion processes, membrane processes, re-aeration. Biological treatment, activated sludge process, treatment and disposal; biological reactors; aerated lagoons; trickling filter; biological nutrient removal. Tertiary waste-water treatment. Lectures: three hours per week.

CIVI 467  Air Pollution and Emission Control (3 credits)
Prerequisite: CIVI 361. Types of air pollutants. Sources of air pollutants, effects of air pollutants on health, vegetation, materials, and the atmosphere; emission standards. Meteorological considerations, dispersion of pollutants in the atmosphere, distribution
and cleansing of particle matter, atmospheric photochemical reactions. Particulate pollutant control, source correction, cooling treatment; control of gaseous pollutant, point sources, odour control; measurement techniques; computer applications. Lectures: three hours per week.

**CIVI 468  Waste Management (3 credits)**
Prerequisite: CIVI 361. Solid waste; source and generation, sampling and analysis, collection, transport, and storage. Waste recycling, physical and chemical reduction; drying; energy recovery; disposal of solid waste. Sanitary and secure landfill planning, site selection, design and operation; chemical and biological reactions. Hazardous waste, chemical and physical characteristics, handling, processing, transportation, and disposal. Resource recovery alternatives, material exchanges, hazardous waste management facilities, incinerators, landfills. Lectures: three hours per week.

**CIVI 469  Geo-Environmental Engineering (3.5 credits)**
Prerequisite: CIVI 361. Structure and surface chemistry of soil, ion exchange, hydrolysis equilibrium, adsorption. Biochemical degradation, toxic contaminants. Mechanical and thermodynamic equilibrium in soil. Geotechnical considerations in environmental design; soil decontamination. Barrier technologies and soil interaction. Landfill covers and leachate collection systems; subsurface investigation, soil-gas survey. Lectures: three hours; Tutorial: two hours per week. Lab: two hours per week, alternate weeks.

**CIVI 471  Highway and Pavement Design (3 credits)**
Prerequisite: BCEE 371; CIVI 372. Design criteria, including capacity and level of service; route alignment and right-of-way considerations; geometric design; earthworks and construction practices. Pavement materials and tests. Flexible and rigid pavement design procedures; subgrade, base, and surfacing characteristics; loads; stresses in pavement systems; material characterization; pavement response models; effects of natural forces, and construction practices. Pavement management. Computer applications. Geometric and pavement design projects. Lectures: three hours per week. Tutorial: two hours per week.

**CIVI 474  Transportation Planning and Design (3 credits)**
Prerequisite: CIVI 372. Transportation planning process; data collection and demand analysis; trip generation, trip distribution, modal split and route assignment; forecasting travel patterns. Design of transportation facilities: street sections, intersections, and parking areas. Computer applications and design projects. Lectures: three hours per week. Tutorial: two hours per week, alternate weeks.

**CIVI 483  Hydrology (3 credits)**
Prerequisite: CIVI 381. Weather elements; precipitation, stage-discharge relations; evapo-transpiration; ground-water flow, stream-flow hydrography, unit hydrography, synthetic hydrographs; laminar flow; hydrologic routing; instantaneous hydrograph; hydraulic routing, method of characteristics, kinematic routing; statistical analysis, confidence intervals, stochastic generator, autoregressive model; applications of hydrology. Lectures: three hours per week. Tutorial: two hours per week.

**CIVI 484  Hydraulic Engineering (3.5 credits)**
Prerequisite: CIVI 381. Development of surface water resource; basic measurements in hydraulic engineering; storage reservoirs; practical problems; run-off characteristics of natural steams; probabilistic models; control structures; economic analysis; production function; project optimization; energy dissipators; sediment transportation; elements of river engineering; navigation; control of floods; computer modelling application. Design examples. Lectures: three hours per week. Tutorial: one hour per week. Laboratory: two hours per week, alternate weeks.

**CIVI 490  Capstone Civil Engineering Design Project (4 credits)**
Prerequisite: Minimum of 75 credits in BEng (Civil) including ENGR 301; CIVI 361, 390; BCEE 344, 345. The project of each team will encompass the integrated design of at least two sub-disciplines of civil engineering to achieve high performance at reasonable cost. Through case studies and literature survey, students learn the information gathering and decision/design process, problem resolution, and aspects related to management, teamwork, and communication. Students registering for this course must contact the course coordinator for the detailed procedure. Lectures: two hours per week, two terms.

**NOTE:** Students will work in groups under direct supervision of a faculty member.

**CIVI 498  Topics in Civil Engineering (3 credits)**
Prerequisite: Permission of the Department. This course may be offered in a given year upon the recommendation of the Department and approval of ENCS Council. The course content may vary from offering to offering and will be chosen to complement the available elective courses. Lectures: three hours per week.

**COMPUTER ENGINEERING**

**COEN 212  Digital Systems Design I (3.5 credits)**

**NOTE:** Students who have received credit for COEN 312 may not take this course for credit.

**COEN 231  Introduction to Discrete Mathematics (3 credits)**
Prerequisite: MATH 204 (Cegep Mathematics 105). Fundamental principles of counting; rules of sum and product; permutations, arrangements and combinations, the binomial theorem; combinations with repetition; distributions. Fundamentals of logic: basic
connectives and truth tables; logical equivalence; the laws of logic; logical implication; rules of inference; the use of quantifiers; proofs of theorems. Sets: the laws of set theory. Boolean algebra. Relation of Boolean algebra to logical and set theoretic operations. Modulo arithmetic: representations of numbers in binary, octal and hexadecimal formats; binary arithmetic. Induction and recursion: induction on natural numbers; recursive definitions. Functions and relations: cartesian products and relations; functions; function composition and inverse functions; computational complexity. Elements of graph theory: basic definitions of graph theory; paths, reachability and connectedness; computing paths from their matrix representation; traversing graphs represented as adjacency lists; trees and spanning trees. Lectures: three hours per week. Tutorial: one hour per week.

COEN 243 Programming Methodology I (3 credits)
Prerequisite: COEN 231 previously or concurrently. Introduction to computer hardware and software, programming and programming paradigms; including low-level programming. Overview of procedural programming languages: key elements; reserved words and identifiers; data types and declarations; statements; arithmetic expressions; different modes of execution. Top-down modular design using functions (and native classes). Flow control using If-Else and Switch statements. Repetition using loops and recursive functions. Simple data types: native and user-defined. Static data structures: arrays and structures. Overview of object-oriented programming languages. User-defined classes. Class attributes and methods. Object creation, use and destruction. Pointers and an introduction to dynamic data structures. Introduction to streams and files. Lectures: three hours per week. Tutorial: two hours per week.

NOTE: Students who have received credit for COMP 248 may not take this course for credit.

COEN 244 Programming Methodology II (3 credits)

NOTE: Students who have received credit for COMP 249 may not take this course for credit.

COEN 311 Computer Organization and Software (3.5 credits)
Prerequisite: COEN 212, 243, previously or concurrently. Introduction to computer architecture and software. Overview of the functional units and the operation of a computer. Machine programming fundamentals: instruction structure, addressing modes, the assembly process, examples of architectures. Case study of a microprocessor architecture: programming model, assembler and addressing modes, instruction set and formats; programming examples. Data path and control design for processors. Testing issues. Lectures: three hours per week. Tutorial: one hour per week. Laboratory: 15 hours total.

COEN 313 Digital Systems Design II (3.5 credits)

COEN 315 Digital Electronics (3.5 credits)
Prerequisite: ELEC 311. Analysis and simulation of digital circuit blocks, in particular, CMOS, BiCMOS and ECL technologies. The focus is on the electronics aspect of digital circuits. Combinational and sequential circuit units, including logic gates, flip-flops, signal generators, static and dynamic memories, and interconnections. Performance analysis in terms of switching speeds, power dissipation, noise immunity, fan-in and fan-out. Lectures: three hours per week. Tutorial: one hour per week. Laboratory: 15 hours total.

COEN 316 Computer Architecture and Design (3 credits)

COEN 317 Microprocessor Systems (4 credits)
Prerequisite: COEN 311 or COMP 228 or SOEN 228; COEN 212. Introduction to microprocessor interfacing. Bus functions, bus interconnections, synchronous and asynchronous bus. Signal flow and data transfer, decoding for I/O and memory, memory organization and structures. Interfacing examples: parallel interfacing, serial interfacing, the interrupt system; bus arbitration and DMA. Analog-to-digital and digital-to-analog structures and interfacing. Floppy disk and CRT controllers; bus standards; local area networks. Benchmarking and comparative study of recent microprocessors. Lectures: three hours per week. Laboratory: 30 hours total.

NOTE: Students who have received credit for COEN 417 may not take this course for credit.

COEN 320 Introduction to Real-Time Systems (3 credits)
Prerequisite: COEN 346 or COMP 346. Fundamentals of real-time systems: definitions, requirements, design issues and applications. Real-time operating systems (RTOS) feature: multi-tasking, process management, scheduling, interprocess communication
and synchronization, real-time memory management, clocks and timers, interrupt and exception handling, message queues, asynchronous input/output. Concurrent programming languages: design issues and examples, POSIX threads and semaphores. Introduction to real-time uniprocessor scheduling policies: static vs. dynamic, pre-emptive vs. non-pre-emptive, specific techniques — rate-monotonic algorithm, earliest-deadline-first, deadline monotonic, least-laxity-time-first; clock-driven scheduling. Design and specification techniques — Finite state machine based State-chart, Dataflow diagram, Petri nets. Reliability and fault-tolerance. Case studies of RTOS — QNX, VxWorks, and research prototypes. Lectures: three hours per week. Tutorial: one hour per week.

**COEN 345 Software Testing and Validation (4 credits)**

**COEN 346 Operating Systems (4 credits)**
Prerequisite: COEN 311; COMP 352 or COEN 352. The evolution, architecture, and use of modern operating systems (OS). Multi-tasking, concurrency and synchronization, IPC; deadlock, resource allocation, scheduling, multi-threaded programming, memory and storage managements, file systems, I/O techniques, buffering, protection and security, the client/server paradigm and communications. Introduction to real time operating systems. Students write substantial programs dealing with concurrency and synchronization in a multi-tasking environment. Lectures: three hours per week. Tutorial: one hour per week. Laboratory: 30 hours total.

*NOTE: Students who have received credit for COMP 346 may not take this course for credit.*

**COEN 352 Data Structures and Algorithms (3 credits)**
Prerequisite: COEN 244. Mathematical induction, program analysis, and algorithm complexity. Fundamental data structures: lists, stacks, queues, and trees. Fundamental algorithms: hashing and sorting. Graph structures and algorithms. Overview of algorithm design techniques, including greedy algorithms, divide and conquer strategies, recursive and backtracking algorithms, and heuristics. Application of data structures and algorithms to engineering. Lectures: three hours per week. Tutorial: one hour per week.

*NOTE: Students who have received credit for COMP 352 may not take this course for credit.*

**COEN 390 Computer Engineering Product Design Project (3 credits)**
Prerequisite: Minimum of 45 credits in BEng (Computer); COEN 244, 311; ENGR 290, 301. The Product Design Project reinforces skills introduced in ENGR 290, which include teamwork, project management, engineering design for a complex problem, technical writing, and technical presentation in a team environment. It also introduces students to product development. Students are assigned to teams and each team develops, defines, designs and builds a system and/or device under broad constraints set by the Department. Students present their product definition and design, and demonstrate that their system/device works at the end of the term. Tutorial: two hours per week. Equivalent laboratory time: six hours per week.

*NOTE: All written documentation must follow the Concordia Form and Style guide. Students are responsible for obtaining this document before beginning the project.*

**COEN 413 Hardware Functional Verification (3 credits)**
Prerequisite: COEN 313. Review of hardware design languages. Introduction to functional verification. Design for verification. Writing test benches, simulation engines, and coverage metrics. Introduction to verification languages. Verification plan: strategies, test cases, test benches. Modelling verification environments. Modelling input relations, intervals, events. Introduction to formal verification tools. Lectures: three hours per week.

**COEN 421 Embedded Systems and Software Design (4 credits)**
Prerequisite: COEN 317, 320; SOEN 341. Introduction to real-time modelling languages. Introduction to embedded systems design using a unified view of software and hardware. Processor technologies: general purpose, single purpose, application-specific. Memory. Interfacing. Design technologies: hardware-software co-design/co-synthesis/co-simulation. Real-time debugging and monitoring techniques. Real-time communication protocols. Introduction to clock synchronization and group communication techniques. A multi-component project provides a hands-on experience in designing, implementing, and testing a real-time embedded system. Lectures: three hours per week. Laboratory: 30 hours total.

**COEN 432 Applied Genetic and Evolutionary Systems (3 credits)**
Prerequisite: COEN 352 or COMP 352. Motivation for the use of Genetic Algorithms (GAs). Theory: the Schema Theorem, the K-armed Bandit, the Building Block Hypothesis, the Idealized GA and comparison of GAs. Methodology: representation, fitness and selection, crossover and mutation, parameterization and constraints, implementation. Applications: function optimization, evolving computer programs, optimizing a pattern recognizer, system modelling. Identification of classes of problems suitable for the use of GAs. Lectures: three hours per week.

**COEN 445 Communication Networks and Protocols (4 credits)**
Prerequisite: COEN 346. Network topologies. Communications protocols basics. Local Area Networks (LANs). Wide Area Networks (WANs). Layered architecture standards (OSI and TCP/IP) and protocols. Internetworking. Lectures: three hours per week. Laboratory: 30 hours total.

*NOTE: Students who have received credit for ELEC 463 may not take this course for credit.*

**COEN 451 VLSI Circuit Design (4 credits)**
Prerequisite: COEN 212; ELEC 311. Analysis and design of electronic circuits using Very Large Scale Integration (VLSI) technologies. Physical design of MOS digital circuits. CMOS circuit schematic and layout. CMOS processing technology, design
rules and CAD issues. Physical layers and parasitic elements of CMOS circuits. Characterization and performance evaluation. Constraints on speed, power dissipation and silicon space consumption. Design and implementation of CMOS logic structures, interconnections and I/O structures. Circuit design project using a specified CMOS technology. Lectures: three hours per week. Laboratory: 30 hours total.

COEN 490 Capstone Computer Engineering Design Project (4 credits)
Prerequisite: Minimum of 75 credits in BEng (Computer) or permission of the Department; ENGR 371; COEN 352, 390; ELEC 311 or COEN 341. Students are assigned to groups, and work together under faculty supervision to solve a complex interdisciplinary design problem — typically involving communications, control systems, electromagnetics, power electronics, software design, and/or hardware design. The project fosters teamwork between group members and allows students to develop their project management, technical writing, and technical presentation skills. Tutorial: one hour per week, two terms. Equivalent laboratory time: four hours per week, two terms.

NOTE: All written documentation must follow the Concordia Form and Style guide. Students are responsible for obtaining this document before beginning the project.

COEN 498 Topics in Computer Engineering (3 credits)
Prerequisite: Permission of the Department. The course, when offered, will include topics which complement elective courses in computer engineering and computer science. Lectures: three hours per week.

ELECTRICAL ENGINEERING

ELEC 251 Fundamentals of Applied Electromagnetics (3 credits)
Prerequisite: ELEC 273 or ENGR 273; ENGR 233 previously or concurrently. Electric charge, Coulomb’s law, electrostatic forces, electric field, Gauss’ law, electric potential, stored energy. Dielectrics, properties of materials in electric fields. Electric current, conduction in a vacuum and in material media, displacement current, magnetic field of a current, force on a current-carrying wire, magnetic induction, electromotive force, energy stored in a magnetic field. Magnetism in material media, magnetic circuits. Time-varying fields. Capacitance, resistance, inductance, elements of electric circuits. Lectures: three hours per week. Tutorial: one hour per week.

ELEC 264 Signals and Systems I (3 credits)

NOTE: Students who have received credit for ELEC 361 may not take this course for credit.

ELEC 273 Basic Circuit Analysis (3.5 credits)

NOTE: Students who have received credit for ENGR 273 may not take this course for credit.

ELEC 275 Principles of Electrical Engineering (3.5 credits)

ELEC 311 Electronics I (4 credits)
Prerequisite: ELEC 273 or ENGR 273. Diodes: the ideal diode; terminal characteristics of junction diodes; analysis of diode circuits; the small signal model and its application; operation in the reverse-breakdown region — Zener diodes; rectifier circuits; limiting and clamping circuits. Bipolar junction transistors: structure and physical operation; DC analysis: biasing considerations; small signal analysis and parameters; hybrid π model, T model; common base, common emitter, common collector configurations. Field-effect transistors: structure and physical operation; DC analysis: biasing considerations; small signal analysis and parameters; hybrid π model, T model; common gate, common source, common collector configurations. Lectures: three hours per week. Tutorial: two hours per week. Laboratory: 30 hours total.

ELEC 312 Electronics II (4 credits)
Prerequisite: ELEC 311, 364. Differential and multi-stage amplifiers: differential pair; differential gain; common-mode gain and common-mode rejection ratio (CMRR) current mirrors. High frequency models: s-domain analysis, transfer functions; hybrid π model at high frequency; common base, common emitter, common drain configurations; common gate, common source, common collector configurations; differential BJT pairs at high frequency; MOS differential pair at high frequency. Feedback: general feedback structure;
properties of negative feedback; the four basic feedback configurations: series-shunt, series-series, shunt-series; loop gain and stability problems; effect of feedback on amplifier poles; bode plots and frequency compensation. Power amplifiers: classification and output stages; class A, B, C, and AB amplifiers; biasing the class AB amplifier; variations on the class AB configuration; IC power amplifiers and MOS power transistors. Introduction to filters and oscillators. Lectures: three hours per week. Tutorial: one hour per week. Laboratory: 30 hours total.

**ELEC 321 Introduction to Semiconductor Materials and Devices** (3.5 credits)
Prerequisite: CHEM 205; ENGR 213. Fundamentals underlying optical and electronic devices. The structure and growth of crystals. The energy band model for elemental and compound semiconductors. Electronic and optical properties of semiconductors. Electroluminescence and photoluminescence. The semiconductor in equilibrium. Carrier transport and non-equilibrium phenomena. Introductions to junctions and devices. The laboratory demonstrates the basic electrical and optical properties of semiconductor materials. Lectures: three hours per week. Tutorial: one hour per week. Laboratory: 15 hours total.

**ELEC 331 Fundamentals of Electrical Power Engineering** (3.5 credits)

**ELEC 351 Electromagnetic Waves and Guiding Structures** (3 credits)

**ELEC 353 Transmission Lines, Waves and Signal Integrity** (3 credits)
Prerequisite: ELEC 251, 264; ENGR 233. Transmission lines and high-speed logic design. Intersymbol interference and eye patterns. Transmission line circuits in the frequency domain, rise time and bandwidth of digital signals. Maxwell’s equations, plane waves, and antennas. Wireless communications and indoor propagation. Lectures: three hours per week. Tutorial: one hour per week.

**ELEC 363 Fundamentals of Telecommunications Systems** (3.5 credits)
Prerequisite: ELEC 364; ENGR 371. Introduction to basic telecommunications concepts and systems. Analog communications: AM and FM, system level consideration of noise-bandwidth tradeoffs. Digital communications: sampling and quantization, digital modulation techniques, the matched filter. Redundancy encoding. Lectures: three hours per week. Laboratory: 15 hours total.

**NOTE:** Students who have received credit for ELEC 461 may not take this course for credit.

**ELEC 364 Signals and Systems II** (3.5 credits)

**NOTE:** Students who have received credit for ELEC 361 may not take this course for credit.

**ELEC 365 Complex Variables and Partial Differential Equations** (3 credits)

**NOTE:** Students who have received credit for ELEC 261 or 362 may not take this course for credit.

**ELEC 372 Fundamentals of Control Systems** (3.5 credits)

**NOTE:** Students who have received credit for ENGR 372 or MECH 371 may not take this course for credit.

**ELEC 390 Electrical Engineering Product Design Project** (3 credits)
Prerequisite: Minimum of 45 credits in BEng (Electrical); COEN 244; ELEC 311; ENGR 290, 301. The Product Design Project reinforces skills introduced in ENGR 290, which include teamwork, project management, engineering design for a complex problem, technical writing, and technical presentation in a team environment. It also introduces students to product development. Students are assigned to teams and each team develops, defines, designs and builds a system and/or device under broad constraints set by the Department. Students present their product definition and design, and demonstrate that their system/device works at the end of the term. Tutorial: two hours per week. Equivalent laboratory time: six hours per week.

**NOTE:** All written documentation must follow the Concordia Form and Style guide. Students are responsible for obtaining this document before beginning the project.
ELEC 421 **Solid State Devices** (3.5 credits)
Prerequisite: ELEC 321. Junction theory (PN junctions, Shockley and ohmic contacts, hetero-junctions). Diodes and bipolar transistors. Light-emitting diodes, photodetectors, solar cells, and fibre optics. Lasers: operating principles and applications in optoelectronic devices. Planar silicon junctions and transistors will be designed, fabricated and evaluated in the laboratory, including resistivity measurements, semiconductor cleaning, oxidation, diffusion, photolithography, etching, metallization, and comparison of design with experimental results. Lectures: three hours per week. Laboratory: 15 hours total.

ELEC 422 **Design of Integrated Circuit Components** (3.5 credits)
Prerequisite: ELEC 421. Structures, characteristics and design of MOS capacitors and MOSFETs. Structures, characteristics and design of laser diodes. Optoelectronic devices and integrated circuits. Planar MOS devices, including capacitors and MOSFETs will be designed, fabricated, and evaluated in the laboratory. Lectures: three hours per week. Laboratory: 15 hours total.

ELEC 423 **Introduction to Analog VLSI** (4 credits)

ELEC 424 **VLSI Process Technology** (3.5 credits)
Prerequisite: ELEC 311, 321. Introduction to basic VLSI technologies: crystal growth, thermal oxidation, diffusion, ion implantation, chemical vapour deposition, wet and dry etching, and lithography. Layout, yield, and VLSI process integration. The lab demonstrates a semiconductor device fabrication process. Lectures: three hours per week. Laboratory: 15 hours total.

ELEC 425 **Optical Devices for High-Speed Communications** (3.5 credits)
Prerequisite: ELEC 321, 351. Optical properties of semiconductors. Fundamental principles for understanding and applying optical fibre technology. Fundamental behaviour of the individual optical components and their interactions with other devices. Lasers, LEDs, optical fibres, light detectors, optical switches. Concepts of WDM and DWDM. Components required for WDM and DWDM. A comprehensive treatment of the underlying physics: noise and distortion in optical communications, light polarization, modulation and attenuation. Lectures: three hours per week. Laboratory: 15 hours total.

ELEC 430 **Electrical Power Equipment** (3.5 credits)
*NOTE: This course is usually offered in the French language.*

ELEC 431 **Electrical Power Systems** (3.5 credits)
Prerequisite: ELEC 331. Inductance, capacitance, resistance of polyphase transmission lines; current and voltage relations of transmission lines; load flow studies; symmetrical and unsymmetrical faults; power system stability. Lectures: three hours per week. Laboratory: 15 hours total.

ELEC 432 **Control of Electrical Power Conversion Systems** (3.5 credits)
Prerequisite: ELEC 331, 372. Basic considerations and control requirements. Control system principles and structures. Controller characteristics and operation. Static power conversion systems. Electromechanical systems and electrical machine modelling. Control system design. Applications to electric motor drives and typical power conversion systems. Lectures: three hours per week. Laboratory: 15 hours total. 
*NOTE: This course is usually offered in the French language.*

ELEC 433 **Power Electronics** (3.5 credits)

ELEC 434 **Behaviour of Power Systems** (3.5 credits)
*NOTE: This course is usually offered in the French language.*

ELEC 435 **Electromechanical Energy Conversion Systems** (3.5 credits)
ELEC 436 **Protection of Power Systems** (3.5 credits)
NOTE: This course is usually offered in the French language.

ELEC 437 **Renewable Energy Systems** (3 credits)
Prerequisite: COEN or ELEC 390 or equivalent. Electrical basics and models of solar energy (photo-voltaics), electrical power from wind energy, electrical power from water, including wave energy, tidal energy, micro-hydro. Case studies, for example the application of solar PV to street lighting. Electrical engineering design implications. Design assignments. Lectures: three hours per week.
NOTE: Students who have received credit for this topic under an ELEC 498 number may not take this course for credit.

ELEC 438 **Industrial Electrical Systems** (3.5 credits)
NOTE: This course is usually offered in the French language.

ELEC 439 **Hybrid Electric Vehicle Power System Design and Control** (3 credits)

ELEC 440 **Controlled Electric Drives** (3.5 credits)
Prerequisite: ELEC 331. Elements of a drive system, characteristics of common mechanical systems, drive characteristics, operation in one, two, or four quadrants. Fully controlled rectifier drives, braking of DC motors, control of DC motors using DC/DC converters. Control of polyphase induction motors, voltage-source and current-source inverter drives, frequency-controlled induction motor drives, introduction to vector control of induction motor drives, field oriented control, sensor-less operation. Control of synchronous motors, permanent magnet motors. Switched reluctance motor drives, stepper motors. Brushless DC motor drives, low-power electronic motor drives. Lectures: three hours per week. Laboratory: 15 hours total.
NOTE: Students who have received credit for this topic under an ELEC 498 number may not take this course for credit.

ELEC 441 **Modern Analog Filter Design** (3.5 credits)

ELEC 442 **Digital Signal Processing** (3.5 credits)
Prerequisite: ELEC 364; ENGR 371. Review of Z-transform; linear phase and non-linear phase systems; all-pass and minimum phase systems, recursive and non-recursive digital filters; common digital filter structures, common design approaches for digital filters; description of typical Digital Signal Processor chips; Review of sampling, reconstruction, interpolation and decimation; changing the sampling rate by integer and non-integer factor; multirate signal processing, polyphase decomposition, multirate filter banks; digital processing of analog signals, A/D and D/A converters; discrete Fourier transform; random signals, Least-Mean-Square (LMS) filters. Lectures: three hours per week. Laboratory: 15 hours total.

ELEC 453 **Microwave Engineering** (3.5 credits)

ELEC 455 **Acoustics** (3 credits)
Prerequisite: ELEC 351. Sound generation and propagation in elastic media; conversion between acoustical, electrical, and mechanical energy. Lumped-parameter approximations, sound in rooms, underwater acoustics, microphones; loudspeakers and audio communications problems; noise and vibration control problems. Lectures: three hours per week.

ELEC 456 **Antennas** (3.5 credits)

ELEC 457 **Design of Wireless RF Systems** (3 credits)
ELEC 458 **Techniques in Electromagnetic Compatibility** (.5 credits)
Prerequisite: ELEC 351 or 353. Introduction to EM procedures, control plans, and specifications. Radiated and conducted susceptibility and emission testing. Introduction to EMC antennas, antenna concepts, electric and magnetic dipoles, biconical dipoles, conical log spiral antennas, setting up fields for susceptibility testing, measuring radiation from equipment. Coupled transmission lines, pulse propagation, closely spaced parallel transmission lines, capacitive coupling, inductive coupling, shielding against magnetic fields. Shielding and enclosures, electric and magnetic field screening mechanisms, shielding effectiveness, grounding considerations, EMC test facilities, screened rooms, TEM cells, signals and spectra, intermodulation, cross-modulation, the spectrum analyzer, Noise and pseudo-random noise, noise performance of measurement/receiving systems, noise equivalent bandwidth, noise figure, antenna noise temperature and SNR ratio. Lectures: three hours per week.

ELEC 462 **Introduction to Digital Communications** (.5 credits)
Prerequisite: ELEC 363. Noise in communication systems, additive white Gaussian noise; modulation, demodulation and detection; maximum likelihood receiver, matched filter, error probability; intersymbol interference, pulse shaping filter; bandpass modulation and demodulation techniques such as PAM, PSK, DPSK, FSK, QAM; error control coding, linear block codes, cyclic codes, convolutional codes, Viterbi decoder; coding in system design considerations, bit error rates and coding gain, trade-offs in power, bandwidth, data rate and system reliability; modulation. Lectures: three hours per week. Laboratory: 15 hours total.

ELEC 463 **Telecommunication Networks** (.5 credits)
Prerequisite: ELEC 363. Communication networks and services; introduction to layered network architectures; transmission systems and the telephone network: multiplexing, circuit switches, routing and signalling; peer-to-peer protocols: ARQ protocols, data-link controls, packet multiplexing; multiple access communications: Aloha, CSMA, reservation schemes, polling, token-passing ring, LAN standards, LAN bridges; packet-switching networks: datagrams and virtual circuits; TCP/IP architecture: Internet protocol, transmission control protocol. Lectures: three hours per week.

ELEC 464 **Wireless Communications** (.5 credits)

ELEC 465 **Networks Security and Management** (.5 credits)

ELEC 466 **Introduction to Optical Communication Systems** (.5 credits)

ELEC 472 **Advanced Telecommunication Networks** (.5 credits)
Prerequisite: ELEC 463 or COEN 445. Routing in packet networks, shortest-path algorithms, Internet routing protocols, ATM networks: ATM and ATM adaptation layers, traffic management and QoS, congestion control, ATM signalling, advanced network architectures: classical IP over ATM, MPLS, integrated and differentiated services, mobile communications: wireless transmission, medium access control, GSM system, mobile IP, mobile transport layer and support for mobility. Lectures: three hours per week. Laboratory: 15 hours total.

ELEC 481 **Linear Systems** (.5 credits)

ELEC 482 **System Optimization** (.5 credits)
Prerequisite: ENGR 391 or EMAT 391. Linear least squares. Properties of quadratic functions with applications to steepest descent method, Newton’s method and Quasi-Newton methods for nonlinear optimization. One-dimensional optimization. Introduction to
constrained optimization, including the elements of Kuhn-Tucker conditions for optimality. Least $p$th and mini-max optimization. Application of optimization techniques to engineering problems. Lectures: three hours per week. Laboratory: 15 hours total.

NOTE: Students who have received credit for ENGR 472 may not take this course for credit.

ELEC 483 Real-Time Computer Control Systems (3.5 credits)
Prerequisite: ELEC 372. Introduction to real-time computer control systems: a review of discrete-time signals and systems, difference equations, z-transform; sampled-data systems, sample and hold, discrete models; discrete equivalents of continuous-time systems; stability analysis; design specifications; design using root locus and frequency response methods; implementation issues including bumpless transfer, integral windup, sample rate selection, pre-filtering, quantization effects and computational delay; scheduling theory and priority assignment to control processes, timing of control loops, effects of missed deadlines; principles and characteristics of sensors and devices, embedded processors, processor/device interface. Lectures: three hours per week. Laboratory: 15 hours total.

ELEC 490 Capstone Electrical Engineering Design Project (4 credits)
Prerequisite: Minimum of 75 credits in BEng (Electrical) or permission of the Department; ENGR 371; COEN 311; ELEC 364, 390. Students are assigned to groups, and work together under faculty supervision to solve a complex interdisciplinary design problem — typically involving communications, control systems, electromagnetics, power electronics, software design, and/or hardware design. The project fosters teamwork between group members and allows students to develop their project management, technical writing, and technical presentation skills. Tutorial: one hour per week, two terms. Equivalent laboratory time: four hours per week, two terms.

NOTE: All written documentation must follow the Concordia Form and Style guide. Students are responsible for obtaining this document before beginning the project.

ELEC 498 Topics in Electrical Engineering (3 credits)
Prerequisite: Permission of the Department. This course may be offered in a given year upon the authorization of the Electrical and Computer Engineering Department. The course content may vary from offering to offering and will be chosen to complement elective courses available in a given year.

CONCORDIA INSTITUTE FOR AEROSPACE DESIGN AND INNOVATION

IADI 301 Undergraduate Aerospace Industry Project I (0 credit)
Prerequisite: Acceptance into CIADI. The activities associated with this course include participation in regular meetings at the Institute and with faculty and industry members, attendance at training sessions (as applicable), industry training and tours. A project is assigned to the students. Students are also required to prepare and present progress reports on their project. A final report of their project must be submitted to the director of CIADI. A grade of pass or fail will be awarded based on the evaluation of the above activities. All students accepted to CIADI are required to register for this non-credit course activity.

IADI 401 Undergraduate Aerospace Industry Project II (0 credit)
Prerequisite: Pass in IADI 301. The activities associated with this course deal with participation in regular meetings at the Institute and with faculty and industry members, attendance at training sessions (as applicable), industry training and tours. A project is assigned to the students. Students are also required to prepare and present progress reports on their project. A final report of their project must be submitted to the director of CIADI. A grade of pass or fail will be awarded based on the evaluation of the above activities. Students wishing to use their research and design project for their capstone project (e.g. MECH 490, COEN 490) must receive written approval from the Capstone Design Project coordinator in their respective department at the commencement of their CIADI project, and meet all requirements set out by both CIADI and their individual department.

INDUSTRIAL ENGINEERING

INDU 211 Introduction to Production and Manufacturing Systems (3 credits)
History of industrial engineering. Role of industrial engineers. Types of manufacturing and production systems. Material flow systems. Job design and work measurement. Introduction to solution methodologies for problems which relate to the design and operation of integrated production systems of humans, machines, information, and materials. Lectures: three hours per week. Tutorial: one hour per week.

INDU 311 Simulation of Industrial Systems (3.5 credits)
Prerequisite: ENGR 371. Modelling techniques in simulation; application of discrete simulation techniques to model industrial systems; random number generation and testing; design of simulation experiments using different simulation languages; output data analysis. Lectures: three hours per week. Laboratory: two hours per week, alternate weeks. Tutorial: one hour per week.

INDU 320 Production Engineering (3 credits)
Prerequisite: INDU 323. The systems approach to production. Interrelationships among the component blocks of the system: forecasting, aggregate planning, production, material and capacity planning, operations scheduling. An overview of integrated production planning and control including MRP II, Just in Time manufacturing (JIT). Lectures: three hours per week. Tutorial: one hour per week.

INDU 321 Lean Manufacturing (3 credits)
Prerequisite: INDU 320. Lean fundamentals; lean manufacturing; lean engineering; lean principles, tools and techniques, practices, and implementation; five S’s, process analysis/spaghetti charts, value engineering; value stream mapping; standardized work/
standard times; set-up reduction/line balancing; unit manufacturing; cell layout/cellular manufacturing; total productive maintenance; kanban; lean supply chain management; transition-to-lean roadmap; people/organizational issues in the lean enterprise; Six Sigma; TOM; agile manufacturing. Lectures: three hours per week. Tutorial: one hour per week.

NOTE: Students who have received credit for INDU 420 may not take this course for credit.

INDU 323 Operations Research I (3 credits)
Prerequisite: ENGR 213, 233. An introduction to deterministic mathematical models with emphasis on linear programming. Applications to production, logistics, and service systems. Computer solution of optimization problems. Lectures: three hours per week. Tutorial: one hour per week.

INDU 324 Operations Research II (3 credits)
Prerequisite: INDU 323. Integer programming (IP), including modelling and enumerative algorithms for solving IP problems; post-optimality analysis. Network flows, dynamic programming and non-linear programming. Applications in the design and operation of industrial systems. Lectures: three hours per week. Tutorial: one hour per week.

NOTE: Students who have received credit for INDU 430 may not take this course for credit.

INDU 330 Engineering Management (3 credits)

INDU 371 Stochastic Models in Industrial Engineering (3 credits)
Prerequisite: ENGR 371. Overview of probability theory; probability distributions; exponential model and Poisson process; discrete-time and continuous-time Markov chains; classification of states; birth and death processes; queuing theory. Application to industrial engineering problems. Lectures: three hours per week. Tutorial: one hour per week.

INDU 372 Quality Control and Reliability (3 credits)
Prerequisite: ENGR 371. Importance of quality; total quality management; statistical concepts relevant to process control; control charts for variables and attributes; sampling plans. Introduction to reliability models and acceptance testing; issues of standardization. Lectures: three hours per week. Tutorial: one hour per week.

INDU 410 Safety Engineering (3.5 credits)

INDU 411 Computer Integrated Manufacturing (3.5 credits)
Prerequisite: MECH 311. Concepts and benefits of computer integrated manufacturing (CIM). Design for manufacturing. Computer-aided design, process planning, manufacturing (computer numerical control parts programming), and inspection. Robots in CIM. Production planning and scheduling in CIM. System integration. Lectures: three hours per week. Laboratory: two hours per week, alternate weeks.

INDU 412 Human Factors Engineering (3.5 credits)
Prerequisite: ENGR 371. Elements of anatomy, physiology, and psychology; engineering anthropometry; human capacities and limitations; manual material handling; design of workplaces; human-machines system design; design of controls and displays; shift work. Applications to a manufacturing environment. Lectures: three hours per week. Laboratory: two hours per week, alternate weeks.

INDU 421 Facilities Design and Material Handling Systems (3.5 credits)
Prerequisite: INDU 311, 320. An introduction to planning and design of production and manufacturing. Facility layout and location. Material handling systems and equipment specifications. Computer-aided facilities planning. Lectures: three hours per week. Tutorial: one hour per week. Laboratory: two hours per week, alternate weeks.

INDU 423 Inventory Control (3.5 credits)
Prerequisite: INDU 320. Inventory analysis and control systems; the role of forecasting in controlling inventories; the role of inventories in physical distribution; supply chain management; work in process inventories; inventory in just-in-time manufacturing systems. Lectures: three hours per week. Tutorial: one hour per week. Laboratory: two hours per week, alternate weeks.

INDU 440 Product Design and Development (3 credits)
Prerequisite: MECH 311. Development processes and organizations, product planning, identifying customer needs, product specifications, concept generation, concept selection, concept testing, product architecture, industrial design, design for manufacturing, prototyping robust design, patents and intellectual property. Lectures: three hours per week.

INDU 441 Introduction to Six Sigma (3 credits)
INDU 442  Logistics Network Models (3 credits)

INDU 466  Decision Models in Service Sector (3 credits)
Prerequisite: ENGR 371; INDU 320. Introduction to service strategy and operations. Service demand forecasting and development of new services. Service facility location and layout planning. Applications of decision models in service operations and service quality control. Cost analysis, queuing models, risk management and resource allocation models for service decisions. Service outsourcing and supply chain issues. Efficiency and effectiveness issues in different service sectors such as emergency force deployment, municipal resource allocation and health care. Case studies using operations research, operations management, and statistical techniques. Lectures: three hours per week.

INDU 475  Advanced Concepts in Quality Improvement (3 credits)
Prerequisite: INDU 372. Statistical experimental design issues such as randomized blocks, factorial designs at two levels, applications on factorial designs, building models, Taguchi methods. Lectures: three hours per week.

INDU 490  Capstone Industrial Engineering Design Project (4 credits)
Prerequisite: 75 credits in the program; ENCS 282; ENGR 301; INDU 421 previously or concurrently. A supervised design, simulation or experimental capstone design project including a preliminary project proposal with complete project plan and a technical report at the end of the fall term; a final report by the group and individual oral presentation at the end of the winter term. Lectures: one hour per week, one term. Equivalent laboratory time: three hours per week, two terms.
NOTE: Students will work in groups under direct supervision of a faculty member.

INDU 498  Topics in Industrial Engineering (3 credits)
Prerequisite: Permission of the Department Chair. This course may be offered in a given year upon the authorization of the Mechanical and Industrial Engineering Department. The course content may vary from offering to offering and will be chosen to complement the elective courses available in the Industrial Engineering program. Lectures: three hours per week.

MECHANICAL ENGINEERING

MECH 211  Mechanical Engineering Drawing (3.5 credits)

MECH 215  Programming for Mechanical and Industrial Engineers (3.5 credits)
Prerequisite: MATH 204 (Cegep mathematics 105). Writing programs using assignment and sequences. Variables and types, Operators and expressions. Conditional and repetitive statements. Input and output. File access. Functions. Program structure and organization. Pointers and dynamic memory allocation. Introduction to classes and objects. Mechanical and industrial engineering applications. Lectures: three hours per week. Tutorial: one hour per week. Laboratory: one hour per week.

MECH 221  Materials Science (3 credits)
Prerequisite: CHEM 205 (Cegep Chemistry 101). Relationships between properties and internal structure, atomic bonding; molecular, crystalline and amorphous structures, crystalline imperfections and mechanisms of structural change. Microstructures and their development from phase diagrams. Structures and mechanical properties of polymers and ceramics. Thermal, optical, and magnetic properties of materials. Lectures: three hours per week. Tutorial: one hour per week.

MECH 311  Manufacturing Processes (3.75 credits)
Prerequisite: MECH 313; ENGR 244 previously or concurrently. Fundamentals of manufacturing processes and their limitations, metrology, machine shop practice, safety and health considerations, forming, conventional machining and casting processes, welding and joining, plastic production, and non-conventional machining techniques. Sustainable technologies. Laboratory includes instruction and practice on conventional machine tools and a manufacturing project. Lectures: three hours per week. Tutorial: two hours per week, including industrial visits and field trips to local industries. Laboratory: three hours per week, alternate weeks.

MECH 313  Machine Drawing and Design (3 credits)
Prerequisite: MECH 211. Introduction to engineering design and design process. Problem definition, solution formulation, model development and collaboration aspects of design process. The use of drawings and other graphical methods in the process of engineering design. Industrial standards and specifications, design of fits, linear and geometrical tolerances. Design projects based on design philosophies will involve design and selection of many standard machine components like mechanical drives, cams, clutches, couplings, brakes, seals, fasteners, springs, and bearings. Drawing representation of standard components. Design projects are an integral part of this course. Lectures: three hours per week. Tutorial: two hours per week.
MECH 321  **Properties and Failure of Materials** (3.5 credits)
Prerequisite: MECH 221. The service capabilities of alloys and their relationship to microstructure as produced by thermal and mechanical treatments; tensile and torsion tests; elements of dislocation theory; strengthening mechanisms; composite materials. Modes of failure of materials; fracture, fatigue, wear, creep, corrosion, radiation damage. Failure analysis. Material codes; material selection for design. Lectures: three hours per week. Tutorial: one hour per week. Laboratory: two hours per week, alternate weeks.

MECH 343  **Theory of Machines** (3.5 credits)
Prerequisite: ENGR 213, 233, 243. Introduction to mechanisms; position and displacement; velocity; acceleration; synthesis of linkage; robotics; static force analysis; dynamic force analysis; forward kinematics and inverse kinematics; introduction to gear analysis and gear box design; kinematic analysis of spatial mechanisms. Lectures: three hours per week. Tutorial: one hour per week. Laboratory: two hours per week, alternate weeks.

MECH 344  **Machine Element Design** (3 credits)
Prerequisite: ENGR 244; MECH 313; MECH 321, 343 previously or concurrently. Introduction to machine design; static failure theories; failure of ductile vs. brittle materials under static loading. Fatigue failure theories; fatigue loads; notches and stress concentrations; residual stresses; designing for high cycle fatigue. Design of shafts, keys and couplings. Design of spur gears. Spring design. Design of screws and fasteners. Design of bearings. Case studies. Lectures: three hours per week. Tutorial: two hours per week.

**NOTE:** Students who have received credit for MECH 441 may not take this course for credit.

MECH 351  **Thermodynamics II** (3.5 credits)

MECH 352  **Heat Transfer I** (3.5 credits)

MECH 361  **Fluid Mechanics II** (3 credits)
Prerequisite: ENGR 361. Differential analysis of fluid flows, vorticity, stream function, stresses, and strains. Navier-Stokes equations and solutions for parallel flows. Euler’s equations, irrotational and potential flows, plane potential flows. Viscous flows in pipes, laminar and turbulent flows, major and minor losses. Flow over immersed bodies, boundary layers, separation and thickness. Drag, lift and applications. Introduction to compressible flows, speed of sound, Mach cone, and some characteristics of supersonic flows. Lectures: three hours per week. Tutorial: one hour per week. Laboratory: two hours per week, alternate weeks.

MECH 368  **Electronics for Mechanical Engineers** (3 credits)
Prerequisite: PHYS 205; ENGR 311 previously or concurrently. Dependent sources, voltage and current dividers, voltage and current sources, superposition, Thevenin and Norton equivalent sources, linear and nonlinear circuit analysis. Semiconductors and diodes. Bipolar Junction Transistors (BJT), Field Effect Transistors (FET); amplifiers and switches. Operational amplifiers; circuits and frequency response. Digital logic components and circuits. Digital systems. Lectures: three hours per week. Tutorial: one hour per week. Laboratory: two hours per week, alternate weeks.

**NOTE:** Students who have received credit for MECH 470 may not take this course for credit.

**NOTE:** Electrical Engineering and Computer Engineering students may not take this course for credit.

MECH 370  **Modelling, Simulation and Control Systems** (3.5 credits)

**NOTE:** Students who have received credit for ELEC 370 may not take this course for credit.

MECH 371  **Analysis and Design of Control Systems** (3.75 credits)

**NOTE:** Students who have received credit for ELEC 372 may not take this course for credit.

MECH 375  **Mechanical Vibrations** (3.5 credits)
Prerequisite: ENGR 311; MECH 370. Transient vibrations under impulsive shock and arbitrary excitation: normal modes, free and forced vibration. Multi-degree of freedom systems, influence coefficients, orthogonality principle, numerical methods. Continuous
systems; longitudinal torsional and flexural free and forced vibrations of prismatic bars. Lagrange’s equations. Vibration measurements. Lectures: three hours per week. Tutorial: one hour per week. Laboratory: two hours per week, alternate weeks.

**MECH 390 Mechanical Engineering Design Project (3 credits)**
Prerequisite: MECH 311, 343; MECH 344 previously or concurrently. The design process; product cost, quality and time to market, open and concept design problems, problem description. Geometric and type synthesis. Direct and inverse design problems. Material selection and load determination. Mathematical modelling, analysis, and validation. Introduction to Computer-Aided Design and Engineering (CAD and CAE). Product evaluation for performance, tolerance, cost, manufacture, assembly, and other measures. Design documentation. A team-based design project is an intrinsic part of this course. Lectures: three hours per week. Tutorial: two hours per week.

**MECH 411 Instrumentation and Measurements (3.5 credits)**
Prerequisite: ENGR 311; AERO 371 or MECH 370. Unified treatment of measurement of physical quantities; static and dynamic characteristics of instruments — calibration, linearity, precision, accuracy, and bias and sensitivity drift; sources of errors; error analysis; experiment planning; data analysis techniques; principles of transducers; signal generation, acquisition and processing; principles and designs of systems for measurement of position, velocity, acceleration, pressure, force, stress, temperature, flow-rate, proximity detection. The course includes demonstration of various instruments. Lectures: three hours per week. Tutorial: one hour per week. Laboratory: two hours per week, alternate weeks.

**MECH 412 Computer-Aided Mechanical Design (3.5 credits)**
Prerequisite: MECH 313. Introduction to computational tools in the design process. Introduction to the fundamental approaches to computer-aided geometric modelling, physical modelling and engineering simulations. Establishing functions and functional specifications with emphasis on geometric tolerancing and dimensioning, manufacturing and assembly evaluation. Lectures: three hours per week. Laboratory: two hours per week, alternate weeks.

**MECH 414 Computer Numerically Controlled Machining (3.5 credits)**
Prerequisite: MECH 311, 412. Computer aided design and manufacturing (CAD/CAM) hardware and software. Essentials of Computer Numerical Control (CNC) machine tools and systems. Process planning and tooling systems for CNC machining. Theory of CNC programming of sculptured parts. Multi-axis CNC tool path generation. Project using CAD/CAM software; CATIA for complex mechanical parts design and a CNC machine tool to manufacture parts. Lectures: three hours per week. Laboratory: two hours per week, alternate weeks.

**MECH 415 Advanced Programming for Mechanical and Industrial Engineers (3 credits)**

**MECH 421 Mechanical Shaping of Metals and Plastics (3 credits)**

**MECH 422 Mechanical Behaviour of Polymer Composite Materials (3 credits)**

**MECH 423 Casting, Welding, Heat Treating, and Non-Destructive Testing (3.5 credits)**
Prerequisite: MECH 221. Comparative analysis of the various techniques of casting, welding, powder fabrication, finishing, and non-destructive testing. Consideration of the control parameters that are essential to define both automation and robot application. Materials behaviour which determines product micro-structure and properties. Technology and theory of solidification, normalizing, quenching, surface hardening, tempering, aging, and thermomechanical processing for steels, cast irons and Al, Cu, Ni and Ti alloys. Energy conservation, worker safety, quality control, and product liability. Lectures: three hours per week. Tutorial: one hour per week. Laboratory: two hours per week, alternate weeks.

**MECH 424 MEMS — Design and Fabrication (3.5 credits)**
Prerequisite: MECH 311, 343. Introduction to microsystems and devices; mechanical properties of materials used in microsystems; microfabrication and post-processing techniques; sacrificial and structural layers; lithography, deposition and etching; introduction and design of different types of sensors and actuators; micromotors and other microdevices; mechanical design, finite element modelling; design and fabrication of free-standing structures; microbearings; special techniques: double-sided lithography.
MECH 425  *Manufacturing of Composites* (3.5 credits)

MECH 426  *Stress and Failure Analysis of Machinery* (3 credits)
Prerequisite: ENGR 233, 244. Analysis of stresses, strains and deformations in machine elements; non-symmetric bending of beams; shear centre for thin-walled beams; curved beams; torsion of non-circular shafts and tubes; thick wall cylinders; plates and shells; contact elements; stress concentrations; energy methods; failure modes, analysis and prevention; buckling, fracture, fatigue and creep. Lectures: three hours per week, alternate weeks.

MECH 444  *Guided Vehicle Systems* (3 credits)

MECH 447  *Fundamentals of Vehicle System Design* (3.5 credits)
Prerequisite: MECH 343. Mechanics and construction of wheels and tires: rolling resistance, tractive and braking forces, brake system design: components of mechanical, hydraulic and pneumatic brake systems, braking efficiency, antilock braking devices, performance characteristics of road vehicles: transmission design, driving condition diagrams, acceleration, speed and stopping distance, gradability; steering mechanisms: design and kinematics, suspension spring and shock absorbers: anti-roll and anti-pitch devices, chassis and body design considerations. Lectures: three hours per week. Laboratory: two hours per week, alternate weeks.

MECH 448  *Vehicle Dynamics* (3 credits)
Prerequisite: MECH 447 previously or concurrently. Tire-terrain interactions: side-slip, cornering and aligning properties of tires; camber angle and camber torque; estimation of braking/tractive and cornering forces of tires; steady-state handling of road vehicles; steering response and directional stability; handling and directional response of vehicles with multiple steerable axles; handling of articulated vehicles; handling and directional response of tracked and wheeled off-road vehicles; directional response to simultaneous braking and steering. Lectures: three hours per week.

MECH 452  *Heat Transfer II* (3.5 credits)

MECH 453  *Heating, Ventilation and Air Conditioning Systems* (3 credits)

MECH 454  *Vehicular Internal Combustion Engines* (3 credits)

MECH 460  *Finite Element Analysis* (3.75 credits)
Prerequisite: ENGR 244, 391. Formulation and application of the finite element method to modelling of engineering problems, including stress analysis, vibrations, and heat transfer. Examples illustrating the direct approach, as well as variational and weighted residual methods. Elements and interpolation functions. Meshing effect. Error analysis. One- and two-dimensional boundary value problems. Development of simple programs and direct experience with general purpose packages currently used in industry for design problems. Lectures: three hours per week. Laboratory: three hours per week, alternate weeks.

MECH 461  *Gas Dynamics* (3.5 credits)
Prerequisite: MECH 361. Review of one-dimensional compressible flow. Normal and oblique shock waves; Prandtl-Meyer flow; combined effects in one-dimensional flow; non-ideal gas effects; multi-dimensional flow; linearized flow; method of characteristics.
Selected experiments in supersonic flow, convergent-divergent nozzles, hydraulic analog and Fanno tube. Lectures: three hours per week. Laboratory: two hours per week, alternate weeks.

MECH 463  Fluid Power Control (3.5 credits)
Prerequisite: ENGR 381; ELEC 372 or MECH 371. Introduction to fluid power; pneumatic devices; fluidic devices; hydraulic system components; hydraulic and electro-hydraulic systems; dynamic performance of fluid power systems; fluid logic. Lectures: three hours per week. Laboratory: two hours per week, alternate weeks.

MECH 471 Microcontrollers for Mechatronics (3.5 credits)
Prerequisite: ENGR 311; MECH 368. Introduction to the concepts and practices of microcontrollers and their application for the control of electromechanical devices and systems. Study of the internal architecture of microcontrollers; programming in assembly language for specific microcontroller functions and controller algorithms; timing of the microcontroller and interfacing with peripheral devices. Students undertake hands-on project work by controlling the position or speed of a DC motor with a feed-back sensor. Lectures: three hours per week. Laboratory: two hours per week, alternate weeks.

MECH 472 Mechatronics and Automation (3.5 credits)

MECH 473 Control System Design (3.5 credits)
Prerequisite: ELEC 372 or MECH 371. Analog and digital controller designs. Analog controllers: lead/lag compensators, pole placement, model matching, two-parameter configuration, plant input/output feedback configuration. Digital controllers: difference equations, Z-transform, stability in the Z-domain, digital implementation of analog controllers, equivalent digital plant method, alias signals, selection of sampling time. Introduction to analog/digital state-space: controllability, observability, state feedback, state estimator. PI and PID controllers. Simulink assignments and project. Hardware laboratory project: analog and digital controller design for motor with inertial plus generator load. Lectures: three hours per week. Laboratory: two hours per week, alternate weeks.

MECH 474 Mechatronics (3.75 credits)
Prerequisite: ELEC 372 or MECH 371. Introduction to mechatronics; basic elements of mechatronic systems. Measurement systems: including principles of measurement systems; sensors and transducers; signal conditioning processes and circuits; filters and data acquisition. Actuation systems: mechanical actuation systems and electrical actuation systems. Controllers: control modes; PID controller; performance measures; introduction to digital controllers and robust control. Modelling and analysis of mechatronic systems; performance measures; frequency response; transient response analysis; stability analysis. Lectures: three hours per week. Laboratory: three hours per week, alternate weeks.

MECH 490A Capstone Mechanical Engineering Design Project (4 credits)
Prerequisite: 75 credits in the program; ENCS 282; ENGR 301; MECH 344, 390. A supervised design, simulation or experimental capstone design project including a preliminary project proposal with complete project plan and a technical report at the end of the fall term; a final report by the group and presentation at the end of the winter term. Lectures: one hour per week, one term. Equivalent laboratory time: three hours per week, two terms.

MECH 490B Capstone Mechanical Engineering Design Project (4 credits)
Prerequisite: 75 credits in the program; ENCS 282; ENGR 301; MECH 344, 390. A supervised design, simulation or experimental capstone design project including a preliminary project proposal with complete project plan and a technical report at the end of the fall term; a final report by the group and presentation at the end of the winter term. Lectures: one hour per week, one term. Equivalent laboratory time: three hours per week, two terms.

MECH 490C Capstone Mechanical Engineering Design Project (4 credits)
Prerequisite: 75 credits in the program; ENCS 282; ENGR 301; MECH 344, 390. A supervised design, simulation or experimental capstone design project including a preliminary project proposal with complete project plan and a technical report at the end of the fall term; a final report by the group and presentation at the end of the winter term. Lectures: one hour per week, one term. Equivalent laboratory time: three hours per week, two terms.

MECH 498 Topics in Mechanical Engineering (3 credits)
Prerequisite: Permission of the Department Chair. This course may be offered in a given year upon the authorization of the Mechanical and Industrial Engineering Department. The course content may vary from offering to offering and will be chosen to complement the elective courses available in a given option or options. Lectures: three hours per week.
DEPARTMENT OF COMPUTER SCIENCE
AND SOFTWARE ENGINEERING

Faculty

Chair
SUDHIR P. MUDUR, PhD Bombay University, PEng; Professor

Associate Chair
THOMAS FEVENS, PhD Queen’s University; Associate Professor

Professors
SABINE BERGLER, PhD Brandeis University
TIEN D. BUI, PhD York University, ing.
GREGORY BUTLER, PhD University of Sydney
VACLAV CHVATAL, PhD University of Waterloo; Provost’s Distinction
BIPIN C. DESAI, PhD McGill University
EUSEBIUS J. DOEDEL, PhD University of British Columbia
TERRILL FANCOTT, DSc Université de Paris, ing.
PETER GROGONO, PhD Concordia University, PEng
VOLKER M. HAARSLEV, PhD University of Hamburg
HOVHANNES A. HARUTYUNYAN, PhD Armenian Academy of Sciences
BRIGITTE JAUMARD, PhD École Nationale Supérieure des Télécommunications
ADAM KRZYZAK, PhD University of Wroclaw; Provost’s Distinction
LATA NARAYANAN, PhD University of Rochester, ing.
JUERGEN RILLING, PhD University of Illinois
CHING Y. SUEN, PhD University of British Columbia; Provost’s Distinction

Distinguished Professors Emeriti
J. WILLIAM ATWOOD, PhD University of Illinois
JOHN MCKAY, PhD University of Edinburgh; Provost’s Distinction

Professors Emeriti
V.S. ALAGAR, PhD McGill University
DAVID FORD, PhD Ohio State University
CLEMENT LAM, PhD California Institute of Technology
H.F. LI, PhD University of California, Berkeley
G. MARTIN, MSc University of New Brunswick
JAROSLAV OPATRNY, PhD University of Waterloo
THIRUVENGA DAD RADHAKRISHNAN, PhD Indian Institute of Technology, Kanpur, PEng
R. SHINGHAL, PhD McGill University

Associate Professors
CONSTANTINOS CONSTANTINIDES, PhD Illinois Institute of Technology, PEng
TODD EAVIS, PhD Dalhousie University
DHUBHUYOTI GOSWAMI, PhD University of Waterloo, PEng
GOSTA GRAHNE, PhD University of Helsinki
RAJAGOPALAN JAYAKUMAR, PhD Concordia University
S.L. KLASA, PhD University of Geneva
LEILA KOSSEIM, PhD Université de Montréal
OLGA ORMANDJIEVA, PhD Concordia University, ing.
JOEY PAQUET, PhD Université Laval
DAVID K. PROBST, DSc Université de Bruxelles
NEMATOLLAH SHIRI-VARNAAMKHASTI, PhD Concordia University
RENÉ WITTE, Dring University of Karlsruhe
YUHONG YAN, PhD Tsinghua University/Leipzig University, PEng

Assistant Professors
TIBERIU POPA, PhD University of British Columbia
PETER RIGBY, PhD University of Victoria
NIKOLAOS TSANTALIS, PhD University of Macedonia
Extended Term Appointment
AIMAN HANNA, MCompSc Concordia University, PEng

Affiliate Professors
P. DINI, PhD Université de Montréal
T. KASVAND, PhD University of British Columbia
L. LAM, PhD University of Toronto

Affiliate Associate Professor
P. CHALIN, PhD Concordia University, ing.

Affiliate Assistant Professors
M. KASSAB, PhD Concordia University
T. KENGATHARAM, PhD Concordia University
M. MOHAMMAD, PhD Concordia University
K. PITULA, PhD Concordia University

For the complete list of faculty members, please consult the Department website.

Location
Sir George Williams Campus
Engineering, Computer Science and Visual Arts Complex, Room: EV 003.139
514-848-2424, ext. 3000

Objectives
Computer Science is the study and design of computer systems: hardware and software. Computer scientists are primarily concerned with the design of algorithms, languages, hardware architecture, systems software, applications software and tools. Applications range from simple game playing to the control of space vehicles, power plants and factories, from banking machines to intelligent fault and medical diagnosis. Computer professionals, in short, are concerned with the creation of computer and information systems for the benefit of society.

Software Engineering applies the principles and practices of engineering to the creation of reliable, efficient, and economical software. Software Engineering has its roots in the theory and mathematics of computer science, but carries this knowledge further towards creative applications such as software control systems for vehicles, aircraft, industrial processes; animation, interactive video, virtual reality, commercial systems for banking and financial analysis; health systems for the analysis of biological systems and the control of therapeutic devices.

It shares with engineering the rigorous methodology of analysis and design in the search for economical, reliable, and efficient solutions. Software engineers are trained in all aspects of the software life cycle, from specification through analysis and design, to testing, maintenance and evaluation of the product. They are concerned with safety and reliability of the product as well as cost and schedule of the development process. The discipline is particularly applicable to very large software projects, as well as the re-engineering of existing products.

71.70.1 Curriculum for the Degree of Bachelor of/Baccalaureate in Computer Science

The Computer Science program emphasizes fundamentals and techniques that remain relevant and useful for many years after graduation. The program consists of a combination of core courses in computer science, elective courses in computer science and mathematics, and some free electives. The Computer Science Core provides a basic and broad study of theory, mathematical basics, programming methodology, computer architecture, data structures, operating systems, and software engineering. The option courses are designed to provide an integrated yet specialized training in particular application areas of the discipline. Students may choose either the General Program or one of eight options. Each option involves the study of selected advanced elective courses in computer science to provide further depth in computer science and the particular application area.

The General Program and each option constitute a 90-credit program that consists of courses in the following groups: Computer Science Core, Complementary Core, Option-Specific Courses, Computer Science Electives, Mathematics Electives, and General Electives.

1. The General Program is a major in Computer Science that emphasizes an exposure to a breadth of topics in Computer Science.
2. The Computer Games option is a major in Computer Science that deals with the design and implementation of computer games, and the tools and techniques that are useful in developing software for computer games.
3. The Web Services and Applications option is a major in Computer Science that deals with the analysis, design, and implementation of services and applications delivered over the web.
4. The Computer Systems option is a major in Computer Science that focuses on state-of-the-art hardware and software platforms and on the tools and techniques necessary to develop software on such platforms.
5. The Software Systems option is a major in Computer Science that gives a firm grounding in diverse tools and techniques required for a wide variety of software systems.
6. The Information Systems option combines a major in Computer Science with approximately a third of the credits from the John Molson School of Business to create a program focusing on business applications of computer systems.

7. The Computer Applications option combines a major in Computer Science with a minor in a discipline of the student’s choice.

8. The Computation Arts option combines a major in Computer Science with a major in Fine Arts specializing in the design of interactive multimedia.

9. The Mathematics and Statistics option combines a major in Computer Science with a major in Mathematics and Statistics.

There is an honours program corresponding to the General Program and each option (see §7.70.4). In addition, all programs are offered in the co-operative format, with alternating study and work terms, for a limited number of students with suitable qualifications (see §24).

### 71.70.2 Degree Requirements

To be recommended for the degree of BCompSc, students must satisfactorily complete an approved program of at least 90 credits comprising the courses of the Computer Science Core and those courses specified for their particular program in accordance with the graduation requirements of §7.10.5.

Students may not register for a 400-level course before completing all of the 200-level Computer Science Core courses of their program.

The Faculty of Engineering and Computer Science is committed to ensuring that its students possess good writing skills. Hence, every student in an undergraduate degree program is required to demonstrate competence in writing English or French prior to graduation.

All students admitted to the Faculty of Engineering and Computer Science must meet the writing skills requirement as outlined in §71.20.7 (Writing Skills Requirement). If a student has satisfied the writing skills requirement prior to transferring to the Faculty of Engineering and Computer Science, that student is deemed to have satisfied the writing skills requirement.

Newly admitted students are strongly encouraged to meet the requirement very early in their program (fall term of first year for students starting in September or winter term of first year for students starting in January) to avoid the risk of delayed graduation should remedial work prove necessary. Students who are required to take ESL courses should meet the Faculty writing skills requirements in the term following completion of their ESL courses.

Students registered in the Computer Science program must complete a minimum of 90 credits. The program offers the General Program and eight options (see §7.70.1). All options consist of the Computer Science Core (32 credits), the Complementary Core (6 credits), Option-Specific Courses, Computer Science Electives, Mathematics Electives, and General Electives.

#### Computer Science Core (32 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 228</td>
<td>System Hardware</td>
<td>3.00</td>
</tr>
<tr>
<td>COMP 232</td>
<td>Mathematics for Computer Science</td>
<td>3.00</td>
</tr>
<tr>
<td>COMP 233</td>
<td>Probability and Statistics for Computer Science</td>
<td>3.00</td>
</tr>
<tr>
<td>COMP 248</td>
<td>Object-Oriented Programming I</td>
<td>3.00</td>
</tr>
<tr>
<td>COMP 249</td>
<td>Object-Oriented Programming II</td>
<td>3.00</td>
</tr>
<tr>
<td>COMP 335</td>
<td>Introduction to Theoretical Computer Science</td>
<td>3.00</td>
</tr>
<tr>
<td>COMP 346</td>
<td>Operating Systems</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 348</td>
<td>Principles of Programming Languages</td>
<td>3.00</td>
</tr>
<tr>
<td>COMP 352</td>
<td>Data Structures and Algorithms</td>
<td>3.00</td>
</tr>
<tr>
<td>COMP 354</td>
<td>Introduction to Software Engineering</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**Total: 32.00 credits**

#### Complementary Core (6 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENCS 282</td>
<td>Technical Writing and Communication</td>
<td>3.00</td>
</tr>
<tr>
<td>ENCS 393</td>
<td>Social and Ethical Dimensions of Information and Communication Technologies</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Total: 6.00 credits**

#### Computer Science Electives

Computer Science Electives must be chosen from the following list:

- All COMP courses with numbers 325 or higher.
- SOEN 287, 321, 331, 387, 422, 423, 487.
- COMP and SOEN courses with numbers between 6000 and 6951 (maximum of eight credits, and with permission from the Department).

In every option, any credits exceeding the required number of Computer Science Elective credits will accrue towards the General Elective credits.
### Mathematics Electives

Mathematics Electives must be chosen from the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 339*</td>
<td>3.00</td>
</tr>
<tr>
<td>COMP 361*</td>
<td>3.00</td>
</tr>
<tr>
<td>COMP 367*</td>
<td>3.00</td>
</tr>
<tr>
<td>ENGR 213</td>
<td>3.00</td>
</tr>
<tr>
<td>ENGR 233</td>
<td>3.00</td>
</tr>
<tr>
<td>MAST 218</td>
<td>3.00</td>
</tr>
<tr>
<td>MAST 219</td>
<td>3.00</td>
</tr>
<tr>
<td>MAST 224</td>
<td>3.00</td>
</tr>
<tr>
<td>MAST 234</td>
<td>3.00</td>
</tr>
<tr>
<td>MAST 235</td>
<td>3.00</td>
</tr>
<tr>
<td>MAST 332*</td>
<td>3.00</td>
</tr>
<tr>
<td>MAST 334*</td>
<td>3.00</td>
</tr>
<tr>
<td>MATH 339*</td>
<td>3.00</td>
</tr>
<tr>
<td>MATH 392</td>
<td>3.00</td>
</tr>
</tbody>
</table>

In every option, any credits exceeding the required number of Mathematics Elective credits will accrue towards the General Elective credits.

*Students cannot receive credit for both COMP 339 and MATH 339; COMP 361 and MAST 334; COMP 367 and MAST 332.

### General Electives

General Electives must be chosen from the following list:
- Computer Science Electives as mentioned above.
- Mathematics Electives as mentioned above.
- General Education Electives found in §7.20.2 and §7.20.6.
- Basic Science Courses list found in §7.10.9.

A course outside this list may qualify as a General Elective only with prior written permission on an ENCS Student Request form, obtainable from the Office of Student Academic Services in the Faculty of Engineering and Computer Science.

#### 1. General Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science Core</td>
<td>32.00</td>
</tr>
<tr>
<td>Complementary Core</td>
<td>6.00</td>
</tr>
<tr>
<td>Computer Science Electives*</td>
<td>31.00</td>
</tr>
<tr>
<td>Mathematics Electives</td>
<td>6.00</td>
</tr>
<tr>
<td>General Electives</td>
<td>15.00</td>
</tr>
<tr>
<td></td>
<td>90.00</td>
</tr>
</tbody>
</table>

*Note: Maximum of 12 credits from any one of Computer Games Electives, Web Services and Applications Electives, Computer Systems Electives, or Software Systems Core.

#### 2. Computer Games Option

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science Core</td>
<td>32.00</td>
</tr>
<tr>
<td>Complementary Core</td>
<td>6.00</td>
</tr>
<tr>
<td>Computer Games Electives</td>
<td>24.00</td>
</tr>
<tr>
<td>Computer Science Electives</td>
<td>7.00</td>
</tr>
<tr>
<td>Mathematics Electives*</td>
<td>6.00</td>
</tr>
<tr>
<td>General Electives</td>
<td>15.00</td>
</tr>
<tr>
<td></td>
<td>90.00</td>
</tr>
</tbody>
</table>

*Note: Students must take COMP 361 as part of their Mathematics Electives.

### Computer Games Electives

Students must complete six courses (24 credits) from the following list of courses, including all the courses marked *.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 345*</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 353</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 371*</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 376*</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 472</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 476</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 477</td>
<td>4.00</td>
</tr>
</tbody>
</table>
### 3. Web Services and Applications Option

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science Core</td>
<td>32.00</td>
</tr>
<tr>
<td>Complementary Core</td>
<td>6.00</td>
</tr>
<tr>
<td>Web Services and Applications Electives</td>
<td>22.00</td>
</tr>
<tr>
<td>Computer Science Electives</td>
<td>9.00</td>
</tr>
<tr>
<td>Mathematics Electives</td>
<td>6.00</td>
</tr>
<tr>
<td>General Electives</td>
<td>15.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>90.00</strong></td>
</tr>
</tbody>
</table>

#### Web Services and Applications Electives

Students must complete six courses (22 credits) from the following list of courses, including all the courses marked *.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 353*</td>
<td>Databases</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 445</td>
<td>Data Communication and Computer Networks</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 479</td>
<td>Information Retrieval and Web Search</td>
<td>4.00</td>
</tr>
<tr>
<td>SOEN 287*</td>
<td>Web Programming</td>
<td>3.00</td>
</tr>
<tr>
<td>SOEN 387*</td>
<td>Web-Based Enterprise Application Design</td>
<td>3.00</td>
</tr>
<tr>
<td>SOEN 423</td>
<td>Distributed Systems</td>
<td>4.00</td>
</tr>
<tr>
<td>SOEN 487</td>
<td>Web Services and Applications</td>
<td>4.00</td>
</tr>
</tbody>
</table>

### 4. Computer Systems Option

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science Core</td>
<td>32.00</td>
</tr>
<tr>
<td>Complementary Core</td>
<td>6.00</td>
</tr>
<tr>
<td>Computer Systems Electives</td>
<td>22.00</td>
</tr>
<tr>
<td>Computer Science Electives</td>
<td>9.00</td>
</tr>
<tr>
<td>Mathematics Electives</td>
<td>6.00</td>
</tr>
<tr>
<td>General Electives</td>
<td>15.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>90.00</strong></td>
</tr>
</tbody>
</table>

#### Computer Systems Electives

Students must complete six courses (22 credits) from the following list of courses, including all the courses marked *.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 326*</td>
<td>Computer Architecture</td>
<td>3.00</td>
</tr>
<tr>
<td>COMP 345*</td>
<td>Advanced Program Design with C++</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 426</td>
<td>Multicore Programming</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 428</td>
<td>Parallel Programming</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 445</td>
<td>Data Communication and Computer Networks</td>
<td>4.00</td>
</tr>
<tr>
<td>SOEN 422*</td>
<td>Embedded Systems and Software</td>
<td>4.00</td>
</tr>
<tr>
<td>SOEN 423</td>
<td>Distributed Systems</td>
<td>4.00</td>
</tr>
</tbody>
</table>

### 5. Software Systems Option

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science Core</td>
<td>32.00</td>
</tr>
<tr>
<td>Complementary Core</td>
<td>6.00</td>
</tr>
<tr>
<td>Software Systems Core</td>
<td>17.00</td>
</tr>
<tr>
<td>Computer Science Electives</td>
<td>14.00</td>
</tr>
<tr>
<td>Mathematics Electives</td>
<td>6.00</td>
</tr>
<tr>
<td>General Electives</td>
<td>15.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>90.00</strong></td>
</tr>
</tbody>
</table>

#### Software Systems Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 326</td>
<td>Computer Architecture</td>
<td>3.00</td>
</tr>
<tr>
<td>COMP 353</td>
<td>Databases</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 361</td>
<td>Elementary Numerical Methods</td>
<td>3.00</td>
</tr>
<tr>
<td>COMP 445</td>
<td>Data Communication and Computer Networks</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 465</td>
<td>Design and Analysis of Algorithms</td>
<td>3.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>17.00</strong></td>
<td></td>
</tr>
</tbody>
</table>
6. Information Systems Option

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Computer Science Core</td>
<td>32.00</td>
</tr>
<tr>
<td></td>
<td>Complementary Core</td>
<td>6.00</td>
</tr>
<tr>
<td></td>
<td>Information Systems Electives</td>
<td>31.00</td>
</tr>
<tr>
<td></td>
<td>Computer Science Electives</td>
<td>15.00</td>
</tr>
<tr>
<td></td>
<td>Mathematics Electives</td>
<td>6.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>90.00</td>
</tr>
</tbody>
</table>

**Information Systems Electives**

Students must complete 10 courses (31 credits) from the following list of courses, including all the courses marked *.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCO 220*</td>
<td>Financial and Managerial Accounting</td>
<td>3.00</td>
</tr>
<tr>
<td>BSTA 445</td>
<td>Statistical Software for Data Management and Analysis</td>
<td>3.00</td>
</tr>
<tr>
<td>BTM 387</td>
<td>E-Business</td>
<td>3.00</td>
</tr>
<tr>
<td>BTM 430</td>
<td>Enterprise Resource Planning and Information Technology Integration</td>
<td>3.00</td>
</tr>
<tr>
<td>COMM 210*</td>
<td>Contemporary Business Thinking</td>
<td>3.00</td>
</tr>
<tr>
<td>COMM 222*</td>
<td>Organizational Behaviour and Theory</td>
<td>3.00</td>
</tr>
<tr>
<td>COMM 223*</td>
<td>Marketing Management I</td>
<td>3.00</td>
</tr>
<tr>
<td>COMM 225*</td>
<td>Production and Operations Management</td>
<td>3.00</td>
</tr>
<tr>
<td>COMM 306*</td>
<td>Introduction to Finance</td>
<td>3.00</td>
</tr>
<tr>
<td>COMP 353*</td>
<td>Databases</td>
<td>4.00</td>
</tr>
<tr>
<td>ECON 201*</td>
<td>Introduction to Microeconomics</td>
<td>3.00</td>
</tr>
<tr>
<td>SCOM 361</td>
<td>Management Science Models for Operations Management</td>
<td>3.00</td>
</tr>
<tr>
<td>SCOM 372</td>
<td>Supply Chain Planning and Control</td>
<td>3.00</td>
</tr>
</tbody>
</table>

7. Computer Applications Option

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Computer Science Core</td>
<td>32.00</td>
</tr>
<tr>
<td></td>
<td>Complementary Core</td>
<td>6.00</td>
</tr>
<tr>
<td></td>
<td>Computer Science Electives</td>
<td>19.00</td>
</tr>
<tr>
<td></td>
<td>Mathematics Electives</td>
<td>6.00</td>
</tr>
<tr>
<td></td>
<td>Minor and General Electives</td>
<td>27.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>90.00</td>
</tr>
</tbody>
</table>

Students must satisfy the requirements for a minor program in any other department in the University. Students must declare their minor by the end of their first year.

8. Computation Arts Option

See §7.80 for details.

9. Mathematics and Statistics Option

See §7.85 for details.

71.70.3 Extended Credit Program

Students admitted to an Extended Credit Program (ECP) under the provisions of Sections 13.3.2 or 13.8.1 must successfully complete a minimum of 120 credits including:

- Program requirements as set out in Section 71.70.2
- MATH 202, 203, 204, 205
- 6 chosen from courses in Humanities or Social Sciences in Section 71.20.2
- 12 ECP elective credits chosen from the following lists, depending on the student's program:
  - General Program, and Computer Applications, Computer Games, Software Systems, and Web Services and Applications Options:
    - 12 elective credits chosen from outside the Faculty of Engineering and Computer Science, in consultation with the undergraduate program director.
  - Computation Arts Option:
    - 12 elective credits chosen from outside the Faculty of Engineering and Computer Science and the Department of Design and Computation Arts, in consultation with the undergraduate program director.
  - Information Systems Option:
    - 12 elective credits chosen from outside the John Molson School of Business and the Department of Computer Science and Software Engineering, in consultation with the undergraduate program director.
d) **Mathematics and Statistics Option:**
12 elective credits chosen from outside the Faculty of Engineering and Computer Science and the Department of Mathematics and Statistics, in consultation with the undergraduate program director.

e) **Computer Systems Option:**
CHEM 205
PHYS 204, 205
and 3 elective credits chosen from outside the Faculty of Engineering and Computer Science, in consultation with the undergraduate program director.

### 71.70.4 Honours Program

Students should refer to §16.2.3 of the Calendar for academic regulations for the honours program. The following regulations are additional requirements for the Honours BCompSc program.

1. Applications to enter an honours program must be submitted to the Office of the Associate Dean (Student Academic Services) at least three months before the start of the term in which the student wishes to enter an honours program.
2. Students must complete at least 30 credits towards their degree before entering an honours program.
3. Each student in an honours program must have an honours advisor who approves the student’s choice of courses prior to each registration.
4. Students who are required to withdraw from an honours program may continue in the regular program of their option or General Program provided they are in acceptable or conditional standing according to the academic regulations in §71.10.3.

### Course Requirements for Honours Programs

Honours students must fulfill the requirements of their option. In addition, to receive an honours degree:

1. The student must have a final graduation GPA of at least 3.30.
2. The student must successfully complete the course COMP 490.
3. For students in the General Program, and the Computer Games, Computer Systems, Web Services and Applications, and Software Systems Options, at least six of the General Electives credits must be chosen from the list of Computer Science Electives.

### 71.70.5 Minor in Computer Science

*NOTE: Admission profile is 10.12.*

<table>
<thead>
<tr>
<th>Minor in Computer Science</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 228 System Hardware</td>
<td>3.00</td>
</tr>
<tr>
<td>COMP 232 Mathematics for Computer Science</td>
<td>3.00</td>
</tr>
<tr>
<td>COMP 248 Object-Oriented Programming I</td>
<td>3.00</td>
</tr>
<tr>
<td>COMP 249 Object-Oriented Programming II</td>
<td>3.00</td>
</tr>
<tr>
<td>COMP 352 Data Structures and Algorithms</td>
<td>3.00</td>
</tr>
<tr>
<td>Computer Science Electives (see §71.70.2)</td>
<td>9.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24.00</strong></td>
</tr>
</tbody>
</table>

Students who require any of the above courses as part of their major should replace these courses with elective courses chosen from the list of Computer Science Electives.

### 71.70.6 Programs Related to Computer Science

Both major and minor programs in Management Information Systems can be found in the John Molson School of Business Section of the Undergraduate Calendar, §61.

The Faculty of Fine Arts and the Department of Computer Science and Software Engineering offer complementary major programs. Students who take the Computer Applications Option (see §71.70.2 above) can also take the Major in Computation Arts and Computer Science (see §71.80, and the Fine Arts Section, §81) or the Joint Major in Mathematics and Statistics and Computer Applications (see §71.85, and the Mathematics and Statistics Section, §31.200).

### 71.70.7 Industrial Experience and Reflective Learning Courses

Students employed full-time in a computer science position during their non-study terms may have this Industrial Experience listed on their record, provided they successfully complete the Reflective Learning course associated with this work term. Industrial Experience work terms will be coded as COMP 107 and 207, and the associated Reflective Learning courses will be coded as COMP 108 and 208 respectively.

Students may only register for these courses with the permission of the Faculty. The Industrial Experience terms COMP 107 and 207 carry no credit value and are used to indicate that the student is on an Industrial Experience term.
The COMP 108 and 208 Industrial Experience Reflective Learning courses are worth three credits and are marked on a pass/fail basis. They are above and beyond the credit requirements of the student’s program and are not transferable nor are they included in the full- or part-time assessment status. Students studying for a co-op work term or CIADI term should not register for these Industrial Experience and Reflective Learning courses.

### 71.70.8 Curriculum for the Degree of BEng in Software Engineering

The Software Engineering program is built on the fundamentals of computer science, an engineering core, and a discipline core in Software Engineering to cover the engineering approach to all phases of the software process and related topics. The curriculum builds on the traditional computer science core topics of computer mathematics, theory, programming methodology, and mainstream applications to provide the computing theory and practice which underlie the discipline. The engineering core covers basic science, professional topics, and introduces the engineering approach to problem solving. The program core in Software Engineering includes advanced programming techniques, software specification, design, architecture, as well as metrics, security, project management, and quality control. The options cover a broad range of advanced topics, from formal methods to distributed systems.

### 71.70.9 Degree Requirements for the BEng in Software Engineering

Students registered in the Software Engineering program must complete a minimum of 120 credits during four years of full-time study. Students may choose either the general program or one of three options: Computer Games; Web Services and Applications; and Real-Time, Embedded, and Avionics Software. The program consists of the Engineering Core, Software Engineering Core, general program or an option, and electives.

#### Engineering Core (30.5 credits)

See §71.20.5

<table>
<thead>
<tr>
<th>Software Engineering Core</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOEN 228 System Hardware</td>
<td>4.00</td>
</tr>
<tr>
<td>SOEN 287 Web Programming</td>
<td>3.00</td>
</tr>
<tr>
<td>SOEN 321 Information Systems Security</td>
<td>3.00</td>
</tr>
<tr>
<td>SOEN 331 Introduction to Formal Methods for Software Engineering</td>
<td>3.00</td>
</tr>
<tr>
<td>SOEN 341 Software Process</td>
<td>3.00</td>
</tr>
<tr>
<td>SOEN 342 Software Requirements and Specifications</td>
<td>3.00</td>
</tr>
<tr>
<td>SOEN 343 Software Architecture and Design I</td>
<td>3.00</td>
</tr>
<tr>
<td>SOEN 344 Software Architecture and Design II</td>
<td>3.00</td>
</tr>
<tr>
<td>SOEN 345 Software Testing, Verification and Quality Assurance</td>
<td>3.00</td>
</tr>
<tr>
<td>SOEN 357 User Interface Design</td>
<td>3.00</td>
</tr>
<tr>
<td>SOEN 384 Management, Measurement and Quality Control</td>
<td>3.00</td>
</tr>
<tr>
<td>SOEN 385 Control Systems and Applications</td>
<td>3.00</td>
</tr>
<tr>
<td>SOEN 390 Software Engineering Team Design Project</td>
<td>3.50</td>
</tr>
<tr>
<td>SOEN 490 Capstone Software Engineering Design Project</td>
<td>4.00</td>
</tr>
<tr>
<td>Computer Science Group</td>
<td>22.00</td>
</tr>
<tr>
<td>Two Basic Science courses</td>
<td>6.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72.50</strong></td>
</tr>
</tbody>
</table>

#### Computer Science Group

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 232 Mathematics for Computer Science</td>
</tr>
<tr>
<td>COMP 248 Object-Oriented Programming I</td>
</tr>
<tr>
<td>COMP 249 Object-Oriented Programming II</td>
</tr>
<tr>
<td>COMP 335 Introduction to Theoretical Computer Science</td>
</tr>
<tr>
<td>COMP 346 Operating Systems</td>
</tr>
<tr>
<td>COMP 348 Principles of Programming Languages</td>
</tr>
<tr>
<td>COMP 352 Data Structures and Algorithms</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

#### Basic Science Courses

Two Basic Science courses must be selected from the following:

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 206 Elementary Genetics</td>
</tr>
<tr>
<td>BIOL 208 Environmental Biology</td>
</tr>
<tr>
<td>BIOL 226 Biodiversity and Ecology</td>
</tr>
<tr>
<td>Course Code</td>
</tr>
<tr>
<td>------------</td>
</tr>
<tr>
<td>BIOL 261</td>
</tr>
<tr>
<td>CHEM 209</td>
</tr>
<tr>
<td>CHEM 217</td>
</tr>
<tr>
<td>CHEM 221</td>
</tr>
<tr>
<td>CHEM 234</td>
</tr>
<tr>
<td>GEOL 206</td>
</tr>
<tr>
<td>GEOL 208</td>
</tr>
<tr>
<td>PHYS 252</td>
</tr>
<tr>
<td>PHYS 253</td>
</tr>
<tr>
<td>PHYS 273</td>
</tr>
<tr>
<td>PHYS 334</td>
</tr>
<tr>
<td>PHYS 354</td>
</tr>
<tr>
<td>PHYS 384</td>
</tr>
<tr>
<td>PHYS 385</td>
</tr>
</tbody>
</table>

**General Program**

Students must complete at least 17 credits chosen from the electives list.

**Options**

Students must complete at least 17 credits with a minimum of 15 credits from one of the options listed below, including all the courses marked *, and at least one course marked **, and the remainder chosen from the electives list.

**Computer Games (CG) Option**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 345</td>
<td>Advanced Program Design with C++</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 371*</td>
<td>Computer Graphics</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 376*</td>
<td>Introduction to Game Development</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 472</td>
<td>Artificial Intelligence</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 476**</td>
<td>Advanced Game Development</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 477**</td>
<td>Animation for Computer Games</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**Web Services and Applications (WSA) Option**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 353*</td>
<td>Databases</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 445</td>
<td>Data Communication and Computer Networks</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 479**</td>
<td>Information Retrieval and Web Search</td>
<td>4.00</td>
</tr>
<tr>
<td>SOEN 387*</td>
<td>Web-Based Enterprise Application Design</td>
<td>3.00</td>
</tr>
<tr>
<td>SOEN 487**</td>
<td>Web Services and Applications</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**Real-Time, Embedded, and Avionics Software (REA) Option**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AERO 480**</td>
<td>Flight Control Systems</td>
<td>3.50</td>
</tr>
<tr>
<td>AERO 482**</td>
<td>Avionic Navigation Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>COEN 320</td>
<td>Introduction to Real-Time Systems</td>
<td>3.00</td>
</tr>
<tr>
<td>COMP 345</td>
<td>Advanced Program Design with C++</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 444</td>
<td>System Software Design</td>
<td>4.00</td>
</tr>
<tr>
<td>SOEN 422*</td>
<td>Embedded Systems and Software</td>
<td>4.00</td>
</tr>
<tr>
<td>SOEN 423*</td>
<td>Distributed Systems</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 345</td>
<td>Advanced Program Design with C++</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 353</td>
<td>Databases</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 371</td>
<td>Computer Graphics</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 426</td>
<td>Multicore Programming</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 428</td>
<td>Parallel Programming</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 442</td>
<td>Compiler Design</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 445</td>
<td>Data Communication and Computer Networks</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 451</td>
<td>Database Design</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 465</td>
<td>Design and Analysis of Algorithms</td>
<td>3.00</td>
</tr>
<tr>
<td>COMP 472</td>
<td>Artificial Intelligence</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 473</td>
<td>Pattern Recognition</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 474</td>
<td>Intelligent Systems</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 478</td>
<td>Image Processing</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 479</td>
<td>Information Retrieval and Web Search</td>
<td>4.00</td>
</tr>
<tr>
<td>SOEN 298</td>
<td>System Hardware Lab</td>
<td>1.00</td>
</tr>
<tr>
<td>SOEN 422</td>
<td>Embedded Systems and Software</td>
<td>4.00</td>
</tr>
</tbody>
</table>
SOEN 423  Distributed Systems 4.00
SOEN 431  Formal Methods 3.00
SOEN 448  Management of Evolving Systems 3.00
SOEN 491  Software Engineering Project 1.00
ENGR 411  Special Technical Report 1.00

71.70.10 Course Descriptions

Please note that new course numbers have been implemented. For equivalent course numbers under the old system, please consult §200.6.

Students from outside the Faculty of Engineering and Computer Science who are not registered in a Computer Science program may not take more than five COMP courses numbered higher than 212.

Students from outside the Faculty of Engineering and Computer Science who are registered for the Minor in Computer Science may not take more than 30 credits of COMP courses numbered higher than 212.

COMPUTER SCIENCE

COMP 108  Computer Science Industrial Experience Reflective Learning I (3 credits)
Prerequisite: Permission of the Faculty. This course is a reflective learning module for students in their related field which is based on their academic requirements and their first industrial experience.

COMP 201  Introduction to Computing (3 credits)
Prerequisite: MATH 201 or equivalent. Overview of computing systems. Problem solving and algorithms. Introduction to computer programming. Hardware, software and data storage, programming languages, data organization, program design and development. Lectures: three hours per week. Tutorial: one hour per week.
NOTES: 1. Students who have received credit for COMP 218, COMP 248, or COEN 243 may not take this course for credit.
2. This course may not be taken for credit in the regular undergraduate programs in Engineering and Computer Science.

COMP 208  Computer Science Industrial Experience Reflective Learning II (3 credits)
Prerequisite: COMP 108 and permission of the Faculty. This course expands on the students' second industrial experience term in their related field of study to further develop their knowledge and work-related skills.

COMP 218  Fundamentals of Programming (3 credits)
Prerequisite: MATH 201 or equivalent (no prior experience with computers is assumed). Computers and computing: problem solving with computers, basic data types, expressions, assignments, control structures, simple library functions, programmer-defined functions, arrays of basic types. Basic elements of object-oriented programming: classes, objects and methods. Lectures: three hours per week. Tutorial: one hour per week.
NOTE: Students who have received credit for COMP 248 may not take this course for credit.

COMP 228  System Hardware (3 credits)
Prerequisite: COMP 248; MATH 203 or Cegep Mathematics 103 or NYA previously or concurrently; MATH 204 or Cegep Mathematics 105 or NYC previously or concurrently. Levels of system abstraction and von Neumann model. Basics of digital logic design. Data representation and manipulation. Instruction set architecture. Processor internals. Assembly language programming. Memory subsystem and cache management. I/O subsystem. Introduction to network organization and architecture. Lectures: three hours per week. Tutorial: two hours per week.
NOTE: Students who have received credit for SOEN 228 may not take this course for credit.

COMP 229  System Software (3 credits)
Prerequisite: COMP 228; COMP 248; MATH 203 or Cegep Mathematics 103 or NYA; MATH 204 or Cegep Mathematics 105 or NYC. Hardware-software interface, system kernel, system services, system evolution. Assemblers, compilers, linkers, and loaders. System component interfaces. User-level view of operating systems. Lectures: three hours per week. Tutorial: two hours per week.
NOTE: Students who have received credit for SOEN 229 or COEN 311 may not take this course for credit.

COMP 232  Mathematics for Computer Science (3 credits)
Prerequisite: MATH 203 or Cegep Mathematics 103 or NYA previously or concurrently; MATH 204 or Cegep Mathematics 105 or NYC previously or concurrently. Sets. Propositional logic and predicate calculus. Functions and relations. Elements of number theory. Proof techniques: direct proof, indirect proof, proof by contradiction, proof by induction. Lectures: three hours per week. Tutorial: two hours per week.
NOTE: Students who have received credit for COMP 238 or COEN 231 may not take this course for credit.

COMP 233  Probability and Statistics for Computer Science (3 credits)
NOTE: Students who have received credit for ENGR 371, STAT 249, STAT 250, COMM 215, MAST 221, MAST 333 may not take this course for credit.
COMP 248  **Object-Oriented Programming I** (3 credits)
Prerequisite: MATH 204 or Cegep Mathematics 105 or NYC previously or concurrently. Introduction to programming. Basic data types, variables, expressions, assignments, control flow. Classes, objects, methods. Information hiding, public vs. private visibility, data abstraction and encapsulation. References. Arrays. Lectures: three hours per week. Tutorial: two hours per week.
*NOTE:* Students who have received credit for COMP 218 may not take this course for credit.

COMP 249  **Object-Oriented Programming II** (3 credits)
Prerequisite: COMP 248; MATH 203 or Cegep Mathematics 103 or NYA; MATH 205 or Cegep Mathematics 203 or NYB previously or concurrently. Design of classes. Inheritance. Polymorphism. Static and dynamic binding. Abstract classes. Exception handling. File I/O. Recursion. Interfaces and inner classes. Graphical user interfaces. Generics. Collections and iterators. Lectures: three hours per week. Tutorial: two hours per week.

COMP 318  **Introduction to Database Applications** (4 credits)
Prerequisite: COMP 218 or COMP 248, or a course in C, C++, or Java. This is a hands-on course on database technology intended for non-computer science students in engineering, science, business, or arts. It emphasizes practical issues in application development while introducing the fundamentals of databases with a focus on the relational data model and the Structured Query Language (SQL). Upon completion of this course, students will be able to design and implement databases, and develop user interfaces to access, search, and update the database through the Internet using the web technology. Lectures: three hours per week. Tutorial: one hour per week. Laboratory: two hours per week.
*NOTE:* Students who have received credit for COMP 353 may not take this course for credit.
*NOTE:* Students in the BCompSc program may not take this course for credit.

COMP 326  **Computer Architecture** (3 credits)

COMP 335  **Introduction to Theoretical Computer Science** (3 credits)
Prerequisite: COMP 232 or COEN 231; COMP 249 or COEN 244. Finite state automata and regular languages. Push-down automata and context-free languages. Pumping lemmas. Applications to parsing. Turing machines. Undecidability and decidability. Lectures: three hours per week. Tutorial: one hour per week.

COMP 339  **Combinatorics** (3 credits)
Prerequisite: COMP 232 or 18 credits in post-Cegep Mathematics. General principles of counting, permutations, combinations, identities, partitions, generating functions, Fibonacci numbers, Stirling numbers, Catalan numbers, principle of inclusion-exclusion. Graphs, subgraphs, isomorphism, Euler graphs, Hamilton paths and cycles, planar graphs, Kuratowski's Theorem, trees, colouring, 5-colour theorem, matching, Hall’s theorem. 
*NOTE:* Students who have received credit for MATH 339 may not take this course for credit.

COMP 345  **Advanced Program Design with C++** (4 credits)
Prerequisite: COMP 352 previously or concurrently. Introduction to C++. I/O with stream classes. Pointers and their uses. The Standard Template Library (STL): containers, algorithms, iterators, adaptors, function objects. Class design: constructors, destructors, operator overloading, inheritance, virtual functions, exception handling, memory management. Advanced topics: libraries, locales, STL conventions, concurrency, template metaprogramming. Applications of C++: systems, engineering, games programming. Project. Lectures: three hours per week. Laboratory: two hours per week.

COMP 346  **Operating Systems** (4 credits)
*NOTE:* Students who have received credit for COEN 346 may not take this course for credit.

COMP 348  **Principles of Programming Languages** (3 credits)
Prerequisite: COMP 249. Survey of programming paradigms: Imperative, functional, and logic programming. Issues in the design and implementation of programming languages. Declaration models: binding, visibility, and scope. Type systems, including static and dynamic typing. Parameter passing mechanisms. Hybrid language design. Lectures: three hours per week. Tutorial: one hour per week.

COMP 352  **Data Structures and Algorithms** (3 credits)
Prerequisite: COMP 232 previously or concurrently; COMP 249. Abstract data types: stacks and queues, trees, priority queues, dictionaries. Data structures: arrays, linked lists, heaps, hash tables, search trees. Design and analysis of algorithms: asymptotic notation, recursive algorithms, searching and sorting, tree traversal, graph algorithms. Lectures: three hours per week. Tutorial: one hour per week.
*NOTE:* Students who have received credit for COEN 352 may not take this course for credit.
COMP 353  **Databases** (4 credits)
Prerequisite: COMP 232 or COEN 231; COMP 352 or COEN 352. Introduction to database management systems. Conceptual database design: the entity-relationship model. The relational data model and relational algebra: functional dependencies and normalization. The SQL language and its application in defining, querying, and updating databases; integrity constraints; triggers. Developing database applications. Other data models: Datalog. Object-oriented data model and ODL. Semi-structured data. Project. Lectures: three hours per week. Tutorial: one hour per week. Laboratory: two hours per week.

COMP 354  **Introduction to Software Engineering** (4 credits)
Prerequisite: COMP 352; ENCS 282. Software development process models (e.g. linear vs. iterative). Project management; roles, activities and deliverables for each software life cycle phase. Requirements management: analysis, elicitation, and scope. Architecture, design and the mapping of requirements to design and design to implementation. Traceability. Software quality assurance: verification, validation and the role of testing. Maintenance and evolution. Project. Lectures: three hours per week. Tutorial: one hour per week. Laboratory: two hours per week.

**NOTES:**
1. Students who have received credit for SOEN 341 may not take this course for credit.
2. Students in the BEng in Software Engineering program may not take this course for credit.

COMP 361  **Elementary Numerical Methods** (3 credits)

**NOTE:** Students who have received credit for ENGR 391 or MAST 334 may not take this course for credit.

COMP 365  **Techniques in Symbolic Computation** (3 credits)
Prerequisite: COMP 232 or MAST 217; COMP 248 or MAST 234. Symbolic computation and its use in pure and applied mathematics, in particular in algebra, number theory, cryptography, coding theory, and combinatorics. Programming in a symbolic computing system (e.g. MAPLE).

**NOTE:** Students who have received credit for MAST 332 may not take this course for credit.

COMP 367  **Computer Graphics** (4 credits)
Prerequisite: COMP 232 or COEN 231; COMP 352 or COEN 352. Introduction to computer graphics and graphics hardware. Introduction to graphics API and graphics systems architecture. Mathematics of 2D and 3D transformations, and 2D and 3D viewing. Colour and basic rendering algorithms. Visual realism and visibility. Illumination and shading, global illumination techniques, and textures. Introduction to curves and surfaces, and 3D object modelling. Introduction to computer animation. Project. Lectures: three hours per week. Laboratory: two hours per week.

COMP 371  **Introduction to Game Development** (4 credits)
Prerequisite: COMP 371 previously or concurrently. Introduction to design and implementation aspects of computer gaming: basic game design, storytelling and narratives, and game genres. Virtual environments, 2D and 3D game engines, and game development tools. Character development, gameplay strategies, level design in games, and user interfaces. Architecture of game consoles, analog and digital controllers, and the incorporation of graphics, sound, and music in game implementations. Project. Lectures: three hours per week. Laboratory: two hours per week.

COMP 375  **Multicore Programming** (4 credits)

COMP 376  **Parallel Programming** (4 credits)
Prerequisite: COMP 346. Parallel programming techniques as a natural extension to sequential programming. Overview of parallel programming architectures and models. Parallel programming issues: locality, granularity, scheduling, data decomposition and distribution, load balancing, communication and synchronization, determinacy and non-determinacy, cost and performance. Techniques and tools for message-passing parallel programming. Case studies. Project. Lectures: three hours per week. Tutorial: one hour per week. Laboratory: two hours per week.

COMP 422  **Compiler Design** (4 credits)
Prerequisite: COMP 228 or SOEN 228 or COEN 311; COMP 335; COMP 352 or COEN 352. Compiler organization and implementation: lexical analysis and parsing, syntax-directed translation, code optimization. Run-time systems. Project. Lectures: three hours per week. Laboratory: two hours per week.

COMP 444  **System Software Design** (4 credits)
Prerequisite: COMP 346. Detailed examination of the design, implementation and system call interface of a contemporary operating system: its kernel, file system, process and thread management including scheduling, file system design and implementation,
memory management, device management, I/O management, interprocess communication and synchronization mechanisms, system call interface, interrupt handling, and other advanced issues. Project. Lectures: three hours per week. Laboratory: two hours per week.

**COMP 445 Data Communication and Computer Networks (4 credits)**

**COMP 451 Database Design (4 credits)**

**COMP 465 Design and Analysis of Algorithms (3 credits)**
Prerequisite: COMP 232 or COEN 231; COMP 335; COMP 339; COMP 352 or COEN 352. Order statistics: worst-case, average-case and amortized analysis. Algorithm design techniques: greedy algorithms, dynamic programming. Selected algorithms from graph theory, linear programming, number theory, string matching, and computational geometry. A survey of hard problems, NP-completeness, and approximation algorithms. Lectures: three hours per week.

**COMP 472 Artificial Intelligence (4 credits)**

**COMP 473 Pattern Recognition (4 credits)**

**COMP 474 Intelligent Systems (4 credits)**

**COMP 476 Advanced Game Development (4 credits)**
Prerequisite: COMP 361 or ENGR 391; COMP 376. Introduction to advanced aspects of computer games. Game engine design. Artificial Intelligence (AI): non-player character movement, coordinated movement, pathfinding, world representations; decision making; tactical AI, strategic AI, learning in games. Physics-based techniques: collision detection and response. Networked gaming: multi-player games, networking and distributed game design, mobile gaming. Improving realism: cut scenes, 3D sound. Project. Lectures: three hours per week. Laboratory: two hours per week.

**COMP 477 Animation for Computer Games (4 credits)**
Prerequisite: COMP 361 or ENGR 391; COMP 371. Introduction to the algorithms, data structures, and techniques used in modelling and rendering dynamic scenes. Topics include principles of traditional animation, production pipeline, animation hardware and software, orientation representation and interpolation, modelling physical and articulated objects, forward and inverse kinematics, motion control and capture, key-frame, procedural, and behavioural animation, camera animation, scripting system, and free-form deformation. Project. Lectures: three hours per week. Laboratory: two hours per week.

**COMP 478 Image Processing (4 credits)**
Prerequisite: COMP 352. Digital image fundamentals, image transforms (Fourier, Walsh, Haar, Hotelling, wavelet), image enhancement (histogram processing, spatial filtering, high- and low-pass filtering), image restoration, image compression (elements of information theory, image compression models, error-free compression, lossy compression, image compression standards), image segmentation (line detection, Hough transform, edge detection and linking, thresholding, region splitting and merging), representation and description (chain codes, signatures, skeletons, shape descriptors, moments, texture). Project. Lectures: three hours per week. Laboratory: two hours per week.

**COMP 479 Information Retrieval and Web Search (4 credits)**
COMP 490  Computer Science Project I (3 credits)
Prerequisite: ENCS 282; completion of 60 credits; permission of the Department. Students work on a computer science project under the supervision of a faculty member and submit a suitable written report on the work carried out. Students planning to register for this course should consult with the Department prior to registration in the final year of study.
NOTE: Students can register for COMP 490 by itself or, with the permission of the Department, students can register for COMP 490 and 492 concurrently and carry out a major project.

COMP 492  Computer Science Project II (3 credits)
Prerequisite: COMP 490 previously or concurrently; permission of the Department. Students work on a computer science project under the supervision of a faculty member and submit a suitable written report on the work carried out. Students planning to register for this course should consult with the Department prior to registration in their final year of study.
NOTE: Students can register for COMP 492 by itself or, with the permission of the Department, students can register for COMP 490 and 492 concurrently and carry out a major project.

COMP 495  Honours Seminar (1 credit)
Prerequisite: ENCS 282; registration in the final year of the honours program. Students are required to attend a number of departmental seminars and submit a written report on them.

COMP 498  Topics in Computer Science (3 credits)
Prerequisite: Permission of the Department. This course may be offered in a given year upon the authorization of the Department. The content may vary from offering to offering and will be chosen to complement the available elective courses. Lectures: three hours per week.

SOFTWARE ENGINEERING

SOEN 228  System Hardware (4 credits)
Prerequisite: MATH 203 or Cegep Mathematics 103, MATH 204 or Cegep Mathematics 105. Processor structure, Data and Instructions, Instruction Set Processor (ISP) level view of computer hardware, assembly language level use. Memory systems — RAM and disks, hierarchy of memories. I/O organization, I/O devices and their diversity, their interconnection to CPU and Memory. Communication between computers at the physical level. Networks and computers. Lectures: three hours per week. Tutorial: two hours per week. Laboratory: two hours per week.
NOTE: Students who have received credit for COMP 228 may not take this course for credit.

SOEN 287  Web Programming (3 credits)

SOEN 298  System Hardware Lab (1 credit)
Prerequisite: Permission of the undergraduate program director. Digital design exercises including assembly and testing corresponding to the SOEN 228 lab. Laboratory: two hours per week.

SOEN 321  Information Systems Security (3 credits)

SOEN 331  Introduction to Formal Methods for Software Engineering (3 credits)

SOEN 341  Software Process (3 credits)
Prerequisite: COMP 352 or COEN 352; ENCS 282 previously or concurrently. Basic principles of software engineering. Introduction to software process models. Activities in each phase, including review activities. Working in teams: organization; stages of formation; roles; conflict resolution. Notations used in software documentation. How to review, revise, and improve software documentation. Lectures: three hours per week. Tutorial: one hour per week.
NOTE: Students who have received credit for COMP 354 may not take this course for credit.

SOEN 342  Software Requirements and Specifications (3 credits)
SOEN 343  **Software Architecture and Design I** (3 credits)  
Prerequisite: SOEN 341; SOEN 342 previously or concurrently. From requirements to design to implementation. Planned vs. evolutionary design and refactoring. Model-driven design and Unified Modelling Language (UML). Structural and behavioural design descriptions and specifications. General and domain-specific design principles, patterns and idioms. Object-oriented design concepts such as interfaces vs. abstract types, polymorphism, generics, and delegation vs. subclasseing. Introduction to software architecture (styles and view models). Design quality. Design rationale. Design methodologies (e.g. based on responsibility assignment). Test-driven development. Lectures: three hours per week. Tutorial: one hour per week.

SOEN 344  **Software Architecture and Design II** (3 credits)  

SOEN 345  **Software Testing, Verification and Quality Assurance** (3 credits)  
Prerequisite: SOEN 343 previously or concurrently. Testing strategies. Specification-based vs. code-based, black-box vs. white-box, functional vs. structural testing; unit, integration, system, acceptance, and regression testing. Verification vs. validation. Test planning, design and artifacts. Introduction to software reliability and quality assurance. Formal verification methods, oracles; static and dynamic program verification. Lectures: three hours per week. Tutorial: one hour per week.

SOEN 357  **User Interface Design** (3 credits)  
Prerequisite: SOEN 342. The human side: I/O; memory; and information processing. Interaction: mental models; human error; interaction frameworks and paradigms. Direct manipulation. User interface design: principles; standards; and guidelines. User-centred design: standards and design rationale; heuristic evaluation; iterative design; and prototyping. Task-centred design. Rationalized design: usability engineering; dialogue notations; user models; diagrammatic notations; and textual notations. Evaluation: with the user; without the user; quantitative; and qualitative. Implementation support. Help and documentation. Lectures: three hours per week. Tutorial: one hour per week.

SOEN 384  **Management, Measurement and Quality Control** (3 credits)  

SOEN 385  **Control Systems and Applications** (3 credits)  
Prerequisite: ENGR 213, 233. Mathematical modelling of dynamical systems; block diagrams; feedback; open and closed loops. Linear differential equations; time domain analysis; free, forced, and total response; steady state and transient response. Laplace transform and inverse transform; second order systems. Transfer functions and stability. Control system design: PID and root locus techniques. Computer simulation of control systems. Applications. Lectures: three hours per week. Tutorial: one hour per week.

SOEN 387  **Web-Based Enterprise Application Design** (3 credits)  

SOEN 390  **Software Engineering Team Design Project** (3.5 credits)  
Prerequisite: SOEN 344 and 357 previously or concurrently. Students work in teams to design and implement a software project from requirements provided by the coordinator. Each team will demonstrate the software and prepare adequate documentation for it. In addition, each student will write an individual report. Lectures: two hours per week. Tutorial: one hour per week. Laboratory: three hours per week.

SOEN 422  **Embedded Systems and Software** (4 credits)  
**NOTE:** Students who have received credit for COEN 421 may not take this course for credit.

SOEN 423  **Distributed Systems** (4 credits)  
Prerequisite: COMP 346. Principles of distributed computing: scalability, transparency, concurrency, consistency, fault tolerance, high availability. Client-server interaction technologies: interprocess communication, sockets, group communication, remote procedure
call, remote method invocation, object request broker, CORBA, web services. Server design techniques: process replication, fault
tolerance through passive replication, high availability through active replication, coordination and agreement, transactions and
concurrency control. Lectures: three hours per week. Tutorial one hour per week. Laboratory: two hours per week.

SOEN 431  Formal Methods (3 credits)
Prerequisite: SOEN 342, 343. Components of formal systems. Formal methods; levels of formalism. Integrating formal methods into
the existing software life-cycle process model for a given project. Attributes of a formal specification language. Formal notations
based on extended finite state machines; case studies involving the design of user interfaces, reactive systems, and concurrent
systems. Software development using formal methods, including tools for type checking; debugging; verifying checkable properties;
validation of refinements; and code generation from refinements. Lectures: three hours per week.

SOEN 448  Management of Evolving Systems (3 credits)
Prerequisite: SOEN 342, 343, 344. Software maintenance: corrective; perfective; and adaptive. Software reuse; construction of
reusable software. Techniques for reverse engineering and re-engineering software. Software development as “growing” software.
Long-term evolution of software systems. Legacy systems. Lectures: three hours per week.

SOEN 449  Component Engineering (3 credits)
Prerequisite: SOEN 344. Review of high-level language concepts and abstraction mechanisms. Programming with functional
and logical languages. Typed vs. untyped languages. The use of scripting languages and other language-based techniques to
assemble systems from high-level components. Lectures: three hours per week.

SOEN 487  Web Services and Applications (4 credits)
Prerequisite: SOEN 387 previously or concurrently. Analysis and design of web services and applications. Advanced architectures
for the design, deployment, and testing of large multi-server web services and applications. Service Oriented Architecture (SOA).
Laboratory: two hours per week.

SOEN 490  Capstone Software Engineering Design Project (4 credits)
Prerequisite: SOEN 390. Students work in teams of between six and nine members to construct a significant software application.
The class meets at regular intervals. Team members will give a presentation of their contribution to the project. Lectures: one hour
per week. Laboratory: two hours per week. Two terms.

SOEN 491  Software Engineering Project (1 credit)
Prerequisite: Permission of the undergraduate program director. Theoretical or practical project in an advanced topic in software
engineering.

SOEN 498  Topics in Software Engineering (3 credits)
Prerequisite: Permission of the Department. This course may be offered in a given year upon the authorization of the Department.
The content may vary from offering to offering and will be chosen to complement the available elective courses. Lectures: three
hours per week.
COMPUTATION ARTS AND COMPUTER SCIENCE

Faculty
Undergraduate Program Director
TODD EAVIS, PhD Dalhousie University; Associate Professor

Location
Sir George Williams Campus
Engineering, Computer Science and Visual Arts Complex, Room: EV 003.139
514-848-2424, ext. 3000

Objectives
The Faculty of Engineering and Computer Science and the Faculty of Fine Arts have created a program of study which combines a comprehensive education in computer science and a complementary set of courses of equivalent value in the fine arts. This program resides in both Faculties. In the Faculty of Engineering and Computer Science, it is offered under the aegis of the Bachelor of/ Baccalaureate in Computer Science, Computer Applications Option. According to their preferences and aspirations, students may apply either for a Bachelor of/Baccalaureate in Computer Science program, or a Bachelor of/Baccalaureate in Fine Arts program. The Fine Arts offering is described in §8.90. The Computer Science program is described below.

Curriculum
The Computer Applications Option may be taken with a Major in Computation Arts. It consists of 45 credits in Computer Science complemented by 45 credits of study in Fine Arts. It provides a foundation for the integration of the arts and computer science as hybrid digital media arts and multimedia productions.

The Computation Arts core focuses on three areas of digital media: image works, sound exploration, and 3D modelling/animation. Through the integration of theory and practice, the programs aim at developing interdisciplinary cultural and technological practices, for independent arts initiatives, industry, and client-based productions.

The core courses are open-ended and flexible to accommodate change that will run parallel to technological advancements in industry and give students a strong base in multimedia research. Design Art, Electroacoustics, Film Animation, and the Studio Electronic Arts provide the Fine Arts electives, which further supports the cross-disciplinary nature of the program directives.

This program will give graduates the conceptual abilities and technical skills they need to practise as hybrid cultural workers in the rapidly expanding field of multimedia. Students will have many more options to fine-tune a multimedia program according to their individual needs and expectations. Courses have been restructured into three credits to facilitate computer lab access, and flexibility in course sequencing and offerings, as well as to accommodate completion of the program within a co-op structure.

Students of Computation Arts must bear the costs of annual laboratory fees.

Structure of the Program
Computation Arts Option
The program consists of 45 credits in Computer Science and 45 credits in Fine Arts, as described below:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science Core (see §71.70.2)</td>
<td>32.00</td>
<td></td>
</tr>
<tr>
<td>Complementary Core (see §71.70.2)</td>
<td>6.00</td>
<td></td>
</tr>
<tr>
<td>Computation Arts Core (see §81.90.2)</td>
<td>45.00</td>
<td></td>
</tr>
<tr>
<td>COMP 345</td>
<td>Advanced Program Design with C++</td>
<td>4.00</td>
</tr>
<tr>
<td>COMP 371</td>
<td>Computer Graphics</td>
<td>4.00</td>
</tr>
</tbody>
</table>

Admission Requirements
The Computation Arts Major is limited to students who are enrolled in or simultaneously applying for the Computer Science Applications Option and who are qualified for the Fine Arts component. Applicants must fulfill the admission requirements for the Computer Science Option in Computer Applications (see §71.10.2) and be accepted into the Computer Applications Option. In addition to the normal admission procedure of Concordia University, there is a distinct admission procedure for applicants to the Major in Computation Arts. All applicants must submit a portfolio to the Program Office, Visual Arts Building, Room 244, on or before March 1. Further information may be obtained by contacting the Department of Design and Computation Arts.
Faculty

Undergraduate Program Director
TODD EAVIS, PhD Dalhousie University; Associate Professor

Location

Sir George Williams Campus
Engineering, Computer Science and Visual Arts Complex, Room: EV 003.139
514-848-2424, ext. 3000

Objectives

The Faculty of Engineering and Computer Science and the Faculty of Arts and Science have created a program of study which combines a comprehensive education in computer science and mathematics. This program resides in both Faculties. In the Faculty of Engineering and Computer Science, it is offered under the aegis of the Bachelor of/Baccalaureate in Computer Science, Computer Applications Option. According to their preferences and aspirations, students may apply either for a Bachelor of/Baccalaureate in Computer Science program, Bachelor of/Baccalaureate in Science program, or Bachelor of/Baccalaureate in Arts program. The Arts and Science offering is described in §31.200. The Computer Science program is described below.

Curriculum

The Computer Applications Option may be taken with a Major in Mathematics and Statistics. It provides a foundation for integrated studies in computer science and mathematics. The mathematics component of the program includes topics that overlap with computer science, such as modelling, symbolic computation, and combinatorics, as well as the standard topics of a mathematical curriculum.

Structure of the Program

The program consists of 90 credits.

Mathematics and Statistics Option

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Science Core (see §71.70.2)*</td>
<td>32.00</td>
</tr>
<tr>
<td>Complementary Core (see §71.70.2)</td>
<td>6.00</td>
</tr>
<tr>
<td>Mathematics and Statistics Core</td>
<td>36.00</td>
</tr>
<tr>
<td>Computer Science Electives (see §71.70.2)</td>
<td>4.00</td>
</tr>
<tr>
<td>General Electives (see §71.70.2)</td>
<td>12.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>90.00</td>
</tr>
</tbody>
</table>

*COMP 232 may be replaced by MAST 217. COMP 233 must be replaced by MAST 221.

Mathematics and Statistics Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMP 339</td>
<td>Combinatorics*</td>
<td>3.00</td>
</tr>
<tr>
<td>COMP 361</td>
<td>Elementary Numerical Methods**</td>
<td>3.00</td>
</tr>
<tr>
<td>COMP 367</td>
<td>Techniques in Symbolic Computation***</td>
<td>3.00</td>
</tr>
<tr>
<td>COMP 465</td>
<td>Design and Analysis of Algorithms</td>
<td>3.00</td>
</tr>
<tr>
<td>MAST 218</td>
<td>Multivariable Calculus I</td>
<td>3.00</td>
</tr>
<tr>
<td>MAST 219</td>
<td>Multivariable Calculus II</td>
<td>3.00</td>
</tr>
<tr>
<td>MAST 224</td>
<td>Introduction to Optimization</td>
<td>3.00</td>
</tr>
<tr>
<td>MAST 232</td>
<td>Mathematics with Computer Algebra</td>
<td>3.00</td>
</tr>
<tr>
<td>MAST 234</td>
<td>Linear Algebra and Applications I</td>
<td>3.00</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>MAST 235</td>
<td>Linear Algebra and Applications II</td>
<td>3.00</td>
</tr>
<tr>
<td>MAST 331</td>
<td>Mathematical Modelling</td>
<td>3.00</td>
</tr>
<tr>
<td>MAST 333</td>
<td>Applied Statistics</td>
<td>3.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td>36.00</td>
</tr>
</tbody>
</table>

*COMP 339 may be replaced by MATH 339.
**COMP 361 may be replaced by MAST 334.
***COMP 367 may be replaced by MAST 332.

### Admission Requirements

The Computer Science and Mathematics and Statistics program is restricted to students who are enrolled in or simultaneously applying for the Computer Science Applications Option and who are qualified for the mathematics component. Applicants must fulfill the admission requirements for the Computer Science Option in Computer Applications (see §1.10.2) and be accepted into the Computer Applications Option. For admission requirements for the mathematics component, see §1.200.
Faculty

Chair
DEBORAH DYSART-GALE, PhD University of Pittsburgh; Associate Professor

Associate Chair
GOVIND GOPAKUMAR, PhD Rensselaer Polytechnic Institute; Assistant Professor

Assistant Professors
MATTHEW HARSH, PhD University of Edinburgh
KETRA SCHMITT, PhD Carnegie Mellon University

Assistant Professor Emerita
BERNICE GOLDSMITH, BA Concordia University

Extended Term Appointment
NANCY ACEMIAN, MCompSc Concordia University

For the complete list of faculty members, please consult the Department website.

Location

Sir George Williams Campus
Engineering, Computer Science and Visual Arts Complex, Room: EV 002.257
514-848-2424, ext. 5443

Objectives

The Centre for Engineering in Society (CES) has been created with two major objectives. The primary objective of the CES is to blend the teaching of engineering and technology with skills needed for students to become professionals who are responsible, articulate and ethical. The CES brings complementary skills and knowledge to engineering and information technology training by offering suitable courses.

An additional objective of the CES is to coordinate and manage those graduate and undergraduate courses in engineering, engineering mathematics, and computer science that are common to multiple departments within the Faculty of Engineering and Computer Science.
CONCORDIA INSTITUTE FOR INFORMATION SYSTEMS ENGINEERING

Faculty

Director
RACHIDA DSSOULI, PhD Université de Montréal; Professor

Associate Director
AMR YOUSSEF, PhD Queen’s University, PEng; Professor

Professors
CHADI ASSI, PhD City University of New York, PEng
NOEL CRESPI, PhD University Paris 6
MOURAD DEBBABI, PhD Université de Paris
AMIN HAMMAD, PhD Nagoya University
RUIXUAN LI, PhD Huazhong University of Science and Technology
YONG ZENG, PhD University of Calgary, PEng

Associate Professors
ANJALI AWASTHI, PhD University of Metz, PEng
ABDESSAMAD BEN HAMZA, PhD North Carolina State University, PEng
JAMAL BENTAHAR, PhD Université Laval, PEng
NIZAR BOUGUILA, PhD Université de Sherbrooke, PEng
ROCH GLITHO, PhD Royal Institute of Technology, Sweden
CHUN WANG, PhD University of Western Ontario, PEng
LINGYU WANG, PhD George Mason University, PEng

Assistant Professors
JEREMY CLARK, PhD University of Waterloo
MOHAMMAD MANNAN, PhD Carleton University
ANDREA SCHIFFAUEROVA, PhD Université de Montréal

Affiliate Professor
PRABIR BHATTACHARYYA, PhD University of Oxford

Affiliate Associate Professors
FRANÇOIS COSQUER, PhD Technical University of Lisbon
STÉPHANE CÔTE, PhD University of Southampton
BENJAMIN FUNG, PhD Simon Fraser University, PEng
SIMON LI, PhD University of Toronto, PEng
MARTIN MAIER, PhD Technical University of Berlin
MAKAN POURZANDI, PhD Université de Lyon I
ZHIGANG TIAN, PhD University of Alberta
ANDREW L. VALLERAND, PhD Université Laval
FAYI ZHOU, PhD University of Alberta

Affiliate Assistant Professors
MAURICE KHABBAZ, PhD Concordia University
HADI OTROK, PhD Concordia University
SAMIR SEBBAH, PhD Concordia University
ADEL SERHANI, PhD Concordia University
KHALED SHABAN, PhD University of Waterloo

For the complete list of faculty members, please consult the Department website.

Location

Sir George Williams Campus
Engineering, Computer Science and Visual Arts Complex, Room: EV 007.640
514-848-2424, ext. 5847
Objectives

The Concordia Institute for Information Systems Engineering is an interdisciplinary fundamental research and R&D learning institute, housing state-of-the-art research in innovative applications of information systems to a wide range of areas, among them systems, telecommunications, software development, electronics, multimedia, aerospace, finance and banking, automotive, manufacturing, and building and construction management.

The Concordia Institute for Information Systems Engineering offers only graduate programs.
Faculty of Fine Arts

81.10 PROGRAMS AND ADMISSION REQUIREMENTS
81.20 DEGREE REQUIREMENTS
81.30 FINE ARTS COURSES OF FACULTY-WIDE INTEREST
81.40 ART EDUCATION
81.50 ART HISTORY
81.60 MEL HOPPENHEIM SCHOOL OF CINEMA
  81.60.4 Interdisciplinary Studies in Sexuality
81.70 CONTEMPORARY DANCE
81.80 CREATIVE ARTS THERAPIES
81.90 DESIGN AND COMPUTATION ARTS
  81.90.1 Design
  81.90.2 Computation Arts
81.100 MUSIC
81.110 STUDIO ARTS
  81.110.1 Studio Art
  81.110.2 Ceramics
  81.110.3 Fibres and Material Practices
  81.110.4 Intermedia/Cyberarts
  81.110.5 Painting and Drawing
  81.110.6 Photography
  81.110.7 Print Media
  81.110.8 Sculpture
81.120 THEATRE
FACULTY OF FINE ARTS

Dean
CATHERINE WILD, MFA University of Wisconsin-Madison

Associate Deans
ANA CAPPELLUTO, MEd McGill University; Planning and Academic Facilities
MARK SUSSMAN, PhD New York University; Academic and Student Affairs
HAIDEE WASSON, PhD McGill University; Research

Location
Sir George Williams Campus
Engineering, Computer Science and Visual Arts Complex, Room: EV 2.781
514-848-2424, ext. 4600
finearts.concordia.ca

Objectives
The Faculty of Fine Arts is recognized internationally for its long-standing record of excellence in undergraduate education in the visual, performing, cinematic, design, and electronic arts. The Faculty strives to create an environment that reflects the openness and diversity of contemporary culture, with a strong commitment to integrating new technologies with traditional fine arts practices. Programs and courses in studio or academic disciplines situate students within both the pluralism of the university academic experience and an active urban arts milieu.

81.10 PROGRAMS AND ADMISSION REQUIREMENTS

General admission requirements are listed in §13. Specific requirements for admission to the various programs leading to the BFA degree are set out in the first column of the following listings. They refer to the table of Cegep profiles and other specific requirements defined below.

Profile Requirements

| 0.00 | Diploma of Collegial Studies (DEC — Diplôme d'études collégiales) |
| 10.12 | Mathematics 103, 105, 203 |
| A | Interview/Audition |
| G | Letter of intent |
| K | Submission of a portfolio of representative work |

Programs offered:
For information concerning any of the following programs, please consult the calendar section listed opposite each program.

Recommended
Profile and Specific Requirements

| 0.00, G,K | Art Education – Visual Arts |
| 0.00, A,G,K | Design for the Theatre |
| 0.00, G,K | Film Production |
| 0.00 | Film Studies |
| 0.00, A | Jazz Studies |
| 0.00, A | Music Performance |
| 0.00, A | Music Composition |
| 0.00, A,G | Theatre and Development |
| 0.00, A,G | Theatre Performance |

Specializations:

| 81.40 |
| 81.120 |
| 81.60 |
| 81.60 |
| 81.100 |
| 81.100 |
| 81.100 |
| 81.120 |
| 81.120 |
Majors:

- 0.00, G,K Art Education – Visual Arts 81.40
- 0.00 Art History 81.50
- 0.00 Art History and Film Studies 81.50, 81.60
- 0.00, G,K Art History and Studio Art 81.50
- 0.00, G,K Ceramics 81.110
- 0.00, 10.12, G,K Computation Arts 81.90
- 0.00, A Contemporary Dance 81.70
- 0.00, G,K Design 81.90
- 0.00, G,K Electroacoustic Studies 81.100
- 0.00, G,K Fibres and Material Practices 81.110
- 0.00, G,K Film Animation 81.60
- 0.00, G,K Film Production 81.60
- 0.00 Film Studies 81.60
- 0.00, G,K Intermedia/Cyberarts 81.110
- 0.00, A Music 81.100
- 0.00, G,K Painting and Drawing 81.110
- 0.00, G,K Photography 81.110
- 0.00, A,G,K Playwriting 81.120
- 0.00, G,K Print Media 81.110
- 0.00, G,K Sculpture 81.110
- 0.00, G,K Studio Art 81.110
- 0.00, A,G,K Theatre 81.120

Minors:

- 0.00, G,K Art Education – Visual Arts 81.40
- 0.00 Art History 81.50
- 0.00, G,K Art History and Studio Art 81.50
- 0.00, G Cinema 81.60
- 0.00, G,K Computation Arts 81.90
- 0.00, G,K Electroacoustic Studies 81.100
- 0.00, G,K Film Animation 81.60
- 0.00, G,K Film Studies 81.60
- 0.00, G,K Interdisciplinary Studies in Sexuality 81.60.4
- 0.00, Theory Test Music 81.100
- 0.00, G,K Photography 81.110
- 0.00, G,K Print Media 81.110
- 0.00 Theatre 81.120

Transfer Students

Applicants who have completed courses in other colleges or universities may be granted transfer credits towards their program at Concordia University. These transfer credits will normally be awarded as general credits and as such may not be equivalent to specific first-year courses at Concordia.

Applicants to a second undergraduate degree must complete a minimum of 60 credits, other than those credited towards the first degree, at least 36 of which must be taken in the new field of specialization (§16.1.3). Students transferring credits towards a first degree must complete a minimum of 45 credits at Concordia (see §6.).

Students must complete all program and degree requirements, as well as the Faculty of Fine Arts residence requirements (see §8.0.).

Mature Entry

General admission requirements to the 108-credit program (Mature Entry) are listed in §14. Students admitted into the Faculty of Fine Arts through the Mature Entry plan are required to complete 18 credits in addition to the 90 credits normally required for the BFA degree.

Extended Credit Program

Definition of the Extended Credit Program (ECP) is listed in §13.2. Students admitted to an Extended Credit Program in Fine Arts are required to complete an additional 30 credits for the degree. Transfer credits awarded for Ontario Academic Courses (OACs) must be applied towards the ECP portion of a student’s degree program.
**81.20 DEGREE REQUIREMENTS**

Students preparing for the BFA degree require a minimum of 90 credits. Each credit represents, for the average student, a minimum of 45 hours of work spread across lectures, conferences, tutorials, studios, rehearsals or practice periods, tests, examinations, and personal work.

**81.20.1 BFA Degree Requirements**

1. A candidate for the BFA degree must have qualified for admission to, and successfully completed a program of concentration in the form of a specialization (see §16.2.3) or major (see §16.2.3) program in the Faculty of Fine Arts. A selection is made upon entry, prior to registration. The requirement of selecting a program upon entry should not be thought of as being necessarily a final commitment. Students wishing to transfer out of one degree program must satisfy the admission requirements of the program they seek to enter. Program changes are, however, subject to limitations where certain programs are in great demand. Students should be aware that to effect certain transfers they may be required to complete more than the 90 credits normally required for the degree.

2. A candidate for graduation must satisfy the Fine Arts General Education requirement by successfully completing a minimum of six credits from course offerings outside the Fine Arts academic sectors (Visual Arts and Performing Arts). The non-Fine Arts academic sectors are defined as: Humanities, Social Sciences, Sciences, Business, Engineering and Computer Science. BFA students graduating with the Major in Computation Arts – Option Computer Applications double program or the Specialization in Art Education – Visual Arts will be considered as having satisfied the General Education requirement. The courses FLIT 8; COMS 301, 304, 416, 434 can only be applied within a student's degree as electives from the Visual Arts sector and therefore do not fulfill the General Education requirement. This list is subject to modification.

3. A candidate for graduation must have successfully completed the course FFAR 50.

4. A candidate for graduation normally may apply no more than 54 credits in studio work towards the 90 credits required for the BFA degree.

5. The credits obtained for any course may not be used to satisfy the requirements of more than one program.

6. Students may take a maximum of six ESL credits towards a 90- or 108-credit degree, and a maximum of 12 credits towards the 120-credit degree.

**81.20.2 Residence Requirements**

Students are subject to the university residence requirement (see §16.1.3) which states that of the 90 credits required for the BFA degree, a minimum of 45 credits must be taken at Concordia University. Combining both residence requirements implies that the full-time student must enrol for a minimum of two years of study at Concordia University.

To fulfill the residence requirements for a BFA degree with a concentration in:

1. Ceramics, Fibres and Material Practices, Painting and Drawing, Print Media, Sculpture, or Studio Art: a minimum of 30 credits in Studio Art and six credits in Art History must be completed at Concordia.

2. Art Education – Visual Arts, Art History, Art History and Studio Art, Film Animation, Film Production, Film Studies, Photography, Contemporary Dance, or Intermedia/Cyberarts: at least half of the concentration requirements must be completed at Concordia.

3. Theatre, Theatre and Development, Theatre Performance, Playwriting, or Design for the Theatre: a minimum of 30 credits from the Department of Theatre must be completed at Concordia.

4. Music, Electroacoustic Studies, Jazz Studies, Music Performance, or Music Composition: a minimum of 30 credits required from the Department of Music must be completed at Concordia.

5. Minor programs: at least half of the required credits must be completed at Concordia.

**81.20.3 Course Load**

The normal course load for students enrolled in the Faculty of Fine Arts is 30 credits per year for all full-time students, and a maximum of 18 credits per year for part-time students.

i) Full-time students may not register for more than 18 credits of their maximum 30 credits in any studio area in any given academic year. Part-time students may not register for more than 12 credits.

ii) Students may register for a maximum of six credits in which films are produced as a course requirement during any given academic year. See §81.60.2 for list of courses. Also, students are limited, during their degree program, to 18 credits in Film Production or 24 credits in Film Animation courses in which films are produced as a course requirement (§81.60.2).

iii) Students may register for a maximum of six credits in Theatre Production in any given academic year, up to a maximum of 18 credits in all.

iv) Students may register for a maximum of six credits in Music Private Study in any given academic year, up to a maximum of 12 credits in the Major in Music degree program, and 18 credits in a specialization in music degree program.

v) Students may register for a maximum of nine credits in Independent Study courses in their degree program. In the case of disciplines not offering three-credit Independent Study courses, students may register for a maximum of two six-credit Independent Study courses in their degree program.
81.20.4 Academic Performance Requirements

The system used by the Faculty of Fine Arts to assess academic performance at the undergraduate level is based on the annual weighted grade point average (WGPA). See §16.3.11 for definition of annual WGPA.

Acceptable standing requires that a student obtain an annual WGPA of at least 2.00.

NOTE: Although a "C-" grade (1.70 grade points) is designated as satisfactory for an individual course in §6.3.3, an annual WGPA of 2.00 is required to remain in acceptable standing.

Conditional standing results when a student obtains an annual WGPA of less than 2.00, but at least 1.50. A student is not permitted to obtain two consecutive conditional standing assessments. Students in conditional standing may not write supplemental examinations and will not be permitted to register for further study until their program has been approved by the appropriate advisor in their Faculty or department. They must obtain acceptable standing at the time of their next assessment.

Failed standing results when a student obtains an annual WGPA of less than 1.50, or conditional standing in two consecutive periods of assessment. Failed students may not write supplemental examinations. In order to continue in their program, failed students must apply for readmission through the Office of Student Affairs. If readmitted, failed students will be placed on academic probation. In addition, there may be other conditions determined by the Faculty at the time of readmission. Decisions of the relevant authority in the Faculty are final. Failed students wishing to be admitted to another Faculty must apply through the Dean’s Office of the Faculty to which they wish to be admitted.

Graduation Requirements
Students must satisfy all course requirements, be in acceptable standing, and have a minimum final graduation GPA of 2.00. Potential graduates who fail to meet the requirements of acceptable standing, but meet the requirements of conditional standing, will have the following options:

a) register for an additional 12 credits and, at the next assessment, meet the requirements for acceptable standing;
   or
b) register for fewer than 12 additional credits. In this case, standing will be determined on the basis that these extra credits constitute an extension of the last assessment period.

For both option a) and option b), the additional courses taken must be selected in consultation with the student’s department.

81.20.5 Lapsed Program

Students enrolled in a specialization or major program in the Faculty of Fine Arts who have not registered for a course for nine consecutive terms or more will have a lapsed notation entered on their student record. Lapsed students must meet with the appropriate advisor in order to resume their program and be made aware of possible program modifications. In some cases, students might be required to submit a new application.

81.30 FINE ARTS COURSES OF FACULTY-WIDE INTEREST

The following courses provide a format in which topics of Faculty-wide interest are considered:

FFAR:

FFAR 250 Keywords: Reading the Arts Across the Disciplines (6 credits)
This course offers students with first-year standing* in the Faculty of Fine Arts a broad introduction to ideas and aesthetics in the visual and performing arts in Canada. It focuses on key concepts shaping and shaped by artistic production and reception in all artistic disciplines. Students deepen their understanding of the cultural significance and the debate that occurs around keywords across the disciplines. Over the year, students extend their powers of reading, writing, and critical thinking in lectures and tutorials.

*Students with fewer than 30 credits completed in degree program.

FFAR 253 Art, Science and Technology: Interactions (3 credits)
An introduction, for non-Fine Arts students, to the rich historical and contemporary relationships between art, science, and technology. Topics range from the scientific and engineering drawings of Leonardo, through to the influence of scientists such as Isaac Newton, the impact of the scientific and industrial revolutions on 19th- and 20th-century aesthetic concerns, to the Internet and "new media." The course does not require prior knowledge of the visual arts, science, or technology.

NOTE: Students enrolled in a Fine Arts program (BFA specialization, major, or minor) may not take this course for credit.

NOTE: Students who have received credit for this topic under an FFAR 398 number may not take this course for credit.

FFAR 290 (also listed as INTE 270)
HIV/AIDS: Cultural, Social and Scientific Aspects of the Pandemic (6 credits)
An interdisciplinary survey of the major issues and challenges of the HIV pandemic. Such topics as the biology of the virus, therapeutic, clinical and epidemiological research developments, the social costs of sexual taboos and discrimination, and media
and artistic representation by and of people with HIV are presented by faculty and visiting community experts. The epidemics in the Western hemisphere, Africa, Asia, and other regions are addressed. Learning is based on lectures, weekly tutorials, and community involvement.

NOTE: Students who have received credit for FFAR 390, INTE 270, INTE 390, or for this topic under an FFAR 398 or INTE 398 number, may not take this course for credit.

**FFAR 291 HIV/AIDS: An Interdisciplinary Introduction to Scientific, Social and Cultural Aspects** (3 credits)
This course is an interdisciplinary survey of the major issues and challenges of the AIDS pandemic, introducing students to a broadly based overview of its scientific, social and cultural impacts. It also examines the interaction of personal and experiential perspectives with collective values, beliefs and behaviours in response to the health crisis worldwide and locally. Students examine the history of the pandemic and responses to it by governments, medical authorities, businesses, religious and community groups, as well as artists and cultural producers. Readings and requirements are diverse in nature and it is possible to submit creative work as part of the course assignments.

NOTE: Students who have received credit for FFAR 290, 390, INTE 270, 390, or for this topic under a INTE 398, COMS 399, or SOCI 399 number, may not take this course for credit.

**FFAR 298 Special Topics in Fine Arts** (3 credits)
A course at the introductory level which provides an opportunity for the study of specialized aspects of Fine Arts.

NOTE: This course may not be applied within a BFA degree or any Fine Arts specialization, major, or minor program.

**FFAR 299 Special Topics in Fine Arts** (6 credits)
A course at the introductory level which provides an opportunity for the study of specialized aspects of Fine Arts.

NOTE: This course may not be applied within a BFA degree or any Fine Arts specialization, major, or minor program.

**FFAR 398 Special Topics in Fine Arts** (3 credits)
A course which provides an opportunity for the study of specialized aspects of Fine Arts. NOTE C/See §200.3

**FFAR 399 Special Topics in Fine Arts** (6 credits)
A course which provides an opportunity for the study of specialized aspects of Fine Arts. NOTE C/See §200.3
ART EDUCATION

Faculty

Chair
DAVID PARISER, DEd Harvard University; Professor

Distinguished Professor Emerita
LEAH SHERMAN, MA New York University

Professors Emeriti
ANDREA FAIRCHILD, PhD Université du Québec à Montréal
PAUL LANGDON, PhD McGill University
CATHY MULLEN, PhD Pennsylvania State University
ROBERT J. PARKER, PhD University of Iowa
ELIZABETH J. SACCÀ, PhD University of Pennsylvania

Professors
LORRIE BLAIR, PhD Ohio State University
RICHARD LACHAPELLE, PhD Concordia University

Associate Professor
LINDA SZABAD-SMYTH, PhD McGill University

Assistant Professors
JUAN CARLOS CASTRO, PhD University of British Columbia
ANITA SINNER, PhD University of British Columbia
MJ THOMPSON, PhD New York University
KATHLEEN VAUGHAN, PhD York University

For the complete list of faculty members, please consult the Department website.

Location

Sir George Williams Campus
Engineering, Computer Science and Visual Arts Complex, Room: EV 2.619
514-848-2424, ext. 4646

Department Objectives

The Art Education Department offers two teacher preparation programs that emphasize the student’s development as artist, researcher, and professional. Students are expected to develop an artistic and teaching practice that connects conceptual understanding, critical reflection, and practical experience. The Major in Art Education – Visual Arts is a three-year program. In the first two years, students are introduced to the fundamentals of the field of art education. In the third year, students concentrate on professional practice and performance as community art educators in settings such as community centres, adult education programs, recreation programs, and museums.

The Specialization in Art Education – Visual Arts is a four-year program leading to teacher certification as an elementary- and secondary-school art specialist. The program conforms to the Ministère de l’Éducation, du Loisir et du Sport (MELS) requirements for an extended teaching practicum and preparation in visual arts. The number of practicum hours is determined by the MELS and may be subject to change.

The Minor in Art Education – Visual Arts is a 24-credit program designed to give students familiarity and ability with the basics of the theory and practice of community arts education, and may be particularly useful to visual artists who anticipate that some project-based teaching work will supplement their studio practice.

Programs

Students are responsible for fulfilling their particular degree requirements; hence, the following sequence must be read in conjunction with §81.20.

The superscript indicates credit value.

N.B. The BFA Specialization in Art Education – Visual Arts leads to teacher certification by the Ministère de l’Éducation, du Loisir et du Sport du Québec (MELS).
120  **BFA Specialization in Art Education – Visual Arts**
24  ARTE 220^i, 230^b, 320^c, 330^d, 340^e, 420^f, 422^g, 424^h
  3  EDUC 301^i or 305^j
  9  ARTE 352^k, 354^l, 498^m
  15  ARTE 421^n, 423^o, 425^p
  6  Chosen from ARTE 398^q offerings
  6  FFAR 250^r
  12  DRAW 200^s; PTNG 200^t
  6  Studio Art courses chosen from FBRS 240^u, 260^v; CERA 230^w; SCUL 210^x
  6  Studio Art electives
  6  Art History courses chosen from Group C
  6  Studio Art or Art History electives
  6  Free electives
  15  EDUC 210^y, 445^z, 450^a, 454^b

66  **BFA Major in Art Education – Visual Arts**
  21  ARTE 220^i, 230^b, 320^c, 330^d, 340^e, 432^f, 434^g
  6  Studio Art courses chosen from CERA 230^h; FBRS 240^i, 260^j; SCUL 210^k; PTNG 200^l
  6  Studio Art electives
  3  ARTE 398^m
  6  DRAW 200^n
  6  Chosen from ARTE 352^o, 354^p, 398^q, 498^r
  6  Art History electives
  6  Studio Art or Art History elective credits
  6  EDUC 210^s

*NOTE:* This program does not lead to teacher certification. Electives permit a wider choice in courses in preparation for graduate study in areas such as art therapy, museum education, recreation, and arts administration.

24  **Minor in Art Education – Visual Arts**
  15  ARTE 203^i, 320^j, 330^k, 432^l, 434^m
  9  Art Education courses chosen from ARTE 352^n, 354^o, 398^p, 498^q

*NOTE:* Students may take up to six credits in ARTE 398.

*NOTE:* This program may be especially useful for students in the Major in Studio Arts or combined Major in Art History and Studio Arts who wish to learn the basics of community arts theory and practice.

### 81.40.1 Admission to the Specialization, Major, and Minor in Art Education – Visual Arts

In addition to the normal admission procedure of Concordia University, there is a distinct admission procedure for applicants to the Major in Art Education – Visual Arts and the Minor in Art Education – Visual Arts. All applicants must submit a portfolio of their own work, as well as a letter of intent, as part of the admission process.

For more information concerning these additional requirements and submission deadline dates, please visit the following website: finearts.concordia.ca/admissions.

All successful applicants interested in the Specialization in Art Education – Visual Arts are automatically enrolled in the Major in Art Education – Visual Arts. The Specialization in Art Education – Visual Arts is offered at the third-year and fourth-year levels. Upon completion of the second year (completion of 60 credits including ARTE 220, 230, 320, 330), students in the Major in Art Education – Visual Arts may apply for transfer to the Specialization in Art Education – Visual Arts program. Admission to the Specialization in Art Education – Visual Arts is assessed on the basis of the applicant’s suitability for school-based teaching, grades for courses completed in the first two years, a letter of intent, two references, the completion of a 70-hour internship in an elementary school (ARTE 230), and, in some cases, an interview. Students must apply to the Department by the deadline of March 1.

#### Academic Standing

To remain in good academic standing in the specialization and be recommended for the Quebec Art Specialist teaching permit, students must:

1. Achieve at least a “B” grade in the practicum courses ARTE 420, 423, and 425.
   a. Students who fail any of the above courses are required to withdraw from the specialization program.
   b. Students who obtain a passing grade in any of the above courses that is below a “B” will be placed on conditional standing within the program and will be so informed in writing. These students will be allowed to repeat the practicum only once in order to achieve the required grade. Students who do not achieve the required grade in the repeated course will be required to withdraw from the specialization program.

2. Maintain an overall grade average of “B-” or higher in courses of the third and fourth years. Students who do not maintain the minimum grade average during that time will be required to withdraw from the specialization program.

*NOTE:* ARTE 423 is evaluated on a pass/fail basis and therefore is not included in the calculation of the grade point average.

3. To be recommended to the Quebec Teachers Certification Service for a Quebec permanent teaching diploma, students must satisfy the English language proficiency requirements of the program.
Courses

Art Education:

ARTE 201  
**Art in Early Childhood I** (3 credits)
Prerequisite: Enrolment in the Specialization in Early Childhood or Major in Child Studies, or written permission of the Department. An introductory study of the art-making process in early childhood. This course is a studio workshop which investigates potential media and teaching approaches appropriate for the young child.  
*NOTE: Students enrolled in the Major in Art Education – Visual Arts or the Specialization in Art Education – Visual Arts programs may not take this course for credit.*

ARTE 202  
**Art in Early Childhood II** (3 credits)
Prerequisite: ARTE 201. A continuation of ARTE 201.  
*NOTE: Students enrolled in the Major in Art Education – Visual Arts or the Specialization in Art Education – Visual Arts programs may not take this course for credit.*

ARTE 203  
**Arts in Recreation** (3 credits)
In this workshop/seminar course, students are introduced to various art forms currently used in recreation centres. Intrinsic to the course content is a consideration of the role of the arts in recreation and leisure populations.  
*NOTE: Students enrolled in the Major in Art Education – Visual Arts or the Specialization in Art Education – Visual Arts programs may not take this course for credit.*

ARTE 220  
**Foundations of Art Education** (3 credits)
A survey of content and contexts of the art education profession. In studio activities, students explore art-making skills and techniques, creative expression, artistic heritage and art in society. This content is related to lesson planning for schools, museums, and community settings. Students are introduced to children’s artistic development as well as basic management and safety standards for the art classroom. Practicum experiences will include observation of children’s art processes and some teaching.  
*NOTE: Students who have received credit for ARTE 200 may not take this course for credit.*

ARTE 230  
**Practicum: Observation and Analysis of Children’s Learning** (3 credits)
Prerequisite: ARTE 220. This practicum course gives students first-hand experience and knowledge of children’s learning as it occurs in the schools. It also provides students with a theoretical framework for observing and analyzing individual and group learning processes in the art classroom. It permits students to develop preliminary skills in assessing and meeting the needs of individual children. Students are introduced to methods for evaluating learning and for critically reflecting on learning and teaching. The practicum experience consists of a placement in a primary school one day a week for a total of 70 hours.  
*NOTE: Students who have received credit for ARTE 200 may not take this course for credit.*

ARTE 320  
**Multidisciplinary Approaches to Art and Teaching** (3 credits)
Prerequisite: ARTE 230 or written permission of the Department. This course investigates various creative, historical, and critical approaches to art as a basis for developing curriculum content. Students expand their repertoire of skills and techniques for planning and teaching lessons with multiple dimensions. Students also consider the specific requirements of students with special needs and those at different age levels. This course includes a practicum component.  
*NOTE: Students who have received credit for ARTE 300 may not take this course for credit.*

ARTE 330  
**Introduction to Community Art Education** (3 credits)
Prerequisite: ARTE 320 or written permission of the Department. The course investigates the various issues and concerns related to community art education. Students develop skills in assessing community needs. After observation and studio research, students develop and propose an art education curriculum for a specific community setting or population. This course includes a practicum component.  
*NOTE: Students who have received credit for ARTE 300 may not take this course for credit.*

ARTE 340  
**Art Education for Adolescents and Adults** (3 credits)
Prerequisite: 4 credits in the Major or Specialization in Art Education – Visual Arts. Students are introduced to theories of adolescent and adult development, and the effect these have on their behaviour and attitudes towards learning and art making. Students learn about different types of group management and support techniques appropriate for adolescent and adult students. The course presents ways to effectively integrate aspects of popular culture into curriculum planning.

ARTE 352  
**Light-Based Media** (3 credits)
Prerequisite: 24 credits in the Major or Specialization in Art Education – Visual Arts, or permission of the Department. Students develop proficiency in a variety of imaging processes, including traditional and digital photography, that are suitable for school or community art education programs. Students investigate related approaches to teaching and curriculum.  
*NOTE: Students are expected to have basic computing skills or to have completed INTE 290 before registering for this course. Students who have received credit for ARTE 430 may not take this course for credit.*
ARTE 354  *Time-Based Media* (3 credits)
Prerequisite: 24 credits in the Major or Specialization in Art Education – Visual Arts, or permission of the Department. Students develop proficiency in a variety of time-based media, including video and multimedia installations that are suitable for school or community art education programs. Students investigate related approaches to teaching and curriculum.
*NOTE*: Students are expected to have basic computing skills or to have completed INTE 290 before registering for this course. Students who have received credit for ARTE 430 may not take this course for credit.

ARTE 398  *Special Topics in Art Education* (3 credits)
This course provides an opportunity for the study of specialized aspects of art education. Topics chosen for consideration vary from year to year.

ARTE 400  *Art Education for Elementary School* (3 credits)
Prerequisite: ARTE 330. Students apply theories of development and learning to design appropriate lessons for elementary school practicum settings. The course explores currently available teaching resources such as textbooks, MELS curriculum, and communication technologies. The course also investigates processes and procedures for assessment appropriate to an elementary art classroom.

ARTE 420  *Practicum in the Elementary School* (3 credits)
Prerequisite: ARTE 330. Student teachers observe and assist an elementary school classroom teacher in the development and implementation of an effective art program during a practicum of 140 hours. Student teachers also observe the social and cultural dynamics of the school and initiate positive interactions with their students and professional colleagues.

ARTE 421  *Art Education in the Secondary School I* (3 credits)
Prerequisite: ARTE 404. A lecture/seminar course where students identify themes and concerns that are appropriate to secondary-school students with diverse backgrounds. Students explore the currently available teaching resources such as MELS curriculum and others, textbooks and communication technology.

ARTE 422  *Practicum in the Secondary School I* (3 credits)
Prerequisite: ARTE 40, 44; EDUC 00. Student teachers observe and assist a secondary-school art specialist in the development and implementation of an effective art program during a practicum of 140 hours. Student teachers also observe the social and cultural dynamics of the school and initiate positive interactions with their students and professional colleagues.

ARTE 423  *Art Education in the Secondary School II* (3 credits)
Prerequisite: ARTE 404. The course concentrates on the objectives, goals, and content of the *MELS Secondary School Curriculum Guidelines* in visual arts. Students analyze, reflect on, and evaluate their own practice and philosophy of art learning and teaching within the wider context of school and society.

ARTE 424  *Practicum in the Secondary School II* (9 credits)
Prerequisite: ARTE 423. This course is a 350-hour teaching practicum in a secondary school. Student teachers implement curriculum planning and classroom management that respects ethnic, socio-economic, and cultural diversity, and that successfully integrates students with special needs. Student teachers also apply safe use of art materials and appropriate art learning assessment procedures.

ARTE 432  *Community Art Education: Theory and Practice* (3 credits)
Prerequisite: ARTE 330 or written permission of the Department. Students connect theory and practice by planning and teaching appropriate art events for a particular community setting or population. Students investigate organizational and administrative approaches necessary for successful community art education programming. This course includes a practicum component.

ARTE 434  *Professional Practice for Art Educators* (3 credits)
Prerequisite: ARTE 420 or 432. Students develop, teach, and then evaluate an art program during a practicum in a community setting. Students formulate and express a philosophy of teaching art in a community setting that connects theory, critical thinking, reflective practice and fieldwork experience. Students investigate entrepreneurial skills needed to market community art programs. Students must complete a practicum in a community setting.

ARTE 498  *Special Topics in Inter-Related Media and Technologies* (3 credits)
Prerequisite: 24 credits in the Major or Specialization in Art Education – Visual Arts, or permission of the Department. This course provides an opportunity for the study of specialized aspects of art education. Topics chosen for consideration vary from year to year.
*NOTE*: Students are expected to have intermediate computing skills in image-manipulation processes, word processing, and Internet searches.
ART HISTORY

Section 81.50

Faculty

Chair
CYNTHIA HAMMOND, PhD Concordia University; Associate Professor

Professors
MARTHA LANGFORD, PhD McGill University; Concordia Research Chair and Director, Jarislowsky Institute
LOREN LERNER, PhD Université de Montréal
CATHERINE MACKENZIE, PhD University of Toronto

Associate Professors
ELAINE CHEASLEY PATERSON, PhD Queen’s University
KRISTINA HUNEAULT, PhD University of Manchester; Concordia Research Chair
ALICE MING WAI JIM, PhD McGill University
JOHN POTVIN, PhD Queen’s University
JOHANNE SLOAN, PhD University of Kent
ANNE WHITELAW, PhD Concordia University

Assistant Professors
HEATHER IGLOLIOIRTE, PhD Carleton University
NICOLA PEZOLET, PhD Massachusetts Institute of Technology
STEVEN STOWELL, PhD University of Oxford

For the complete list of faculty members, please consult the Department website.

Location

Sir George Williams Campus
Engineering, Computer Science and Visual Arts Complex, Room: EV 3.809
514-848-2424, ext. 4700

Department Objectives

Art History provides the student scholar and the student artist with an understanding of creative and visual responses to the world in both the past and the present. Art History is a lively, at times even controversial, discipline that encourages the study of art objects with its historical, cultural, political, social, and economic contexts. The Department of Art History offers a full range of courses which allows the student to concentrate on particular art historical concerns or to investigate diverse issues within the discipline. Students can explore the multidisciplinary aspects of art history for graduate study and for future careers in a variety of fields including museums, galleries and libraries, conservation, education, journalism, and research. The Department of Art History offers major and minor programs, providing students with a solid foundation in the critical inquiries involved in a full understanding of the work of art and its context. Also available are the Major and Minor programs in Art History and Studio Art that balance studio work with art historical and theoretical studies, and the Major in Art History and Film Studies which examines art and film from related perspectives.

Programs

Students are responsible for satisfying their particular degree requirements; hence, the following sequence must be read in conjunction with §81.20.

The superscript indicates credit value.

66 BFA Major in Art History
  6 ARTH 200
  3 ARTH 300
  6 Chosen from Group A
  3 Group B: ARTH 360, 361, 362
**Group B: ARTH 363¹, 364¹, 365¹**
**Group B: ARTH 366¹, 367¹, 368¹**
**Group B: Art History electives**
6 Chosen from Group C
6 Chosen from Group D
3 Chosen from Group E

*Students may substitute credits from the Faculty of Fine Arts for up to 12 credits in Art History.*

**60  BFA Major in Art History and Film Studies**
6 ARTH 200⁰ to be taken as first six credits in studies in Art History
3 Chosen from ARTH 353³, 354¹
6 Chosen from ARTH 366¹, 367¹, 368¹
3 Chosen from ARTH 370³, 371³, 372³, 373³, 374³, 375³, 376³
3 Chosen from ARTH 379³, 381³, 388³, 400³
3 Chosen from ARTH 383³, 384³, 385³, 386³, 387³, 389³, 391³, 392³
3 Art History electives
6 FMST 212³
6 Chosen from FMST 311³, 312³, 318³, 325³, 331³, 332³, VDEO 350⁶
6 Chosen from FMST 211³, 322³
3 Chosen from FMST 214³, 215³, 217³, 418³, 419³
3 Chosen from FMST 326³, 329³, 416³, 422³, 423³, 424³, 425³
3 Film Studies electives
3 ARTH 348⁰/ FMST 348³
3 ARTH 448⁰/ FMST 448³

**60  BFA Major in Art History and Studio Art**
6 ARTH 200⁰ to be taken as first six credits in studies in Art History
3 ARTH 300¹
21 Art History electives
30 Studio Art electives

**30  Minor in Art History**
6 ARTH 200º to be taken as first six credits in studies in Art History
3 ARTH 300¹
21 Art History electives chosen from at least three of the Groups in Art History, in consultation with an assigned advisor

**30  Minor in Art History and Studio Art**
6 ARTH 200º to be taken as first six credits in studies in Art History
3 ARTH 300¹
6-9 Art History electives
12-15 Studio Art electives

---

**Art History Co-operative Program**

The Art History co-operative program is available to selected students who are enrolled in the BFA program and are majoring in Art History. The academic content of the co-op program is identical to the regular program with some specific recommendations for courses designed to improve and enhance the student’s quality of work performance. While it is hoped that most of the positions will be in the Montreal area, students must be prepared to work in other parts of Canada. Please see §24 for specific details concerning the curriculum.

---

**81.50.1 Admission to Art History, Art History and Studio Art, and Art History and Film Studies Programs**

There are no specific courses or procedures required for the Major and Minor in Art History and the Major in Art History and Film Studies other than the successful completion of a two-year pre-university Cegep program (or equivalent).

In addition to the normal admission procedure of Concordia University, there is a distinct admission procedure for applicants to the Major or Minor in Art History and Studio Art. All applicants must submit a portfolio of their own work, as well as a letter of intent, as part of the admission process.

For more information concerning these additional requirements and submission deadline dates, please visit the following website: finearts.concordia.ca/admissions.
Groups:

A — Media Based Studies

ARTh 262 Aspects of the History of Drawing (3 credits)
ARTh 263 Aspects of the History of the Print (3 credits)
ARTh 264 Aspects of the History of Ceramics (3 credits)
ARTh 265 Aspects of the History of Sculpture (3 credits)
ARTh 266 Aspects of the History of Fibre Art (3 credits)
ARTh 267 Aspects of the History of Photography (3 credits)
ARTh 348 Special Topics in Art and Film (3 credits)
ARTh 349 Studies in the History of the Print (3 credits)
ARTh 350 Studies in the History of Ceramics (3 credits)
ARTh 351 Studies in the History of Sculpture (3 credits)
ARTh 352 Studies in the History of Fibre Art (3 credits)
ARTh 353 Technology and Contemporary Art (3 credits)
ARTh 354 Studies in Interdisciplinarity in the Visual Arts (3 credits)
ARTh 355 Studies in Architecture (3 credits)
ARTh 356 Studies in the Materials and Processes of Art (3 credits)
ARTh 357 Studies in the History of Craft and the Decorative Arts (3 credits)
ARTh 358 Studies in the History of Media Art (3 credits)
ARTh 359 Studies in Contemporary Photographic Art (3 credits)
ARTh 448 Advanced Seminar in Art and Film (3 credits)

B — Period Studies

ARTh 270 Icons of Architectural History (3 credits)
ARTh 360 Studies in Ancient Greek Art and Architecture (3 credits)
ARTh 361 Studies in Ancient Roman Art and Architecture (3 credits)
ARTh 362 Studies in Early Christian and Byzantine Art and Architecture (3 credits)
ARTh 363 Studies in Medieval Art and Architecture (3 credits)
ARTh 364 Studies in Renaissance Art and Architecture (3 credits)
ARTh 365 Studies in 17th- and 18th-Century Art and Architecture (3 credits)
ARTh 366 Studies in 19th-Century Art and Architecture (3 credits)
ARTh 367 Studies in 20th-Century Art and Architecture (3 credits)
ARTh 368 Studies in Contemporary Art and Architecture (3 credits)
ARTh 369 Studies in Near Eastern Art and Architecture (3 credits)
ARTh 450 Advanced Seminar in the History of Art and Architecture (3 credits)
ARTh 498 Special Topics in the History of Art and Architecture (3 credits)

C — Art in Canada

ARTh 271 Introduction to Canadian Art (3 credits)
ARTh 272 From Realism to Abstraction in Canadian Art (3 credits)
ARTh 370 Studies in Canadian Art (3 credits)
ARTh 371 Studies in Canadian Architecture (3 credits)
ARTh 372 Issues in Contemporary Canadian Architecture (3 credits)
ARTh 373 Issues in Contemporary Canadian Art (3 credits)
ARTh 374 Architecture and Urbanism in Montreal (3 credits)
ARTh 375 Issues in the Montreal Art Milieu (3 credits)
ARTh 376 Topics in Amerindian and Inuit Art (3 credits)

D — Theory and Criticism

ARTh 200 Perspectives of Art History (6 credits)
ARTh 300 Art Historical Methods (3 credits)
ARTh 379 Postcolonial Theory in Art History (3 credits)
ARTh 380 Histories of Art History (3 credits)
ARTh 381 Feminism and Art History (3 credits)
ARTh 383 Art and Philosophy (3 credits)
ARTh 384 Theories of Representation (3 credits)
ARTh 385 Colour: Theory and Application in the Visual Arts (3 credits)
ARTH 386  Art and the Viewer (3 credits)
ARTH 387  Issues in Art and Criticism (3 credits)
ARTH 389  Issues in Ethnocultural Art Histories (3 credits)
ARTH 400  Advanced Seminar in Art Historical Method (3 credits)

E — Art and Society

ARTH 283  The Life and Work of ... (3 credits)
ARTH 290  Art History and Archaeology (3 credits)
ARTH 298  Special Topics in Genre Studies (3 credits)
ARTH 388  Narration and Art (3 credits)
ARTH 390  Art and the Museum (3 credits)
ARTH 391  Art and its Changing Contexts (3 credits)
ARTH 392  Gender Issues in Art and Art History (3 credits)
ARTH 396  Art and Culture (3 credits)
ARTH 398  Special Topics in Art and Society (3 credits)

F — Tutored Studies

ARTH 401  Independent Studies in Art History (3 credits)
ARTH 403  Studies in Art History Practice (3 credits)

Courses

ARTH 200  Perspectives of Art History (6 credits)
A critical overview of the history of art and architecture and a selective examination of canonical figures, movements, periods, and thematic issues.
NOTE: Students who have received credit for ARTH 284 may not take this course for credit.

ARTH 262  Aspects of the History of Drawing (3 credits)
A selective examination of drawing as an art form and of its relation to painting and other visual arts. NOTE A/See §200.3

ARTH 263  Aspects of the History of the Print (3 credits)
A selective examination of the development and uses of the print. NOTE A/See §200.3

ARTH 264  Aspects of the History of Ceramics (3 credits)
A selective examination of the development and uses of ceramics. NOTE A/See §200.3

ARTH 265  Aspects of the History of Sculpture (3 credits)
A selective examination of the development and uses of sculpture.

ARTH 266  Aspects of the History of Fibre Art (3 credits)
A selective examination of the development of fibre art. NOTE A/See §200.3

ARTH 267  Aspects of the History of Photography (3 credits)
A selective examination of the development and uses of photography.
NOTE: Students who have received credit for PHOT 250 may not take this course for credit.

ARTH 270  Icons of Architectural History (3 credits)
A study of key buildings and the vocabulary of architecture.

ARTH 271  Introduction to Canadian Art (3 credits)
An introduction to selected subjects and themes in Quebec and Canadian art.
NOTE: This course may not be applied within any program offered in the Faculty of Fine Arts.
NOTE: Students who have received credit for ARTH 370 may not take this course for credit.

ARTH 272  From Realism to Abstraction in Canadian Art (3 credits)
An introduction to ideas and techniques associated with the transition from representationalism to abstraction in 19th- and 20th-century Quebec and Canadian art.
NOTE: This course may not be applied within a BFA degree or any Fine Arts specialization, major, or minor program.

ARTH 283  The Life and Work of ... (3 credits)
A critical examination of an artist’s life and work.
ARTh 290  Art History and Archaeology (3 credits)
A selective examination of the relationship between art history and archaeology. NOTE A/See §200.3

ARTh 298  Special Topics in Genre Studies (3 credits)
Topics pertaining to categories of subject matter such as landscape, portraiture, and still life. NOTE C/See §200.3

ARTh 300  Art Historical Methods (3 credits)
Prerequisite: ARTH 200. An in-depth examination of the methods used in art history to analyze and interpret works of art.

ARTh 348  Special Topics in Art and Film (3 credits)
Prerequisite: Enrolment in the Major in Art History and Film Studies; ARTH 200 and FMST 212; or written permission of the program director. A comparative examination of some aspects of art history and film studies. NOTE C/See §200.3
NOTE: Students who have received credit for FMST 348 may not take this course for credit.

ARTh 349  Studies in the History of the Print (3 credits)
An examination of selected subjects in the history of the print.

ARTh 350  Studies in the History of Ceramics (3 credits)
An examination of selected subjects in the history of ceramics. NOTE A/See §200.3

ARTh 351  Studies in the History of Sculpture (3 credits)
An examination of selected subjects in the history of sculpture.

ARTh 352  Studies in the History of Fibre Art (3 credits)
An examination of selected subjects in the history of fibre art. NOTE A/See §200.3

ARTh 353  Technology and Contemporary Art (3 credits)
A selective examination of the relationship between technology and contemporary art.

ARTh 354  Studies in Interdisciplinarity in the Visual Arts (3 credits)
A selective examination of historical and contemporary art that utilizes a number of media.

ARTh 355  Studies in Architecture (3 credits)
An examination of the role and implications of selected materials and technology in architecture.

ARTh 356  Studies in the Materials and Processes of Art (3 credits)
An examination of selected historical and contemporary materials and processes of art.

ARTh 357  Studies in the History of Craft and the Decorative Arts (3 credits)
Selected subjects in the history of craft and the decorative arts as forms of material culture.

ARTh 358  Studies in the History of Media Art (3 credits)
A selective examination of new media art since the 1990s, including the historical development, thematic content, and conceptual strategies for such practices as video art, projection installation and performance, and experimental film.

ARTh 359  Studies in Contemporary Photographic Art (3 credits)
A selective examination of recent photographic art.
NOTE: Students who have received credit for PHOT 250 may not take this course for credit.

ARTh 360  Studies in Ancient Greek Art and Architecture (3 credits)
Selected subjects in the art and architectural production of Ancient Greece. NOTE A/See §200.3

ARTh 361  Studies in Ancient Roman Art and Architecture (3 credits)
Selected subjects in the art and architectural production of Ancient Rome. NOTE A/See §200.3

ARTh 362  Studies in Early Christian and Byzantine Art and Architecture (3 credits)
Selected subjects in the art and architectural production of Early Christian and Byzantine cultures. NOTE A/See §200.3

ARTh 363  Studies in Medieval Art and Architecture (3 credits)
Selected subjects in the art and architectural production of the Medieval period. NOTE A/See §200.3

ARTh 364  Studies in Renaissance Art and Architecture (3 credits)
Selected subjects in the art and architectural production of 15th- and 16th-century Europe. NOTE A/See §200.3

ARTh 365  Studies in 17th- and 18th-Century Art and Architecture (3 credits)
Selected subjects in the art and architectural production of the 17th and 18th centuries. NOTE A/See §200.3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 368</td>
<td>Studies in Contemporary Art and Architecture</td>
<td>3 credits</td>
<td>Selected subjects in contemporary art and architectural production. NOTE A/See §200.3</td>
</tr>
<tr>
<td>ARTH 370</td>
<td>Studies in Canadian Art</td>
<td>3 credits</td>
<td>Selected subjects in the art of Canada. NOTE A/See §200.3</td>
</tr>
<tr>
<td>ARTH 371</td>
<td>Studies in Canadian Architecture</td>
<td>3 credits</td>
<td>Selected subjects in the architecture of Canada. NOTE A/See §200.3</td>
</tr>
<tr>
<td>ARTH 372</td>
<td>Issues in Contemporary Canadian Architecture</td>
<td>3 credits</td>
<td>A consideration of specific issues in the practice of recent architecture in Canada.</td>
</tr>
<tr>
<td>ARTH 373</td>
<td>Issues in Contemporary Canadian Art</td>
<td>3 credits</td>
<td>A consideration of specific issues in the recent art of Canada. NOTE A/See §200.3</td>
</tr>
<tr>
<td>ARTH 374</td>
<td>Architecture and Urbanism in Montreal</td>
<td>3 credits</td>
<td>The relationship of architecture to issues of urbanism, analyzed through examples from Montreal's past and/or present.</td>
</tr>
<tr>
<td>ARTH 375</td>
<td>Issues in the Montreal Art Milieu</td>
<td>3 credits</td>
<td>An analysis of specific issues in the historical and/or contemporary Montreal art community.</td>
</tr>
<tr>
<td>ARTH 376</td>
<td>Topics in Amerindian and Inuit Art</td>
<td>3 credits</td>
<td>A selective examination of the work of First Nations artists.</td>
</tr>
<tr>
<td>ARTH 379</td>
<td>Postcolonial Theory in Art History</td>
<td>3 credits</td>
<td>Prerequisite: Six ARTH credits. A critical examination of the key concepts of postcolonial art and theory.</td>
</tr>
<tr>
<td>ARTH 380</td>
<td>Histories of Art History</td>
<td>3 credits</td>
<td>Prerequisite: Six ARTH credits. The history of art history as a discipline and the concepts of history it uses.</td>
</tr>
<tr>
<td>ARTH 381</td>
<td>Feminism and Art History</td>
<td>3 credits</td>
<td>Prerequisite: Six ARTH credits. A consideration of feminism in art history.</td>
</tr>
<tr>
<td>ARTH 383</td>
<td>Art and Philosophy</td>
<td>3 credits</td>
<td>Prerequisite: Six ARTH credits. A consideration of the relationship between philosophy, art theory and practice.</td>
</tr>
<tr>
<td>ARTH 384</td>
<td>Theories of Representation</td>
<td>3 credits</td>
<td>Prerequisite: Six ARTH credits. An examination of the different concepts of representation involved in creating, defining, and interpreting an artwork.</td>
</tr>
<tr>
<td>ARTH 385</td>
<td>Colour: Theory and Application in the Visual Arts</td>
<td>3 credits</td>
<td>An examination of various theories of colour by artists, philosophers, psychologists, and scientists. NOTE: It is strongly recommended that students follow at least six credits in Art History courses before enrolling in this course.</td>
</tr>
<tr>
<td>ARTH 386</td>
<td>Art and the Viewer</td>
<td>3 credits</td>
<td>Prerequisite: Six ARTH credits. A consideration of the relationships between artwork and audience.</td>
</tr>
<tr>
<td>ARTH 387</td>
<td>Issues in Art and Criticism</td>
<td>3 credits</td>
<td>Prerequisite: Six ARTH credits. An examination of selected aspects of the relationship between art, aesthetics, and critical writing. NOTE A/See §200.3</td>
</tr>
<tr>
<td>ARTH 388</td>
<td>Narration and Art</td>
<td>3 credits</td>
<td>Prerequisite: Six ARTH credits. A critical examination of selected aspects of the relationship between art and its narratives. NOTE A/See §200.3</td>
</tr>
<tr>
<td>ARTH 389</td>
<td>Issues in Ethnocultural Art Histories</td>
<td>3 credits</td>
<td>Prerequisite: Six ARTH credits. An analysis of the concepts of ethnic and cultural identity in art and art history.</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Prerequisites</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------------------</td>
<td>---------</td>
<td>---------------</td>
</tr>
<tr>
<td>ARTH 390</td>
<td><em>Art and the Museum</em></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARTH 391</td>
<td><em>Art and its Changing Contexts</em></td>
<td>3</td>
<td>Six ARTH credits.</td>
</tr>
<tr>
<td>ARTH 392</td>
<td><em>Gender Issues in Art and Art History</em></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARTH 396</td>
<td><em>Art and Culture</em></td>
<td>3</td>
<td>Six ARTH credits.</td>
</tr>
<tr>
<td>ARTH 398</td>
<td><em>Special Topics in Art and Society</em></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>ARTH 400</td>
<td><em>Advanced Seminar in Art Historical Method</em></td>
<td>3</td>
<td>Third-year* standing in the Major in Art History and written permission of the Department of Art History.</td>
</tr>
<tr>
<td>ARTH 401</td>
<td><em>Independent Studies in Art History</em></td>
<td>3</td>
<td>Third-year* standing in the Major in Art History, and written permission of the Department of Art History.</td>
</tr>
<tr>
<td>ARTH 403</td>
<td><em>Studies in Art History Practice</em></td>
<td>3</td>
<td>Third-year* standing in the Major in Art History, and written permission of the Department of Art History.</td>
</tr>
<tr>
<td>ARTH 448</td>
<td><em>Advanced Seminar in Art and Film</em></td>
<td>3</td>
<td>Enrolment in the Major in Art History and Film Studies; ARTH 348 or FMST 348; or written permission of the program director.</td>
</tr>
<tr>
<td>ARTH 450</td>
<td><em>Advanced Seminar in the History of Art and Architecture</em></td>
<td>3</td>
<td>Third-year* standing in the Major in Art History, and written permission of the Department of Art History.</td>
</tr>
<tr>
<td>ARTH 498</td>
<td><em>Special Topics in the History of Art and Architecture</em></td>
<td>3</td>
<td>18 credits in Art History, or written permission of the Department of Art History.</td>
</tr>
</tbody>
</table>
MEL HOPPENHEIM SCHOOL OF CINEMA

Faculty

Chair
DANIEL CROSS, MFA Concordia University; Associate Professor, Provost’s Distinction

Professors
RICHARD KERR, Dip Media Arts Sheridan College
LOUISE LAMARRE, Cert Études Cinématog. Université Laval
MARTIN LEFEBVRE, PhD Université du Québec à Montréal; Concordia Research Chair
JOHN LOCKE, MA New York University
MARIELLE NITOSLAWSKA, MFA Polish National Film School
PETER RIST, PhD New York University
CATHERINE RUSSELL, PhD New York University
THOMAS WAUGH, PhD Columbia University; Concordia Research Chair

Assistants
JEAN-CLAUDE BUSTROS, BFA Concordia University
LUCA CAMINATI, PhD University of Wisconsin-Madison
ROY CROSS, MFA Concordia University
KAY DICKINSON, PhD University of Sussex
GUILLAUME DIONNE, PhD Université de Strasbourg
ERIN MANNING, PhD Carleton University; PhD University of Hawaii; Concordia Research Chair
ROSANNA MAULE, PhD University of Iowa
MASHA SALAZKINA, PhD Yale University; Concordia Research Chair
CILIA SAWADOGO, BA Concordia University
HAIDEE WALLACE, PhD McGill University

For the complete list of faculty members, please consult the Department website.

Location
Sir George Williams Campus
Faubourg Tower, Room: FB 319
514-848-2424, ext. 4666

Department Objectives

The School investigates and develops cinema as a means of artistic expression. Its programs aim to graduate filmmakers, film animators, and scholars who have a rich appreciation of the artistic and cultural potential of the medium, and also of its history and traditions. Students are exposed to the possibilities of both digital and analog technologies, and the School’s scholarly and artistic community celebrates its celluloid heritage and participates in the construction of the cinema of the future.

All programs offer core courses, elective courses, lectures by visiting specialists, independent studies, and professional internships, assuring continuous contact with working professionals in the arts community. Research and creative practice by faculty are also an essential part of the School’s mission.

The BFA in Film Studies prepares graduates for professions as critics, arts administrators, educators, archivists, and curators within the regional, national, and international communities.
The BFA Film Animation and the BFA Film Production are studio programs that address practical and creative aspects of filmmaking, with the goal of providing a solid foundation for research and discovery to facilitate students’ articulation of their unique artistic personality. Film Animation programs teach the full process of frame-by-frame filmmaking, its theory, and its practice. Film Production programs instill a thorough knowledge of the mechanics involved in producing motion pictures and help students develop personal perspectives on the aesthetics of creation. Students make their own films.

Programs

Students are responsible for fulfilling their particular degree requirements; hence, the following sequences must be read in conjunction with §81.20. The superscript indicates credit value.

66 BFA Specialization in Film Production

NOTE: It is strongly recommended that students in the Specialization in Film Production have, or acquire, a knowledge of French.

*12 FMST 211, 212
18 FMPR 231, 332, 432
12 FMPR 336, 338, 339, 340
9 Chosen from FMPR 335, 341, 343, 350, 398, 435, 438, 439, 440, 441, 442, 450, 498
9 Film Studies electives** (excluding FMST 200)
6 Cinema electives** **** or credits outside of Cinema selected in consultation with the head of Film Production

66 BFA Specialization in Film Studies

NOTE: It is strongly recommended that students in the Specialization in Film Studies have, or acquire, a knowledge of French.

*21 FMST 211, 212, 216, 322
3 Chosen from FMST 214, 215
6 Chosen from FMST 315, 316, 317, 319, 320
3 Chosen from FMST 418, 419****
6 FMPR 231 or Cinema electives**** approved by the head of Film Studies
3 FMST 450
21 Film Studies electives** (excluding FMST 200); FMPR 341, 441
3 Film Studies seminar credits chosen in consultation with an advisor

54 BFA Major in Film Production

*12 FMST 211, 212
21 FMPR 231, 332, 338, 339, 340
6 Film Studies elective(s)** (excluding FMST 200)
15 Cinema electives** ****

60 BFA Major in Film Animation

18 FMAN 202, 224, 254
9 FMST 212, 323
12 FMAN 305 and six credits of Film Animation electives
6 FMAN 315, 319
9 FMAN 402
3 Cinema electives****
3 Fine Arts electives (exclusive of Cinema)
NOTE: FMAN 402 may not be taken as a Cinema elective.

48 BFA Major in Film Studies

*21 FMST 211, 212, 216, 322
3 Chosen from FMST 315, 316, 317, 319, 320
18 Film Studies electives (excluding FMST 200)*
6 Cinema electives** ****

60 BFA Major in Art History and Film Studies

6 FMST 212
6 Chosen from FMST 311, 312, 318, 325, 331, 332, VDEO 350
6 Chosen from FMST 211, 322
3 Chosen from FMST 214, 215, 217, 418, 419
3 Chosen from FMST 326, 329, 416, 422, 423, 424, 425
3 Film Studies electives
6 ARTH 200 to be taken as first six credits in studies in Art History
3 Chosen from ARTH 353, 354
6 Chosen from ARTH 366, 367, 368
Chosen from ARTH 70, 71, 72, 73, 74, 75, 76
Chosen from ARTH 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89
Chosen from ARTH 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92

Art History electives
FMST 348/ARTH 348
FMST 448/ARTH 448

This is a program for students who want to examine art and film from a variety of social, cultural, political, and critical perspectives.

30 Minor in Cinema
12 FMST 211, 212
18 Film Studies electives** (With the written permission of the School, introductory-level Film Animation or Film Production courses, selected in consultation with the School, may be substituted.)

30 Minor in Film Animation
12 FMAN 202, 224
6 FMAN 254
9 FMST 212, 323
3 Cinema electives

24 Minor in Film Studies
12 Chosen from FMST 200, 211, 212
12 Film Studies electives**

This minor is primarily intended for students outside the Faculty of Fine Arts. Students in Communication Studies Department degree programs must have written permission of their Department to enter this program.

NOTES:
*FMST 211 and 212 should be taken as part of the first 30 credits.
**Up to 12 credits chosen from the Communication Studies courses listed in §81.60.3 may be applied as Film Studies or Cinema electives for degree purposes in the Major and Specialization in Film Production, and the Major and Specialization in Film Studies. Up to six credits chosen from the Communication Studies courses listed in §81.60.3 may be applied as Film Studies or Cinema electives for degree purposes in the Minor in Cinema and the Minor in Film Studies.
***Communication Studies 301 may be substituted for three credits in Film Studies and must be considered as Film Studies credits for degree purposes.
****VDEO 350 may be applied as a Cinema elective for degree purposes in the Specialization in Film Production, the Specialization in Film Studies, and all Cinema Major programs.

Minor in Interdisciplinary Studies in Sexuality
See §81.60.4

81.60.1 Admission to Cinema Programs

For programs in Film Animation and Film Production, the Mel Hoppenheim School of Cinema has distinct admission procedures in addition to the normal admission process of Concordia University. While applicants are required to submit a portfolio and a letter of intent, an interview may also be required.

In order to allow themselves sufficient preparatory time, applicants are strongly urged to contact the School of Cinema or its website at cinema.concordia.ca to obtain important information regarding portfolio submissions and deadline dates. An Admissions Evaluation form will be completed by the applicant at the time of submission of the portfolio. A completed Admissions Evaluation form must accompany every application. Applicants who do not expect to bring their dossiers in personally must contact the School to request a copy of the Admissions Evaluation form, or download it from the web. There are no additional requirements for admission to Film Studies.

NOTE: The Specialization in Film Production is offered at the third-year level. Students taking FMPR 332, in the Major in Film Production, may apply for transfer to the Specialization in Film Production by March 1.

Courses

Film Studies:

NOTE: Courses may occasionally be offered in French.

FMST 200 Introduction to Film Studies (6 credits)
A survey course acquainting the student with the art of the film and the basic methods of analysis. The technical and critical terminology of film studies is discussed. Popular literature on film, such as reviews, is analyzed and the more specialized film literature is introduced. Directors whose films are usually viewed include Bergman, Eisenstein, Fellini, Ford, Hitchcock, Kurosawa, Lubitsch, Keaton, and Welles. NOTE A/See §200.3

NOTE: Students enrolled in the Major or Specialization in Film Studies may not apply credits for this course towards 90-credit or
108-credit degree requirements. This course cannot be applied as a Film Studies elective.
NOTE: Only students admitted to a 120-credit program may take FMST 200. This course cannot be counted for credit in the Film Studies major or specialization programs.

FMST 211* History of Film to 1959 (6 credits)
The evolution of the forms and themes of world cinema from its origin to 1959, in relation to its cultural, social, and political contexts. Special emphasis is placed on film historical methodology, focusing on approaches based on genre, auteur, national cinemas, social history, particular cinematic modes, or other frameworks. Weekly screenings. NOTE A/See §200.3
*Students in Cinema programs who require FMST 211 should complete the course as part of their first 30 credits.

FMST 211* L’histoire du cinéma jusqu’à 1959 (6 crédits)
Ce cours couvre l’évolution des formes et des thèmes cinématographiques depuis leur début jusqu’à 1959 et les place dans leur contexte culturel, social et politique. L’accent est mis principalement sur la méthodologie de l’histoire du cinéma tout en privilégiant plusieurs angles d’approche: genre, cinéma d’auteur, cinéma national, histoire sociale, forme cinématographique particulière ou d’autres grilles. Visionnements hebdomadaires. NOTE A/Voir §200.3
*Si ce cours figure au programme d’une personne inscrite en Cinéma, il devrait faire partie des 30 premiers crédits.

FMST 212* Film Aesthetics (6 credits)
A study of the aesthetics of film. Topics include film criticism, theories about the fundamental elements of film, and comparisons between films which do not depend on their date of production. Problems of film description, interpretation, and evaluation are discussed. Weekly screenings. NOTE A/See §200.3
*Students in Cinema programs who require FMST 212 should complete the course as part of their first 30 credits.

FMST 213 Introduction to Film Genres (3 credits)
This course introduces students to the concept of genre through the case study of genre films. By exploring genre conventions and aesthetic features in historical context, the course addresses how genres are established, and how they develop, evolve, and travel. It also explores their relation to society, industry, and art cinema.

FMST 214 English-Canadian Film (3 credits)
A survey of English-Canadian film from the earliest surviving works to the present. Topics include fictional, documentary, animated, and experimental film, and the role of the National Film Board is discussed. Weekly screenings. NOTE A/See §200.3

FMST 215 Le cinéma québécois (3 crédits)
NOTE: Ce cours peut, à l’occasion, être offert en anglais. / Course may occasionally be taught in English.

FMST 216 Methods in Film Studies (3 credits)
This course develops students’ critical thinking and writing skills about cinema and the moving image. It supplements the formal and aesthetic approaches to film analysis with broader questions about seeing, interpreting and understanding cinema. Students become acquainted with different methodologies of the study of film history and criticism and a wider range of methods of film analysis. NOTE: Students in the Major in Film Studies program should complete this course as part of their first 30 credits.

FMST 217 First Nations and Film (3 credits)
A survey of representation by and of aboriginal peoples in film and video. The emphasis is on the Americas, but important works from other continents are included. Films and videotapes, both mainstream and experimental, are discussed in the context of contemporary aesthetic issues, socio-cultural history, and post-colonial theory. Weekly screenings.
NOTE: Students who have received credit for FMST 398H may not take this course for credit.

FMST 311 Montage Aesthetic (3 credits)
Prerequisite: FMST 212. An intensive study of montage as an element of film style. Beginning with the work of D.W. Griffith, developments in film editing are followed through French Avant-Garde and Russian films of the 1920s to contemporary film. Weekly screenings.

FMST 312 Moving Camera Aesthetic (3 credits)
Prerequisite: FMST 212. An intensive study of camera movement as an element of film style. Consideration is given to relations between long takes, deep-focus cinematography, and camera movement, as well as to the role of camera movement in creating the signification of film. Films by Murnau, Renoir, Welles, Ophuls, and Snow are included among those viewed and discussed. Weekly screenings.

FMST 313 Film Comedy I (3 credits)
Prerequisite: Second-year standing.* An introduction to film comedy in the silent and sound eras. The visual and verbal sources of comedy are analyzed through the study of films ranging from Mack Sennett and Buster Keaton to Woody Allen and Jacques Tati. Weekly screenings.
*66 or fewer credits remaining in degree program.
FMST 315 *Introduction to Film Theory* (3 credits)
Prerequisite: FMST 211 or 212, or 18 credits in Film Studies, or written permission of the School of Cinema. This course familiarizes students with some of the major developments in film theory and further develops their critical skills in approaching complex theoretical texts and concepts. Students examine a variety of theoretical writings concerned with aesthetic, social and psychological aspects of the cinema, including questions of spectatorship, ideology, gender, technology, and authorship.

FMST 316 *Film and Moving Image Cultures* (3 credits)
Prerequisite: FMST 211 or 212, or 18 credits in Film Studies, or written permission of the School of Cinema. This course studies extra-textual elements of cinema, such as production histories, stardom, film education, and, more generally, issues in the dissemination of film cultures around the world including screens, apparatuses, cinephilia, fandom and festivals.

FMST 317 *Transnational Approaches to Cinema* (3 credits)
Prerequisite: FMST 211 or 212, or 18 credits in Film Studies, or written permission of the School of Cinema. This course introduces students to geo-political approaches to cinema, which question the primacy of the national as a determining category of analysis. This course emphasizes the transnational flow of global media production and circulation, and offers comparative perspectives on film movements and practices.

FMST 318 *Experimental Film* (3 credits)
Prerequisite: Second-year standing.* An examination of experimental film emphasizing developments from the late 1940s to the present. The New American Cinema is considered in relation to other North American and European experimental cinemas, and examples of the historical antecedents of recent experimental films are viewed and discussed. Weekly screenings.

FMST 319 *The Moving Image and Society* (3 credits)
Prerequisite: FMST 211 or 212, or 18 credits in Film Studies, or written permission of the School of Cinema. This course explores the ways in which cinema and moving images shape ideologies of class, gender and race. Through a selection of key theoretical texts from cultural studies and related scholarly traditions, this course investigates the centrality of visual experience to everyday life. Through a selection of screenings and readings, students learn how the production and consumption of visual cultures intersect with issues of identity and historical consciousness. The aim of this course is to enable students to analyze different ideological aspects of film and the moving image.

FMST 320 *Digital Media and Animation* (3 credits)
Prerequisite: FMST 211 or 212, or 18 credits in Film Studies, or written permission of the School of Cinema. This course introduces students to the proliferating forms of contemporary animation, and to the critical debates around digital media in which animation plays a central role. The course examines new forms of animation, including anime, web-based animation and animated documentary along with big-budget special-effects films. Students are introduced to recent developments within film studies, animation studies, new media theory, game studies, gender studies, software studies, and theories of consumer culture.

FMST 321 *History of Film since 1959* (6 credits)
Prerequisite: FMST 211 or second-year standing.* A cross-cultural historical examination of selected aspects of world cinema since 1959, including trends in documentary and experimental film. The principal focus on European and American cinema is contextualized through reference to Canadian, Japanese, and Third World film. A range of perspectives is introduced, including genre and auteur study, formal analysis, and feminist analysis. Films are studied in their political and cultural contexts. Weekly screenings. NOTE A/See §200.3

*66 or fewer credits remaining in degree program.

FMST 322 *History of Animated Film* (3 credits)
Prerequisite: Enrolment in the Major in Film Animation or the Minor in Film Animation, or second-year standing.* A survey of animated film from the first decade of the 20th century to the present. Styles of animation ranging from abstract experimental film of the 1920s, to the Disney Studio, to computer animation are viewed and discussed. The contribution of the National Film Board of Canada and particularly that of Norman McLaren is considered. Weekly screenings. NOTE A/See §200.3

*66 or fewer credits remaining in degree program.

FMST 323 *Studies in Film Acting and Performance* (3 credits)
Prerequisite: *FMST 211 or 212, or 18 credits in Film Studies, or written permission of the School of Cinema. An introduction to the critical study and analysis of film acting and performance. The course includes a survey of acting styles and practices. Performance styles are studied in relation to authorship, the film industry, stardom, scriptwriting, film technique, film genre, documentary and the other performing arts. The course helps students to become conversant with the multidimensional subject of acting for the screen.

NOTE A/See §200.3

FMST 324 *Approaches to World Cinema* (3 credits)
Prerequisite: Second-year standing.* The course investigates films, film movements, filmmakers and film industries worldwide focusing on transnationalism as well as specific geopolitical cultural contexts. Among the possible topics: contemporary global art cinema and festivals, global and regional economies of film and media, film movements and genres, transcultural and diasporic cinemas, Third Cinema, postcoloniality and eurocentrism, international co-productions, practices of dubbing and subtitling.

NOTE A/See §200.3

*66 or fewer credits remaining in degree program.
FMST 328  Non-fiction Film Since 1956 (3 credits)
Prerequisite: Second-year standing.* A cross-cultural survey of contemporary developments in the documentary film. The course begins with the precursors of cinématographe direct in North America and Europe during the 1950s, and extends through the most recent applications of cinématographe-direct in the emerging cinemas of the Third World. Emphasis is placed on both the artistic achievement and the theoretical, cultural, and political context of the non-fiction film during this period of technological and aesthetic transition. Weekly screenings.
*66 or fewer credits remaining in degree program.

FMST 329  Women and Film (3 credits)
Prerequisite: FMST 211 or second-year standing.* An examination of films made by women, film criticism written by women, and the portrayal of women in films. These topics are considered within the context of film history and with an emphasis on their relation to ideas in contemporary feminist theory. Weekly screenings. NOTE A/See §200.3
*66 or fewer credits remaining in degree program.

FMST 330  Film Sound (3 credits)
Prerequisite: FMST 211 or 212, or 18 credits in Film Studies, or written permission of the School of Cinema. This course provides an introduction to the concepts and language necessary to think and write cogently about the importance of sound in the cinema. It covers issues of technology, aesthetics and sound design in relation to the history of cinema as an audiovisual medium. Weekly readings and screenings offer students key analytical tools to better understand the soundscapes and soundtracks of a variety of filmmaking practices.
NOTE: Students who have received credit for this topic under a FMST 398 number may not take this course for credit.

FMST 331  Film Directors (3 credits)
Prerequisite: FMST 211 or 212, or 18 credits in Film Studies, or written permission of the School of Cinema. This course provides a concentrated study of the work of selected major directors of narrative, documentary and experimental cinema. Concepts and theories of authorship are incorporated into close analysis of selected bodies of work. The films are considered in terms of thematic and stylistic consistency and variation as well as biographical, social, and political factors. NOTE A/See §200.3
NOTE: Students who have received credit for FMST 321 may not take this course for credit.

FMST 332  Issues in Independent Cinema (3 credits)
Prerequisite: FMST 211 or second-year standing.* An intensive study of selected tendencies in cinema produced outside the mainstream of the film industry. Topics may include documentary, video art, experimental or narrative film, or particular confluences of these modes of film practice. Topics will vary according to the instructor’s specialization. NOTE A/See §200.3
*66 or fewer credits remaining in degree program.
NOTE: Students who have received credit for FMST 331 may not take this course for credit without permission from the School.

FMST 335  Aspects of National Cinemas (3 credits)
Prerequisite: Second-year standing.* An examination of films as reflections of national cultures. Films by a range of directors representing one or several national groupings such as Japan, Brazil, Eastern Europe, Great Britain, or contemporary West Germany are discussed in the context of their aesthetic, cultural, and political aspirations. Weekly screenings. NOTE A/See §200.3
*66 or fewer credits remaining in degree program.

FMST 336  Documentary Film of the Classical Period (3 credits)
Prerequisite: Second-year standing. This course is a cross-cultural survey of the history of the documentary film from its origins in early cinema to the emergence of direct cinema in the postwar period. Emphasis is placed on both the artistic achievement and the theoretical, cultural, and political context of nonfiction film during the first half of the 20th century. Directors studied may include Flaherty, Grierson, Lorentz, Ivens, Riefenstahl, Shub, Vertov, and Vigo.
*66 or fewer credits remaining in degree program.

FMST 337  Topics in American Cinema (3 credits)
Prerequisite: Second-year standing.* A lecture or seminar course which provides an opportunity for the study of limited and more specialized aspects of U.S. cinema. Topics may include individual genres, directors, production studios, historical periods, or aspects of independent cinema. Topics vary from year to year according to the instructor’s field of specialization.
*66 or fewer credits remaining in degree program.

FMST 348  Special Topics in Art and Film (3 credits)
Prerequisite: Enrolment in the Major in Art History and Film Studies; ARTH 200 and FMST 212; or written permission of the program director. A comparative examination of some aspects of film studies and art history. NOTE C/See §200.3
NOTE: Students who have received credit for ARTH 348 may not take this course for credit.

FMST 350  Studies in Film Genres (3 credits)
Prerequisite: Second-year standing*; FMST 211 or 322. An intensive analysis of one or two film genres, which assumes previous experience in film-genre studies. The genre is discussed in terms of its structural characteristics and the ways in which it is a product of specific social situations. Weekly screenings.
*66 or fewer credits remaining in degree program.
FMST 391  **Sexual Representation in Cinema** (3 credits)
Prerequisite: Second-year standing or six credits in the Minor in Interdisciplinary Studies in Sexuality. An investigation of cinematic sexual imagery as art, communication and socio-cultural phenomenon. Weekly screenings of films and videos, representing fiction, experimental and documentary genres, as well as different historical and cultural contexts, are related to theoretical readings, both classical and contemporary, by authors from Freud and the Surrealists to Foucault and recent feminist and queer theorists. Contemporary issues such as pornography, autobiography, and the HIV epidemic are confronted. Learning is interdisciplinary, interactive and group-oriented.

*66 or fewer credits remaining in degree program.
NOTE: Students who have received credit for this topic under a FMST 498 number may not take this course for credit.

FMST 392  **Representation and Sexuality: Queer Cinema I** (3 credits)
An interdisciplinary, cross-cultural survey of queer cinema and video. Selected phases in the historical trajectory of lesbian and gay film are highlighted, both underground and mainstream, including studies of representative major artists from Jean Cocteau and Dorothy Arzner to Patricia Rozema and Derek Jarman. Problems in the depiction of sexual minorities are analyzed, and a selection of the principal aesthetic, theoretical and socio-political issues raised by queer theory and cultural production is introduced.

NOTE A/See §200.3

FMST 393  **Representation and Sexuality: Queer Cinema II** (3 credits)
Prerequisite: FMST 392. An in-depth focus on selected historical, aesthetic, and theoretical issues, which vary from year to year according to the expertise of faculty.

FMST 398  **Special Topics in Film Studies** (3 credits)
Prerequisite: Written permission of the School of Cinema. A course which provides an opportunity for the study of limited and more specialized aspects of film studies.

NOTE C/See §200.3

FMST 399  **Special Topics in Film Studies** (6 credits)
Prerequisite: Written permission of the School of Cinema. A course which provides an opportunity for the study of specialized aspects of film studies outside the scope of existing courses.

FMST 409  **Seminar in Women and Film** (3 credits)
Prerequisite: Written permission of the School of Cinema. An advanced course in the study of films made by women, as well as of the representation of women in films. The topics selected for study may vary from year to year and are considered within the context of film history, contemporary feminist philosophy, and feminist film theory. Students are expected to conduct independent research for class presentation.

NOTE A/See §200.3

FMST 414  **Seminar in Film Directors** (3 credits)
Prerequisite: 18 credits in Film Studies and written permission of the School of Cinema. A seminar for advanced students which provides for more concentrated study of the work of specific film directors. The director or directors whose films are chosen for study varies from year to year according to the instructor’s field of specialization.

NOTE C/See §200.3

FMST 416  **Seminar in Film History** (3 credits)
Prerequisite: 18 credits in Film Studies and written permission of the School of Cinema. A seminar for advanced students which provides for the study of limited and more specialized areas of film history. The areas chosen for study vary from year to year according to the instructor’s field of specialization.

FMST 418  **Seminar in English-Canadian Film** (3 credits)
Prerequisite: FMST 214 or COMS 316, and written permission of the School of Cinema. A seminar in which selected aspects of English-Canadian film are examined and discussed. The areas chosen for study vary from year to year according to the instructor’s field of specialization.

FMST 419  **Séminaire sur le cinéma québécois** (3 crédits)

NOTE: Ce cours peut, à l’occasion, être offert en anglais. / This course may be occasionally offered in English.

FMST 421  **Seminar in Film Script Analysis** (3 credits)
Prerequisite: Written permission of the School of Cinema. A study of the film script both as a basis for the construction of a film and as literature in its own right. Film scripts serving as illustrations of a variety of issues are used. Among these are point-of-view, voice-over, adaptation from novel and theatre to film, character development, multi-story narratives, and uses of dialogue. Several scripts by the same screenwriter are examined, as well as different drafts of the same script. The course requirement includes an oral presentation to be given in conjunction with one or more students in the class.

NOTE: Students who have received credit for FMST 324 may not take this course for credit.
FMST 422  **Seminar in Film Theory and Criticism** (3 credits)
Prerequisite: FMST 212 and written permission of the School of Cinema. Theories including those of Sergei Eisenstein and André Bazin are studied both as explanations of the effects of films and as foundations for film criticism. The relation of contemporary theoretical writings, such as those in film semiotics, to film criticism is discussed. Weekly screenings.

FMST 423  **Seminar in Comparative Stylistic and Formal Analysis** (3 credits)
Prerequisite: Written permission of the School of Cinema. An intensive course in the analysis of film style. Films are examined using an analytical projector in order to discover their formal and thematic structures. The contribution of cinematographers, editors, scriptwriters, directors, and performers to the development of a style are discussed. Weekly screenings.

FMST 424  **Seminar in Film Narrative** (3 credits)
Prerequisite: Written permission of the School of Cinema. An examination of conventions of film narrative from a theoretical and historical point of view. Innovations in narrative structure are discussed and consideration is given to the origin, development, and transformation of narrative traditions in their cultural and aesthetic context.

FMST 425  **Seminar in Contemporary Film Theory** (3 credits)
Prerequisite: Written permission of the School of Cinema. A survey and analysis of major recent theoretical approaches to film. Among the topics discussed are auteurism, semiotics, textual analysis, ideological criticism, psychoanalysis, feminism, and neo-formalism. The seminar includes screenings, discussions of weekly readings, and oral presentations by the students.

FMST 426  **Professional Internship I** (3 credits)
Prerequisite: Second-year standing* in the Major in Film Studies or the Specialization in Film Studies; written permission of the School of Cinema. A Film Studies student who has been commissioned to work in such areas as film research, archival work, editing film publications, or writing film criticism, may seek permission to apply three credits towards the Film Studies degree program. A written proposal describing the project must be submitted prior to the work taking place in order to determine the appropriateness of the level and scope of the project. The School of Cinema must be satisfied that the work will be done under the joint supervision of a qualified professional and a full-time Cinema faculty member. NOTE A/See §200.3 *66 or fewer credits remaining in degree program.

FMST 427  **Professional Internship II** (3 credits)
Prerequisite: Second-year standing* in the Major in Film Studies or the Specialization in Film Studies; written permission of the School of Cinema. A student repeating FMST 426 registers for credit under FMST 427. NOTE A/See §200.3 *66 or fewer credits remaining in degree program.

FMST 428  **Independent Study I** (3 credits)
Prerequisite: 24 credits completed in Film Studies; written permission of the Department. A minimum cumulative GPA of 3.5 is required. This course offers a limited number of students the opportunity to pursue advanced research under the supervision of a full-time Cinema faculty member. A written agreement between the student and the supervisor shall clearly state the nature of the student's research, the scope of the project, and the work schedule. The study workload should be equivalent to a three-credit course in the program. Independent study may not duplicate curriculum offerings.

FMST 429  **Independent Study II** (3 credits)
Prerequisite: FMST 428; 24 credits completed in Film Studies; written permission of the Department. A minimum cumulative GPA of 3.5 is required. This course offers a limited number of students the opportunity to pursue advanced research under the supervision of a full-time Cinema faculty member. A written agreement between the student and the supervisor shall clearly state the nature of the student's research, the scope of the project, and the work schedule. The study workload should be equivalent to a three-credit course in the program. Independent study may not duplicate curriculum offerings.

FMST 448  **Advanced Seminar in Art and Film** (3 credits)
Prerequisite: Enrolment in the Major in Art History and Film Studies; ARTH 348 or FMST 348; or written permission of the program director. A seminar designed to permit an in-depth course of study on some aspects of art and film history. NOTE A/See §200.3 NOTE: Students who have received credit for ARTH 448 may not take this course for credit.

FMST 450  **Film Studies Specialization Seminar** (3 credits)
Prerequisite: Second-year standing* in the Specialization in Film Studies; written permission of the School of Cinema. This intensive seminar includes workshops in research methodology, in advanced study and career planning, and in the practice of criticism, publication, preservation, and programming. The relation of film studies to filmmaking practice, the role of changing technology, and the current cultural context of the discipline are discussed by visiting experts from both within the University and the community at large. The course brings together all students in the Specialization in Film Studies.

FMST 498  **Special Topics in Film Studies** (3 credits)
Prerequisite: Written permission of the School of Cinema. A lecture or seminar course for advanced students which provides an opportunity for the study of limited and more specialized aspects of film studies. NOTE A,C/See §200.3
Film Animation:

NOTE: A student may register for only one course in which films are produced as a course requirement during each academic session. See §81.80.2

FMAN 202  Animation I (6 credits)
Prerequisite: Enrolment in the Major in Film Animation or the Minor in Film Animation; FMAN 254 concurrently; or written permission of the School of Cinema, with either FMPR 231 or six credits in a Studio Art course. A studio course introducing the study and practice of film animation. Students are taught the fundamentals of motion analysis and frame-by-frame filmmaking, basic character animation, camera layouts, exposure sheets and character design. NOTE: Students are required to bear the cost of film stock, processing, printing, and other materials.

FMAN 224  Analytical Drawing and Design for Animated Filmmaking (6 credits)
Prerequisite: Enrolment in the Major in Film Animation or the Minor in Film Animation; or written permission of the School of Cinema, with either FMPR 231 or six credits in Studio Art. An analytical approach to various elements supporting the concept of representation, including character design, virtual space, and perception, among others. The concept of drawing is expanded beyond observational drawing. NOTE: Students who have received credit for FMAN 324 may not take this course for credit.

FMAN 254  Technical Aspects of Animated Filmmaking (6 credits)
Prerequisite: Enrolment in the Major in Film Animation or the Minor in Film Animation, FMAN 0 concurrently; or written permission of the School of Cinema. A studio course introducing students to the use of digital and analog equipment in the production of frame-by-frame films. Students learn the technical aspects of animation software and analog animation production equipment. NOTE: Students who have received credit for FMAN 214 may not take this course for credit.

FMAN 305  Animation II (6 credits)
Prerequisite: Enrolment in the Major in Film Animation; FMAN 202, 224, 254. A continuation on a more advanced level of FMAN 202. During the production of short animation exercises and films, students enhance their knowledge of film planning strategies and various frame-by-frame filmmaking techniques. Students explore film language, sound design and editing. NOTE: Students are required to bear the cost of film stock, processing, printing, and other materials. NOTE: Students who have received credit for FMAN 302, 303, 304, 306, or 314 may not take this course for credit.

FMAN 315  From Idea to Storyboard (3 credits)
Prerequisite: FMAN 305 previously or concurrently. It is recommended that students take FMAN 319 concurrently. Exploration of the visual and written development of ideas and scripts in a storyboard form. Students engage in creative and experimental exercises, including timing, planning the soundtrack, and creating animatics.

FMAN 319  Character Animation (3 credits)
Prerequisite: FMAN 305 previously or concurrently. It is recommended that students take FMAN 315 concurrently. An examination of the fundamentals of character animation, its theory, techniques, and application to studio situations. Exercises in character design and dramatization are directed towards the students' particular interests and styles. NOTE: Previous drawing experience is recommended.

FMAN 325  Advanced Analytical Drawing (3 credits)
Prerequisite: FMAN 202, 224. A continuation on a more advanced level of FMAN 224.

FMAN 340  Sound for Animated Film (3 credits)
Prerequisite: FMAN 202; or written permission of the School of Cinema. An introduction to the creation of sounds, simple music and theme composition as well as sound effects for the soundtrack of the animated film. NOTE: Students who have received credit for this topic under a FMAN 398 number may not take this course for credit.

FMAN 352  Stop-Motion Animation (3 credits)
Prerequisite: FMAN 202; or written permission of the School of Cinema. An intensive hands-on seminar/workshop in the art and craft of animation. This course is designed to acquaint the student with photographic techniques, model, puppet, and set construction, materials, motion control, and lighting, as it applies to animation filmmaking. Recent developments and a study of international styles and techniques are included. NOTE: Students who have received credit for this topic under a FMAN 498 number may not take this course for credit.

FMAN 353  Principles of 3D Digital Film Animation (3 credits)
Prerequisite: FMAN 202 previously or concurrently; or written permission of the School of Cinema. An introduction to the principles and practices of the 3D digital approach to frame-by-frame filmmaking. NOTE: Students who have received credit for FMAN 354 may not take this course for credit.

FMAN 354  3D Digital Animated Filmmaking (6 credits)
Prerequisite: Enrolment in the Major in Film Animation or the Minor in Film Animation, and FMAN 202, 224, 254; or written permission of the School of Cinema. An intensive technical course in the art and creation of 3D computer graphics. Students learn
to use 3D software and related applications for modelling, rigging, lighting, and texture. Students are encouraged to explore the aesthetic combinations of digital 3D, 2D, and other animation techniques in exercises and projects.

NOTE: Students who have received credit for FMAN 353 may not take this course for credit.

FMAN 398  **Special Topics in Film Animation** (3 credits)
Prerequisite: Written permission of the School of Cinema. An opportunity for study of limited and more specialized aspects of film animation. **NOTE C/See §200.3**

NOTE: Students are required to bear the cost of materials.

FMAN 402  **Animation III** (9 credits)
Prerequisite: Enrollment in the Major in Film Animation; FMST 212, 323; FMAN 305, 315, 319. A continuation on a more advanced level of Animation II. Students produce a major animated film project using the medium of their choice. **NOTE A/See §200.3**

NOTE: Students are required to bear the cost of film stock, processing, printing, and other materials.

FMAN 436  **Digital Post-Production for Animation** (3 credits)
Prerequisite: FMAN 305 previously or concurrently; or written permission of the School of Cinema. This course is both technical and aesthetically oriented, designed to develop an understanding of montage in terms of pacing, rhythm, transitions, and continuity. Working on a series of exercises, students are introduced to the digital postproduction process in film and animation. Topics include such elements as video signals, digital video formats, colour correction, codecs, and compression. **NOTE: Students who have received credit for FMAN 336 may not take this course for credit.**

FMAN 437  **Animated Special Effects** (3 credits)
Prerequisite: FMAN 352 or 353 or 354; or written permission of the School of Cinema. Through a series of short exercises, students are introduced to the art of special effects creation, learning digital animated effects and practical special effects.

FMAN 446  **Professional Internship I** (3 credits)
Prerequisite: FMAN 202, 224, 254; written permission of the School of Cinema. A Film Animation student who will be employed within the film industry during the same calendar year may seek permission to apply three credits towards the Film Animation degree program. A written proposal describing the project must be submitted prior to the work taking place in order to determine the appropriateness of the level and scope of the project. The School of Cinema must be satisfied that the work will be done under the joint supervision of a qualified professional and a full-time Cinema faculty member.

FMAN 447  **Professional Internship II** (3 credits)
Prerequisite: Written permission of the School of Cinema. A student who has received credit for FMAN 446 and wishes to do a second professional internship registers for FMAN 447.

FMAN 448  **Independent Study I** (3 credits)
Prerequisite: 24 credits completed in Film Animation; written permission of the Department. A minimum cumulative GPA of 3.5 is required. This course offers a limited number of students the opportunity to pursue advanced research under the supervision of a full-time Cinema faculty member. A written agreement between the student and the supervisor shall clearly state the nature of the student's research, the scope of the project, and the work schedule. The study workload should be equivalent to a three-credit course in the program. Independent study may not duplicate curriculum offerings. **NOTE A,C/See §200.3**

FMAN 449  **Independent Study II** (3 credits)
Prerequisite: FMAN 448; 24 credits completed in Film Animation; written permission of the Department. A minimum cumulative GPA of 3.5 is required. This course offers a limited number of students the opportunity to pursue advanced research under the supervision of a full-time Cinema faculty member. A written agreement between the student and the supervisor shall clearly state the nature of the student's research, the scope of the project, and the work schedule. The study workload should be equivalent to a three-credit course in the program. Independent study may not duplicate curriculum offerings. **NOTE A/See §200.3**

FMAN 498  **Special Topics in Film Animation** (3 credits)
Prerequisite: Written permission of the School of Cinema. A course for advanced students which provides an opportunity for the study of limited and more specialized aspects of film animation. **NOTE A,C/See §200.3**

Film Production:

**NOTE:** A student may register for only one course in which films are produced as a course requirement during each academic session. See §81.80.2.

FMPR 231  **Filmmaking I** (6 credits)
Prerequisite: Enrollment in the Major in Film Production; or enrolment in the Specialization in Film Studies and written permission of the School of Cinema. A comprehensive course introducing students to the art of making films. This course stresses the individual student’s creative efforts in filmmaking. Students are expected to master basic technique and theory. Students will also
be using digital post-production systems to edit their works. The course requires attendance at mandatory workshops outside of class time. NOTE A/See §200.3

NOTE: Students are required to bear the cost of film stock, processing, printing, and other materials.

FMPR 332 Filmmaking II (6 credits)
Prerequisite: Enrolment in the Major in Film Production; FMPR 231; FMST 211, 212; FMPR 338 and 340 concurrently. An intermediate course in the theory, practice and technique of filmmaking. The course emphasizes idea development, creative process, methods of production, and production planning. Projects are made with a crew or individually, using film and/or digital technology, and digital post-production software. NOTE A/See §200.3

NOTE: Students are required to bear the cost of film stock, processing, printing, and other materials.

NOTE: Students who have received credit for FMPR 331 may not take this course for credit.

FMPR 335 Acting and Directing Acting for the Screen I (3 credits)
Prerequisite: Written permission of the School of Cinema; FMPR 332 previously or concurrently, or six credits in Theatre Performance. This studio course for Cinema and Theatre students explores directing and performing for film; exercises are recorded on video for analysis. Both performers and directors examine acting and directing acting for the camera through such topics as role preparation, character development, and performance continuity. NOTE A/See §200.3

FMPR 336 Introduction to Film Producing (3 credits)
Prerequisite: FMPR 231 or written permission of the School of Cinema. A comprehensive course introducing students to the art of production methods. This implies exposure to the creative and technical aspects of the total production experience, and includes both independent and industry strategies and methods for fundraising, preparation of the project, production budgeting and scheduling techniques, legal and monetary involvement, and post-production, distribution, and exhibition strategies. NOTE: Students who have received credit for FMPR 334 may not take this course for credit.

FMPR 338 Image I (3 credits)
Prerequisite: Enrolment in the Major in Film Production; FMPR 231; FMST 211, 212; FMPR 332 and 340 previously or concurrently. This is a comprehensive course about the equipment and technologies available to the contemporary filmmaker. Traditional technical aspects of filmmaking remain fundamental in this course, while digital technologies are also explored. Students learn about different cameras, image formats, lenses, lighting and grip equipment, film stocks, electronic image support systems and laboratory procedures. Students must attend compulsory workshops in addition to classes. NOTE: Students who have received credit for FMPR 342 may not take this course for credit.

FMPR 339 Montage I (3 credits)
Prerequisite: Enrolment in the Major in Film Production; FMPR 231; FMST 211, 212; FMPR 332, 333 and 340 previously or concurrently. An introduction to methods, approaches and techniques of editing used by editors working in various genres of film — drama, documentary, experimental. Editing image, sound and preparation and supervision or re-recording are included. Analog and digital post-production platforms will be included. Attendance is required at mandatory laboratory sessions outside of class time. NOTE A/See §200.3

FMPR 340 Sound I (3 credits)
Prerequisite: Enrolment in the Major in Film Production; FMPR 231; FMST 211, 212. An introductory course in the aesthetics of sound and music design, and the techniques of location and studio recording and post-production. Analog and digital platforms and technologies will be included. Weekly mandatory laboratory sessions.

NOTE: Students who have received credit for FMPR 242 may not take this course for credit.

FMPR 341 Writing for Film I (3 credits)
Prerequisite: Enrolment in the Major in Film Production; FMPR 231; FMST 211, 212. An introduction to writing for film, with special emphasis on the relation of the script to filmmaking. Students are expected to submit work of their own for discussion, analysis, and possible production in filmmaking courses. Students will also use special computer software to write scripts. NOTE A/See §200.3

FMPR 343 Production Design (3 credits)
Prerequisite: Enrolment in the Major in Film Production, FMPR 231, FMST 211 and 212; or written permission of the School of Cinema. A practical examination of the visual aspects of film production. Topics in production design considered may include texture and visual styles, the collaborative process, project management, and the nature of constraints which apply to student and independent productions. NOTE A/See §200.3

FMPR 350 Ways of Seeing in Film Production (3 credits)
Prerequisite: Enrolment in a Film Production program; FMPR 231; FMST 211, 212. A forum of ideas intended to increase the student’s awareness of cinema as a visual medium. Aspects of our visual culture are presented and discussed: work by painters, photographers, sculptors, architects, and artists working with digital media. A relationship is made between the work of such artists and the work of the filmmaker. Students work on individual visual projects. NOTE A/See §200.3

NOTE: Students who have received credit for this topic under a FMPR 498 number may not take this course for credit.
FMPS 361  **Documentary Approaches in Film Production** (3 credits)
Prerequisite: Enrolment in a Film Production program; FMPS 231; FMST 211, 212. This course deals with aesthetic and conceptual issues surrounding the subject of documentary as a form. All issues in the production of a documentary film are treated, including budget, production, and post-production, and the changes brought by new technologies. This course also analyzes the shift in production away from film to digital technologies, in the field of the documentary.

*NOTE:* Students who have received credit for this topic under a FMPS 498 number may not take this course for credit.

FMPS 398  **Special Topics in Film Production** (3 credits)
This course provides an opportunity for the study of specialized aspects of film production outside the scope of existing courses. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

*NOTE C/See §200.3*

FMPS 399  **Special Topics in Film Production** (6 credits)
A course which provides an opportunity for the study of specialized aspects of film production outside the scope of existing courses. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule. *NOTE C/See §200.3*

FMPS 432  **Filmmaking III** (6 credits)
Prerequisite: FMPS 332, 338, 340; written permission of the School of Cinema. A progression of FMPS 332, with students working on more advanced filmmaking projects. Students will edit projects using digital technologies. The development of concepts introduced in FMPS 332 is continued. *NOTE A/See §200.3*

*NOTE:* Students are required to bear the cost of film stock, processing, printing, and other materials.

*NOTE:* Students who have received credit for FMPS 431 may not take this course for credit.

FMPS 435  **Acting and Directing Acting for the Screen II** (3 credits)
Prerequisite: FMPS 335 and written permission of the School of Cinema. A continuation of FMPS 335 on a more advanced level.

FMPS 438  **Image II** (3 credits)
Prerequisite: Enrolment in the Specialization in Film Production or the Major in Film Production; FMPS 332, 338, 340; FMPS 339 previously or concurrently; written permission of the School of Cinema. Building on the technical knowledge acquired in Image I, this course focuses on the art of cinematography. Advanced lighting and camera techniques are treated, emphasizing their aesthetic function. Students in this course will have mastered basic technical concerns, and are expected to develop interesting visual approaches for films made in Filmmaking III. Exercises are shot on film, digital and 35mm stills. Film excerpts and rushes are analyzed from a cinematographer’s point of view.

FMPS 439  **Montage II** (3 credits)
Prerequisite: FMPS 339. A continuation of FMPS 339. This course is taught utilizing digital post-production editing systems.

FMPS 440  **Sound II** (3 credits)
Prerequisite: Enrolment in the Specialization in Film Production or the Major in Film Production; FMPS 338, 340. The central focus of the course is the creative designing of the soundtrack. The course emphasizes the interaction between sound and image in film and includes both individual and collective sound projects. This course is also taught on digital sound post-production platforms, and stresses the use of digital editing systems.

FMPS 441  **Writing for Film II** (3 credits)
Prerequisite: FMPS 341. A continuation of FMPS 341 on a more advanced level. Students will also use special computer software to write scripts.

FMPS 442  **Optical Printer Practice** (3 credits)
Prerequisite: Enrolment in the Major in Film Production with FMPS 338 previously or concurrently, or enrolment in the Major in Film Animation and FMAN 254, with written permission of the School of Cinema. A film production course assisting students in the understanding and application of advanced optical printer technology and aesthetics. *NOTE A/See §200.3*

FMPS 445  **Professional Internship** (6 credits)
Prerequisite: Written permission of the School of Cinema. A Film Production student who will be employed within the film industry during the same calendar year may seek permission to apply six credits towards the Film Production degree program. A written proposal describing the project must be submitted prior to the work taking place in order to determine the appropriateness of the level and scope of the project. The School of Cinema must be satisfied that the work will be done under the joint supervision of a qualified professional and a full-time Cinema faculty member.

*NOTE A/See §200.3*

FMPS 446  **Professional Internship I** (3 credits)
Prerequisite: Written permission of the School of Cinema. A Film Production student who will be employed within the film industry during the same calendar year may seek permission to apply three credits towards the Film Production degree program. A written proposal describing the project must be submitted prior to the work taking place in order to determine the appropriateness of the level and scope of the project. The School of Cinema must be satisfied that the work will be done under the joint supervision of a qualified professional and a full-time Cinema faculty member. *NOTE A/See §200.3*
FMPR 447  **Professional Internship II** (3 credits)
Prerequisite: Written permission of the School of Cinema. A student repeating FMPR 446 for credit registers under FMPR 447.
*NOTE A/See §200.3*

FMPR 448  **Independent Study I** (3 credits)
Prerequisite: 24 credits completed in Film Production; written permission of the Department. A minimum cumulative GPA of 3.5 is required. This course offers a limited number of students the opportunity to pursue advanced research under the supervision of a full-time Cinema faculty member. A written agreement between the student and the supervisor shall clearly state the nature of the student's research, the scope of the project, and the work schedule. The study workload should be equivalent to a three-credit course in the program. Independent study may not duplicate curriculum offerings. *NOTE A,C/See §200.3*

FMPR 449  **Independent Study II** (3 credits)
Prerequisite: FMPR 448; 24 credits completed in Film Production; written permission of the Department. A minimum cumulative GPA of 3.5 is required. This course offers a limited number of students the opportunity to pursue advanced research under the supervision of a full-time Cinema faculty member. A written agreement between the student and the supervisor shall clearly state the nature of the student's research, the scope of the project, and the work schedule. The study workload should be equivalent to a three-credit course in the program. Independent study may not duplicate curriculum offerings. *NOTE A/See §200.3*

FMPR 450  **Film Production Specialization Seminar** (3 credits)
Prerequisite: Enrolment in the Specialization in Film Production and written permission of the School of Cinema. A seminar offering in-depth, practical approaches to artistic and technical situations. This course brings together all students in the Specialization in Film Production.

FMPR 451  **Advanced Project Internship I** (3 credits)
Prerequisite: Enrolment in the Specialization in Film Production or the Major in Film Production; FMPR 332 previously or concurrently; written permission of the School of Cinema. A Film Production student who contributes in a key position to a graduate project in the Film Production MFA program may apply for credits on the understanding that the application take place prior to the production and is authorized by the faculty members responsible for both programs.

FMPR 452  **Advanced Project Internship II** (3 credits)
Prerequisite: FMPR 451 and written permission of the School of Cinema. A student repeating FMPR 451 for credit registers under FMPR 452.

FMPR 498  **Special Topics in Film Production** (3 credits)
A course for advanced students which provides an opportunity for the study of limited and more specialized aspects of film production. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule. *NOTE A,C/See §200.3*

FMPR 499  **Special Topics in Film Production** (6 credits)
A course for advanced students which provides an opportunity for the study of limited and more specialized aspects of film production. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule. *NOTE A,C/See §200.3*

---

**81.60.2 Filmmaking**

Courses in which films are produced as a course requirement are:

- FMAN 202<sup>2</sup>, 305<sup>2</sup>, 402<sup>2</sup>
- FMPR 231<sup>1</sup>, 332<sup>1</sup>, 432<sup>1</sup>

---

**81.60.3 Communication Studies Film Courses**

*NOTE: For course descriptions see §31.070.*

Students enrolled in the Film Studies or Film Production Major or Specialization programs may select up to 12 credits from the Communication Studies courses listed below. Students enrolled in the Minor in Cinema and the Minor in Film Studies may select up to six credits from the Communication Studies courses listed below. The credits earned may be applied as Film Studies and/or Cinema electives for degree purposes.

- **COMS 301**  Selected Topics in National Cinemas (3 credits)
- **COMS 304**  Selected Topics in Film Studies (3 credits)
- **COMS 416**  Film Criticism (3 credits)
- **COMS 434**  Advanced Topics in Film Studies (3 credits)
81.60.4 INTERDISCIPLINARY STUDIES IN SEXUALITY

Coordinators
FRANCES SHAVER, PhD Université de Montréal; Associate Professor, Sociology and Anthropology
THOMAS WAUGH, PhD Columbia University; Professor and Concordia Research Chair, Mel Hoppenheim School of Cinema

Coordinating Committee
RACHEL BERGER, PhD University of Cambridge; Assistant Professor, History
DANIELLE BOBKER, PhD Rutgers University; Assistant Professor, English
DONALD BOISVERT, PhD University of Ottawa; Assistant Professor, Religion
TAGNY DUFF, MFA Concordia University; Assistant Professor, Communication Studies
GILBERT ÉMOND, PhD Université du Québec à Montréal; Assistant Professor, Applied Human Sciences
EVERGON, MFA Rochester Institute of Technology; Assistant Professor, Studio Arts
MARCIE FRANK, PhD Johns Hopkins University; Professor, English
BRIAN GABRIAL, PhD University of Minnesota; Assistant Professor, Journalism
ROBERT GIFFORD, MA Cornell University; Assistant Professor, Art History
VINCE GRAZIANO, MA York University, MLIS McGill University; Associate Librarian, Concordia Libraries
ROSS HIGGINS, PhD McGill University; Instructor, Sociology and Anthropology
WILSON CHACKO JACOB, PhD New York University; Assistant Professor, History
EDWARD LITTLE, PhD University of Toronto; Professor, Theatre
SHANNON MCGHEFFREY, PhD University of Toronto; Professor, History
VIVIANE NAMASTE, PhD Université du Québec à Montréal; Associate Professor and Concordia Research Chair, Simone de Beauvoir Institute
KAT O’BRIEN, MFA University of Alabama; Associate Professor, Design Art
JAMES G. PFAUS, PhD University of British Columbia; Professor, Psychology
GENEVIÈVE RAIL, PhD University of Illinois; Professor and Principal, Simone de Beauvoir Institute
HILARY ROSE, PhD University of Georgia; Associate Professor, Applied Human Sciences
SANDRA WEBER, PhD University of Alberta; Professor, Education

Program
Students are responsible for fulfilling their particular degree requirements; hence, the following sequence must be read in conjunction with §81.20. The superscript indicates credit value.

27 Minor in Interdisciplinary Studies in Sexuality
12 Chosen from FFAR 290/INTE 275; FASS 291/INTE 275\(^{*}\); FASS 392/INTE 392\(^{2}\); SOCI 375/ANTH 375\(^{**}\); FMST 392\(^{3}\)
9 Elective credits on sexuality and sexual orientation chosen in consultation with the program coordinator from periodic topics courses and other suitable courses identified in a given year, and from the following regular courses:
AHSC 253\(^{1}\); ENGL 393\(^{1}\); FMST 391\(^{1}\); RELI 380\(^{1}\); WSDB 383\(^{1}\)
6 Chosen each year from courses in gender and women’s studies in consultation with the program coordinator from a list of available offerings within departments of the Faculties of Fine Arts and Arts and Science.

*Prerequisites waived for students having completed six credits in the Minor in Interdisciplinary Studies in Sexuality.

Courses

FASS:

FASS 291 (also listed as INTE 275)
Introduction to Sexuality Research (3 credits)
An interdisciplinary survey of approaches to research in sexuality within the humanities, the arts, and the social sciences. Basic concepts of sexual identity, values, conduct, representation, and politics are addressed through such topical concerns as pornography and censorship, and through the perennial dialogue between biological and socio-cultural models of sexuality. The relation between theories and research methods is discussed in the context of classical and current research and creative activity. The syllabus reflects the varying specializations of the instructors from year to year.
NOTE: Students who have received credit for INTE 275, INTE 391 or FASS 391 may not take this course for credit.

FASS 392 (also listed as INTE 392)
Queer Theory (3 credits)
Prerequisite: 30 credits. An interdisciplinary survey of the basic post-1970 theories of sexual minorities and diversity, in their historical and cultural contexts. Authors from Michel Foucault to Eve Kosofsky Sedgwick are introduced, as well as the work of artists and performers from Derek Jarman to k.d. lang. The syllabus reflects the varying specializations of the instructors from year to year.
NOTE: Students who have received credit for INTE 392 may not take this course for credit.
Faculty

Chair
MICHAEL MONTANARO, Grad. Maj. Hartford Conservatory; Associate Professor

Professor
SILVY PANET-RAYMOND, MEd Université de Montréal

For the complete list of faculty members, please consult the Department website.

Location

Sir George Williams Campus
GM Building, Room: 500-01
Tel.: 514-848-2424, ext. 4555/4559
Fax: 514-848-3155
Email: dance@concordia.ca
Website: dance.concordia.ca

Department Objectives

The Contemporary Dance Department offers comprehensive training which combines formal dance training with extensive studies in choreography. Encouraging students to discover and develop their individual creative capacities as both dancers and choreographers is the mission of the Dance program.

Performance is a crucial element in this development, and students at Concordia gain valuable experience performing or staging their own choreographies.

Program

Students are responsible for satisfying their particular degree requirements; hence, the following sequence must be read in conjunction with §81.20.

The superscript indicates credit value.

<table>
<thead>
<tr>
<th>60</th>
<th>BFA Major in Contemporary Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>DANC 201, 301, 401</td>
</tr>
<tr>
<td>18</td>
<td>DANC 205, 305, 405</td>
</tr>
<tr>
<td>12</td>
<td>DANC 320, 420</td>
</tr>
<tr>
<td>3</td>
<td>DANC 211</td>
</tr>
<tr>
<td>3</td>
<td>DANC 250</td>
</tr>
<tr>
<td>3</td>
<td>DANC 260</td>
</tr>
<tr>
<td>3</td>
<td>DANC 350</td>
</tr>
</tbody>
</table>

81.70.1 Admission to Contemporary Dance

There is a distinct procedure for admission to the Major in Contemporary Dance in addition to the normal admission process of Concordia University. All applicants to Contemporary Dance are required to attend an audition as part of the admission process. Applicants should preferably contact the Department of Contemporary Dance before March 1 to arrange their audition and for detailed information regarding admission to Dance.

Courses

DANC 201 Creative Process I (6 credits)
Prerequisite: Appropriate technique course (DANC 205 [210], 305 [310], or 405 [410], as determined by the Department) concurrently; enrolment in the Major in Contemporary Dance, or written permission of the Department. Introduction to the creative process in dance. Students learn to explore, observe, and structure ideas and movements through improvisations and specific exercises.
which cover such fundamentals as kinetics, rhythm and dynamics, spatial organization, perceptual skills, integration of acoustic, visual and verbal elements, and the use of technology as a creative tool. In addition to the regular studio hours, students must attend two hours of laboratory each week.

NOTE: Students who have received credit for DANC 200 may not take this course for credit.

DANC 205  Technique I (6 credits)
Prerequisite: Enrolment in the Major in Contemporary Dance, or written permission of the Department. Emphasis is placed on the proper alignment and placement of the body in stillness and in motion. Integration and execution of movement fundamentals and sequences are taught as a preparation for dance.

NOTE: Students who have received credit for DANC 210 may not take this course for credit.

DANC 211  Dance Traditions (3 credits)
A survey of the history of dance, including relations between modernism, post-modernism, and beyond. Support material may include slides and videos, and bibliographies of specific topics. The course is also designed to provide opportunities for personal and critical reflection and stimulation for contemplating ideas related to dance.

DANC 240*  Principles of Contemporary Dance (6 credits)
Prerequisite: Written permission of the Department of Contemporary Dance. A survey of technical skills, improvisation, and dance composition. Studio: four hours per week. Laboratory: two hours per week.

*Students enrolled in the Major in Contemporary Dance may not take this course for credit towards their degree program.

DANC 250  Aspects of Production for Dance (3 credits)
Prerequisite: Enrolment in the Major in Contemporary Dance, or written permission of the Department. This course provides students with a forum for exploration, experimentation, and for study of process and principles of technical production in the performing arts. Students learn the basic techniques of creation-based production as well as the practical skills used in the successful application of technical theory. Topics may include costume, make-up, audio-visual support and documentation as well as the use of current technologies within the context of the creative and choreographic process of contemporary dance.

DANC 260  Sound and Silence for the Dancer (3 credits)
Prerequisite: Enrolment in the Major in Contemporary Dance, or written permission of the Department of Contemporary Dance. The basics of music theory through guided analytical text using singing, single line score reading and moving, including the study of rhythm, melody, harmony, tempi, dynamics, tone colour, and musical forms with emphasis on the fundamental understanding of rhythm, melody, and harmony physically and mentally.

NOTE: Students who have received credit for DANC 230 may not take this course for credit.

DANC 261  Summer Workshop in Dance I (3 credits)
Prerequisite: Written permission of the Department of Contemporary Dance. Sequences of studio sessions which may include body movement, improvisation, performance technique, and choreography. Studio: four hours per week. Laboratory: two hours per week.

NOTE: Students enrolled in the Major in Contemporary Dance may not take this course for credit towards their program requirements.

DANC 262  Summer Workshop in Dance II (3 credits)
Prerequisite: Written permission of the Department of Contemporary Dance. A continuation of DANC 261. Studio: four hours per week. Laboratory: two hours per week.

NOTE: Students enrolled in the Major in Contemporary Dance may not take this course for credit towards their program requirements.

DANC 301  Creative Process II (6 credits)
Prerequisite: Appropriate technique course (DANC 205 [210], 305 [310], or 405 [410], as determined by the Department) and DANC 320 concurrently; DANC 200 or 201; and enrolment in the Major in Contemporary Dance, or written permission of the Department. A continuation of DANC 200. Students further develop the practical and theoretical aspects of the creative process in dance and the elaboration of an individualized kinetic language. Methods of research and their application to concepts, themes, collaborations, projects, and the use of technology are evolved in studio and laboratories. In addition to the regular studio hours, students must attend two hours of laboratory each week.

NOTE: Students who have received credit for DANC 300 may not take this course for credit.

DANC 305  Technique II (6 credits)
Prerequisite: Enrolment in the Major in Contemporary Dance, or written permission of the Department. Emphasis is placed on the technical development of suppleness, strength, coordination, rhythm, and kinetic fundamentals. Loco-motor patterns, spatial relations, and phrasing are formulated into movement sequences to prepare the students for dance.

NOTE: Students who have received credit for DANC 310 may not take this course for credit.

DANC 320  Choreography I (6 credits)
Prerequisite: Appropriate technique course (DANC 205 [210], 305 [310], or 405 [410], as determined by the Department) and DANC 300 or 301 concurrently; enrolment in the Major in Contemporary Dance, or written permission of the Department. Choreography is the art of rendering a concept into the physical design of dance through movement and forms of notation. This course develops personal creativity and broadens the student’s physical and expressive potential into public performances. By
organizing movement, space, and time into dances, students follow through the stages of originating ideas, developing themes, and rehearsing and performing choreographic creations. The course also explores the role that technology plays within both the choreographic and production processes. Practical exercises provide students with a working knowledge in the use of video, sound manipulation, and stage lighting.

**DANC 330 Principles of Anatomy and Body Movement** (6 credits)
Prerequisite: DANC 205 (210), and written permission of the Department of Contemporary Dance. A workshop of movement fundamentals based on the practical understanding of anatomy and dance technique. Studio: six hours per week.

**DANC 350 Practical Anatomy for the Moving Body** (3 credits)
An introduction to human anatomy in relation to movement and dance. The study of skeletal structure and the function of muscles and joints for proper alignment.

**DANC 398 Special Topics in Dance** (3 credits)
Prerequisite: Written permission of the Department of Contemporary Dance. Topics vary from year to year, taking into account the special aptitudes of instructors and students. Studio: six hours. NOTE C/See §200.3

**DANC 401 Creative Process III** (6 credits)
Prerequisite: Appropriate technique class (DANC 205 [210], 305 [310], or 405 [410], as determined by the Department) and DANC 420 concurrently; enrolment in the Major in Contemporary Dance, or written permission of the Department. A continuation of DANC 301 (300). This course enables students to advance their creative process and practice as movement artists through kinetic exploration, improvisation, performance coaching, extended studio projects, and lab reports. Discussion of current artistic issues and cultural manifestations help students situate their own research within a diversity of contexts. Building on initial research carried out in DANC 301 (300), further exploration is conducted into the use of technology within the creative process. In addition to the regular studio hours, students must attend two hours of laboratory each week. NOTE: Students who have received credit for DANC 400 may not take this course for credit.

**DANC 405 Technique III** (6 credits)
Prerequisite: Enrolment in the Major in Contemporary Dance, or written permission of the Department. Emphasis is placed on refining and consolidating the student’s practical understanding of kinetics in relation to placement, locomotion, movement patterns, dynamics, and phrasing. Students refine their perceptual and memory skills, and learn to integrate more complex movement notions to support interpretation in dance. NOTE: Students who have received credit for DANC 410 may not take this course for credit.

**DANC 420 Choreography II** (6 credits)
Prerequisite: Appropriate technique class (DANC 205 [210], 305 [310], or 405 [410], as determined by the Department) and DANC 401 (400) or 405 (410) concurrently; enrolment in the Major in Contemporary Dance, or written permission of the Department. Building on initial research carried out in DANC 320, further exploration is conducted into the use of technology within the choreographic process as well as an examination of the role that it plays in all aspects of production. This course expands on various approaches to choreography through movement research, discussion and theory, extended studio assignments, rehearsal management, and production. Students also examine the role of the choreographer in social, political, and artistic contexts. Students are expected to produce work for public performance.

**DANC 441 Independent Study I** (3 credits)
Prerequisite: Written permission of the Department. Students who have completed advanced choreography courses or the equivalent have the opportunity of carrying out a project of independent study. Subject matter must deal with specific aspects of contemporary dance. Tutorials with the project advisor are mandatory. NOTE A/See §200.3

**DANC 442 Independent Study II** (3 credits)
Prerequisite: Written permission of the Department of Contemporary Dance. A student repeating DANC 441 registers for credit under DANC 442. NOTE A/See §200.3

**DANC 499 Topics in Dance** (6 credits)
Prerequisite: Written permission of the Department of Contemporary Dance. Advanced choreography where movement shares equal emphasis with all other arts developed into multimedia theatre. Studio: four hours per week. Practice laboratory; two hours per week. Rehearsal: four hours per week.
Faculty

Chair
STEPHEN SNOW, PhD New York University; Professor

Professor
SANDRA CURTIS, PhD Concordia University

Associate Professors
BONNIE HARNDEN, MA Concordia University
LOUISE LACROIX, MFA Concordia University
JOSÉE LECLERC, PhD Concordia University
YEHUDIT SILVERMAN, MA Lesley University

Assistant Professors
JANIS TIMM-BOTTOS, PhD University of New Mexico
GUYPOLAIN VAILLANCOURT, PhD Antioch University
LAUREL YOUNG, PhD Temple University

Senior Lecturer
IRENE GERICKE, MA Concordia University

Affiliate Professors
CALLI R. ARMSTRONG, PhD McGill University
LELAND PETERSON, MA School of the Art Institute of Chicago

For the complete list of faculty members, please consult the Department website.

Location

Sir George Williams Campus
Visual Arts Building, Room: VA 264
514-848-2424, ext. 4790
creativeartstherapies.concordia.ca

Department Objectives

The Department of Creative Arts Therapies offers a program of study with options of specialization in Art Therapy and Drama Therapy, and Music Therapy, leading to the degree of Master/Magisteriate of Arts in Creative Arts Therapies. In addition, the Department offers a Graduate Certificate in Music Therapy. Three introductory courses, which are prerequisites for admission to the Art Therapy and Drama Therapy MA Options, and the Graduate Certificate in Music Therapy, are offered at the undergraduate level. These courses are designed to provide prospective students with a foundation in either Art Therapy, Drama Therapy, or Music Therapy.

Courses

Art Therapy:

This course is intended as partial preparation for graduate studies in the field of art therapy.

ATRP 301  An Introduction to Art Therapy  (3 credits)
Prerequisite: 30 credits; PSYC 200 or equivalent; six credits in Studio Arts. This course provides an introduction to the subject and profession of art therapy, including its history, key processes, and selected approaches. Didactic and experiential components provide students with a broad understanding of the application of basic concepts in art therapy.
Drama Therapy:

This course is intended as partial preparation for graduate studies in the field of drama therapy.

**DTHY 301 An Introduction to Drama Therapy** (3 credits)
Prerequisite: 30 credits; PSYC 200 or equivalent; permission of the Department of Creative Arts Therapies. This course provides an introduction to the subject and profession of drama therapy, including its history, key processes, and selected approaches. Didactic and experiential components provide students with a broad understanding of the application of basic concepts in drama therapy.

**NOTE:** Students who have received credit for TDEV 421, DFHD 421, or DINE 420 may not take this course for credit.

Music Therapy:

This course is intended as partial preparation for graduate studies in the field of music therapy.

**MTHY 301 An Introduction to Music Therapy** (3 credits)
Prerequisite: 30 credits; PSYC 200 or equivalent; six credits in Music. This course provides an introduction to the subject and profession of music therapy, including its history, key processes, and selected approaches. Didactic and experiential components provide students with a broad understanding of the application of basic concepts in music therapy.
Faculty

Chair
JOANNA BERZOWSKA, MSc Massachusetts Institute of Technology; Associate Professor

Professor
PK LANGSHAW, MFA Université du Québec à Montréal

Associate Professors
JASON EDWARD LEWIS, MPhil Royal College of Art
CHRISTOPHER MOORE, MFA Nova Scotia College of Art and Design
MARTIN RACINE, PhD Université de Montréal
RHONA RICHMAN KENNEALLY, PhD McGill University
CHRISTOPHER SALTER, PhD Stanford University

For the complete list of faculty members, please consult the Department website.

Location

Sir George Williams Campus
Engineering, Computer Science and Visual Arts Complex, Room: EV 6.76
514-848-2424, ext. 4626

Department Objectives

The Department offers programs that examine the broad vision or culture of design within contemporary society.

The Design Major is located primarily within the disciplines of image, object-making, and screen-based media in design practice with an emphasis on the study of material culture. Digital technologies are integrated into the creative process to serve as strategies and tools for enhanced communication, application, representation, and dissemination.

The Computation Arts programs are concentrated within the digital and virtual environments where computer technology is embedded in all stages of the creative process and production. The Internet as a system for communication in information and networked societies serves as the intersection that strongly links the disciplines of Design and Computation Arts. Students are encouraged to take courses across Design and Computation Arts.

81.90.1 DESIGN

Program Objective

The Major in Design program explores the principal areas of visual communication and the built environment. The program encourages critical thinking and takes an interdisciplinary approach to design theory and practice. Its overarching principle is socio-cultural, environmental, and economic sustainability. Students begin their studies by developing knowledge and technical skill sets across these areas and then specialize according to their interests and abilities. The curriculum engages the student in creative work with the understanding of the impact and consequence of their designs in everyday life. In a collaborative and shared environment, students participate in diverse local outreach and community initiatives.

Program

Students are responsible for fulfilling their particular degree requirements; hence, the following sequence must be read in conjunction with §81.20.
The superscript indicates credit value.

72 BFA Major in Design
3 DART 261
3 DART 262 or 263
Design Professional Experience Option

The Design Professional Experience option is available to selected students who are enrolled in the BFA program and are majoring in Design. The academic content of the Professional Experience option is identical to the regular program with some specific recommendations for courses designed to improve and enhance the student's quality of work performance. Please see §4 for specific details concerning the program.

Admission to the Major in Design

In addition to the normal admission procedure of Concordia University, there is a distinct admission procedure for applicants to the Major in Design Art. All applicants must submit a portfolio of their own work, as well as a letter of intent, as part of the admission process.

For more information concerning these additional requirements and submission deadline dates, please visit the following website: finearts.concordia.ca/admissions.

81.90.2 COMPUTATION ARTS

Program Objective

The Computation Arts programs facilitate a hybrid learning environment for the integration of fine arts and computer science. The core curriculum incorporates conceptual and technical aspects of dynamic imagery, sound, and virtual dimension. Teaching emphasizes non-traditional applications of digital technologies while also developing awareness of the cultural and political implications of new technologies in networked and information societies. Areas of interest in the program include interaction design, physical computing, immersive environments, and experimental sound.

Programs

Students are responsible for fulfilling their particular degree requirements; hence, the following sequence must be read in conjunction with §81.20.

The superscript indicates credit value.

60 BFA Specialization in Computation Arts
  9 CART 2111, 2121, 2531
  6 CART 2142, 2551
  3 CART 3511
  9-12 Chosen from CART 3121, 3452, 3462, 3471, 3531, 3551, 3561, 3571, 3581, 3601, 3611, 3621, 3701, 3981
  6 CART 4112, 4122
  9-12 Chosen from CART 4141, 4151, 4161, 4341, 4441, 4531, 4551, 4561, 4571, 4581, 4591, 4601, 4981
  9 Chosen from CART, DART, or other Fine Arts electives
  6 Chosen from ARTH or other Fine Arts theory electives

45 BFA Major in Computation Arts
(to be combined with Computer Applications Option)
  6 FFAR 2501
  21 CART 2111, 2122, 2143, 2551, 3511, 4111, 4121
  6 Chosen from CART 3121, 3452, 3462, 3471, 3531, 3551, 3561, 3571, 3581, 3601, 3611, 3621, 3701, 3981
  6 Chosen from CART 4141, 4151, 4161, 4341, 4441, 4531, 4551, 4561, 4571, 4581, 4591, 4601, 4981
  6 Chosen from DART or other Fine Arts electives in consultation with an advisor

24 Minor in Computation Arts
  9 CART 2111, 2121, 2532
  3 CART 3511
  6 Chosen from CART 3121, 3452, 3462, 3471, 3531, 3551, 3561, 3571, 3581, 3601, 3611, 3621, 3701, 3981
  6 CART 4112, 4122
Computation Arts Professional Experience Option

The Computation Arts Professional Experience option is available to selected students who are enrolled in the BFA program, Major or Specialization in Computation Arts. The academic content of the Professional Experience option is identical to that of the regular program with some specific recommendations for courses designed to improve and enhance the student’s quality of work performance. Please see §24 for specific details.

Admission to the Specialization, Major*, and Minor** in Computation Arts

In addition to the normal admission procedure of Concordia University, there is a distinct admission procedure for applicants to the Specialization or Major in Computation Arts. All applicants must submit a portfolio of their own work, as well as a letter of intent, as part of the admission process.

For more information concerning these additional requirements and submission deadline dates, please visit the following website: finearts.concordia.ca/admissions.

*The Major in Computation Arts (45 credits) must be taken in combination with the Option in Computer Applications (45 credits) offered by the Department of Computer Science and Software Engineering. Candidates applying for the Major in Computation Arts are required to complete the 10.12 profile: Mathematics 103 or 201-NYA and 203 or 201-NYB, and 105 or 201-NYC. Candidates lacking Cegep profile 10.12, but with a suitable background, may also be considered for this program. Applicants to the Specialization or Minor in Computation Arts require no background in mathematics.

**The minor is available to a limited number of high-ranking students. Applicants must submit a full portfolio by the March 1 deadline and may contact the Department of Design and Computation Arts for specific application procedures.

COURSES

Computation Arts:

CART 211 Creative Computing and Network Culture (3 credits)
Prerequisite: Enrolment in a Computation Arts program or written permission of the Department. This course gives a broad introduction to the fundamentals of creative computing and network culture. Through readings and practical examples, students explore the histories of the Internet, computing, and interactivity as well as gain knowledge of fundamental technical tools used for creating network-based media.

NOTE: Students who have received credit for DFAR 251 or CART 251 may not take this course for credit.

CART 212 Digital Media Studio I (3 credits)
Prerequisite: CART; enrolment in a Computation Arts program; or written permission of the Department. This studio-based course focuses on the production of dynamic and interactive audio/visual media. Students develop proficiency in generating original audio and visual material as well as exposure to current digital media software. Concurrent with gaining knowledge of existing tools for production, students create a high-quality studio work for portfolio inclusion.

NOTE: Students who have received credit for DFAR 252 or CART 252 may not take this course for credit.

CART 214 Visual Form and Communication (3 credits)
Prerequisite: Enrolment in a Computation Arts program or written permission of the Department. Key themes of visual communication are explored in the context of computation arts. This studio course considers design elements such as line, pattern, shape, texture, interpretation of space, surface, perspective, dimension, repetition, randomness, colour and colour spaces, typography, drawing from observation, layout and composition and conceptualization. This class is predominantly non-digital and discusses the relationships between analog and digital approaches.

NOTE: Students who have received credit for CART 254 may not take this course for credit.

CART 253 Creative Computation I (3 credits)
Prerequisite: Enrolment in the Specialization or Minor in Computation Arts; or written permission of the Department. The fundamentals of computer programming are introduced through exercises and studio projects. Students are exposed to scripting and programming in order to understand how they may be used to support creative digital work.

NOTE: Students who have received credit for DFAR 253 or 353 may not take this course for credit.

CART 255 New Media Theory (3 credits)
Prerequisite: Enrolment in a Computation Arts program or written permission of the Department. This course is a critical introduction to new media theory focusing on issues of interaction, inscription, representation, code, reproduction, spectacle, control, body and resistance. Students develop tools to undertake a critical analysis of media and technology and their social, political, economic, and cultural ramifications.

CART 312 Digital Media Studio II (3 credits)
Prerequisite: CART 212; 24 credits completed in a Computation Arts program; or written permission of the Department. This studio-based course furthers work done in CART 212, focusing on the production and authoring of dynamic audio/visual media using advanced techniques such as compositing and motion graphics. Students develop proficiency in generating original audio
and visual material as well as exposure to current digital audio-visual-authoring software including postproduction environments such as After Effects and Motion. Concurrent with gaining knowledge of existing tools for production, students create a term-long project which will be a high quality, studio work appropriate for portfolio inclusion.

NOTE: Students who have received credit for CART 352 may not take this course for credit.

CART 345 Digital Texts and Typography I (3 credits)
Prerequisite: 24 credits completed in a Computation Arts program; or written permission of the Department. This is a studio course in which students conduct experiments in digital text, type, and typography. It looks at how type can be used in dynamic, interactive, and performative contexts, how manipulating the appearance and behaviour of type affects the meaning of the text, and how to work with the materiality of letterforms. Class projects include motion typography for video, interactive texts, liquid/random/malleable fonts, and computationally responsive letterforms.

NOTE: Students who have received credit for this topic under a CART 355 number may not take this course for credit.

CART 346 Digital Sound I: Theory and Practice of Real-Time Audio (3 credits)
Prerequisite: 24 credits completed in a Computation Arts, Electroacoustics, or Intermedia/Cyberarts program; or written permission of the Department. This course is an introduction to the fundamental principles of real-time digital audio: the use of a computer to process, synthesize, and manipulate digitized representations of sound in real-time. Topics such as physics of sound, sampling, synthesis techniques, filters, and acoustics are introduced through the use of the real-time programming environments Max/MSP and Supercollider. Students experiment with digital audio techniques through lab exercises and the development of a final real-time composition/sound design work.

NOTE: Students who have received credit for this topic under a CART 356 number may not take this course for credit.

CART 347 Digital Sound II: Sound Design (3 credits)
Prerequisite: CART 346; 24 credits completed in a Computation Arts, Electroacoustics, or Intermedia/Cyberarts program; or written permission of the Department. This course is a seminar/project studio in the conceptual and technical nature of digitally based sound design for film, video, and interactive multimedia (web, DVDs, games, sensor-augmented environments). Topics include sound and image fusion, audio-vision and conceptual/technical issues related to file and compression formats, spatialization (5.1), communication protocols, editing, mixing, tracking, asset creation and socio-cultural theories of audition. A term-long individual or group-based project is developed that takes participants through all phases of the sound design production workflow.

NOTE: Students who have received credit for this topic under a CART 356 number may not take this course for credit.

CART 351 Networks and Navigation (3 credits)
Prerequisite: CART 211, 212, 253*; 24 credits completed in a Computation Arts program; or written permission of the Department. In this studio course, students develop interactive projects that take advantage of networked data, redefine online communities, and experiment with new communication structures. The perceptual and aesthetic aspects of digital media are addressed in relation to the technical skill-sets required for navigating and understanding the possibilities and limits of networked environments.

*Students in the Specialization in Computation Arts must complete CART 253.

CART 353 Creative Computation II (3 credits)
Prerequisite: CART 253*; 24 credits completed in a Computation Arts program; or written permission of the Department. An investigation of paradigms for programming, with concentration on topics of interest to digital art and design. Through lectures, readings, and projects, students explore topics including artificial life, evolutionary computation, and real-time programming.

*Students in the Specialization in Computation Arts must complete CART 253.

CART 355 Topics in Kinetic Imagery (3 credits)
Prerequisite: 24 credits in a Computation Arts program. This course provides an opportunity for the study of special topics in kinetic imagery. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

NOTE: Students who have received credit for DFAR 355 may not take this course for credit.

CART 356 Topics in Abstract Soundscapes (3 credits)
Prerequisite: 24 credits in a Computation Arts program. This course provides an opportunity for the study of special topics in abstract soundscapes. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

NOTE: Students who have received credit for DFAR 356 may not take this course for credit.

CART 357 Topics in Digital Space (3 credits)
Prerequisite: 24 credits in a Computation Arts program. This course provides an opportunity for the study of special topics in digital and immersive space. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

NOTE: Students who have received credit for DFAR 357 may not take this course for credit.

CART 358 Topics in Senses and Perception (3 credits)
Prerequisite: 24 credits in a Computation Arts program. Research into sensory perception, touch, and noise is key to project proposals, methodology, and production. Interdisciplinary referencing and collaborative projects are emphasized. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

NOTE: Students who have received credit for DFAR 358 may not take this course for credit.
CART 360  **Tangible Media and Physical Computing** (3 credits)
Prerequisite: CART 253; 24 credits completed in a Computation Arts program; or written permission of the Department. This course explores the concepts of tangible media and physical computation as well as related concepts of ubiquitous computing, wearable computing, and interaction design. The focus is on conceptual development, prototyping, and implementation of tangible media and physical computing artifacts from the perspectives of technical proficiency, functionality, aesthetics, and personal/social meaning.
*Students in the Specialization in Computation Arts must complete CART 253.

CART 361  **3D Digital Production I** (3 credits)
Prerequisite: 24 credits completed in a Computation Arts program; or written permission of the Department. In this studio course, students are introduced to the language, principles, and practices of digital animation. Students are exposed to a wide range of traditional film animation techniques and learn the technical skills and conceptual strategies for 3D digital production.
NOTE: Students who have received credit for CART 261 may not take this course for credit.

CART 362  **3D Digital Production II** (3 credits)
Prerequisite: CART 361; 24 credits completed in a Computation Arts program; or written permission of the Department. This intermediate studio furthers conceptual and technical skills related to 3D digital animation. Through film analysis, readings, and lectures, students study film animation aesthetics, contemporary film practice, and advanced 3D animation techniques.
NOTE: Students who have received credit for CART 262 may not take this course for credit.

CART 370  **Real-Time Video** (3 credits)
Prerequisite: 24 credits completed in a Computation Arts program; or written permission of the Department. A studio course in the creation and real-time processing of moving textures and video. This course surveys computer-based video art, particularly applied to installation or performance arts. It provides an introduction to mathematical approaches to real-time processing of 2D and higher-dimensional arrays, image and video filters, motion segmentation, and tracking blobs, optical flow, faces, and shapes.
NOTE: Students who have received credit for this topic under a CART 498 number may not take this course for credit.
NOTE: Students should have experience or knowledge in videography and video editing.

CART 398  **Special Topics in Computation Arts** (3 credits)
Prerequisite: Enrollment in a Computation Arts program or written permission of the Department. This course provides an opportunity for the study of specialized aspects and applications in computation arts. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

CART 411  **Project Studio I** (3 credits)
Prerequisite: CART 253; CART 351; 48 credits completed in a Computation Arts program; or written permission of the Department. In this studio and theory course, students integrate skills with objects, narratives, and environments. They refine both critical and practical management skills in team-based projects.
NOTE: Students who have received credit for CART 451 may not take this course for credit.
*Students in the Specialization in Computation Arts must complete CART 253.

CART 412  **Project Studio II** (3 credits)
Prerequisite: CART 411; 48 credits completed in a Computation Arts program; or written permission of the Department. An advanced studio and theory course in which students integrate skills with objects, narratives, and environments. They refine both critical and practical management skills in team-based projects.
NOTE: Students who have received credit for CART 452 may not take this course for credit.

CART 414  **Matter and Media** (3 credits)
Prerequisite: CART 255; 48 credits completed in a Computation Arts program; or written permission of the Department. This seminar prepares students for professional creation/research via analog or computational media and material arts, informed by philosophy of technology, art, and design. Topics may include continuity, transformation, distributed agency, responsibility, and tangibility.
NOTE: Students who have received credit for this topic under a CART 454 number may not take this course for credit.

CART 415  **Game Studio I** (3 credits)
Prerequisite: 48 credits completed in a Computation Arts program; or written permission of the Department. This studio course considers how to construct compelling playable digital and non-digital media. A theoretical and critical understanding of play and games is established through the interaction of lectures, discussion, game-playing, and game making. A wide range of game design topics are studied and engaged, including systems, player motivation, interfaces, progression, narrative, and balance. Students go through short cycles of game prototyping to better understand the relationships between mechanics design, emerging play dynamics, and the resulting aesthetic experience. Focus is put on the pursuit of innovative and expressive game concepts.
NOTE: Students who have received credit for this topic under a CART 498 number may not take this course for credit.

CART 416  **Game Studio II** (3 credits)
Prerequisite: CART 415; 48 credits completed in a Computation Arts program; or written permission of the Department. This studio course aims at exploring more advanced topics while engaging in larger scale, team-based, iterative game development projects that support the development of portfolio material. Specific attention is given to polish, presentation, and depth. In parallel, seminars are organized to pursue student engagement with fundamental game design questions through analyses of specific game objects.
NOTE: Students who have received credit for this topic under a CART 498 number may not take this course for credit.
CART 434  **Advanced 3D Studio** (3 credits)
Prerequisite: CART 362; 48 credits completed in a Computation Arts program; or written permission of the Department. This advanced studio builds upon 3D modelling for animation, gaming, and spatial environments. Concurrent with the development of technical skill sets, students develop thematic projects with consideration given to industry standards and cultural products for public or private enterprise.

**NOTE:** Students who have received credit for CART 354 may not take this course for credit.

CART 444  **Portfolio Studio** (3 credits)
Prerequisite: 48 credits completed in a Computation Arts program; or written permission of the Department. This studio course leads graduating Computation Arts students through an analysis and synthesis of a personal body of work, self-promotional material, and a framework for a group exhibition. Discussions and assignments address the technical, formal, and conceptual elements in their work, and strategies for documentation and presentation. Students are also expected to locate their work in a social, cultural, and historical context. Various future options for Computation Arts graduates are discussed, including careers in art, entrepreneurship, design, research, and academia.

**NOTE:** Students who have received credit for this topic under a CART 498 number may not take this course for credit.

CART 453  **The Digital Nomad** (3 credits)
Prerequisite: 48 credits completed in a Computation Arts program; or written permission of the Department. This studio course is based on mobility or nomadic considerations in new media productions. Transportable and flexible equipment configurations are developed to support on-site performance events, projection, and multimedia installations.

**NOTE:** Students who have received credit for DPAR 453 may not take this course for credit.

CART 455  **Professional Internship I** (3 credits)
Prerequisite: 48 credits completed in a Computation Arts program; written permission of the Department. Students work in the industry for a period of nine to thirteen weeks to allow them to gain experience in design firms and multimedia companies. Internships approved for credit must be academically appropriate to the program.

**NOTE:** Students may count a maximum of six credits in professional internships towards their degree program.

CART 456  **Professional Internship II** (3 credits)
Prerequisite: 48 credits completed in a Computation Arts program; written permission of the Department. Students work in the industry for a period of nine to thirteen weeks to allow them to gain experience in design firms and multimedia companies. Internships approved for credit must be academically appropriate to the program.

**NOTE:** Students may count a maximum of six credits in professional internships towards their degree program.

CART 457  **Independent Study I** (3 credits)
Prerequisite: 48 credits completed in a Computation Arts program; written permission of the Department. This course provides an opportunity for a limited number of students to pursue advanced studies in computation arts research and creation project under the supervision of a full-time faculty member. A clearly defined written agreement between the student and the faculty supervisor is required before the independent study is approved.

**NOTE:** Students may count a maximum of nine credits in independent studies towards their degree program.

CART 458  **Independent Study II** (3 credits)
Prerequisite: 48 credits completed in a Computation Arts program; written permission of the Department. This course provides an opportunity for a limited number of students to pursue advanced studies in computation arts research and creation project under the supervision of a full-time faculty member. A clearly defined written agreement between the student and the faculty supervisor is required before the independent study is approved.

**NOTE:** Students may count a maximum of nine credits in independent studies towards their degree program.

CART 459  **Independent Study III** (3 credits)
Prerequisite: 48 credits completed in a Computation Arts program; written permission of the Department. This course provides an opportunity for a limited number of students to pursue advanced studies in computation arts research and creation project under the supervision of a full-time faculty member. A clearly defined written agreement between the student and the faculty supervisor is required before the independent study is approved.

**NOTE:** Students may count a maximum of nine credits in independent studies towards their degree program.

CART 460  **Bending Bits: Advanced Topics in Digital Media** (3 credits)
Prerequisite: CART 411 previously or concurrently; 48 credits completed in a Computation Arts program; or written permission of the Department. An advanced studio course examining the ways computation can be deeply integrated into students’ creative practices. Projects look at how computation can be used to transform interactivity into a semantic strategy, input/output into a dialogue between the user, the work, and the world, and data processing into means of aesthetic exploration.

**NOTE:** Students are expected to have solid skills in general-purpose programming before starting the class.

CART 498  **Special Topics in Computation Arts** (3 credits)
Prerequisite: Enrolment in a Computation Arts program or written permission of the Department. An advanced course which provides an opportunity for the study of specialized aspects and applications in digital fine arts. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
Design:

DART 221  Visual Communication in Context (3 credits)
Prerequisite: Enrolment in the Major in Design or written permission of the Department. This studio course engages students in the study and application of graphic composition and visual communication. It focuses in particular on the elements and principles of layout and colour theory.
NOTE: Students who have received credit for DART 200 may not take this course for credit.

DART 261  Introduction to Design Studies (3 credits)
Prerequisite: Enrolment in the Major in Design or written permission of the Department. This lecture course examines key themes in the history and theory of visual communication and the built environment from industrialization to the present day. Emphasis is given to current as well as future implications of design practice. Research methods in the discipline are introduced to facilitate development of students' analytical and critical abilities, both oral and written.
NOTE: Students are required to take this course in the first year of the Design program.
NOTE: Students who have received credit for DART 260 may not take this course for credit.

DART 262  Exploring Design Studies (3 credits)
Prerequisite: DART 261; enrolment in the Major in Design; or written permission of the Department. This theory course introduces students to innovative and creative ways of thinking about design, and offers means of organizing their ideas effectively and convincingly. Referring to both historic and current examples of design theory and practice, coursework and assignments explore existing frameworks or models for design studies, enabling students to investigate critical aspects of visual communication and the built environment.
NOTE: Students who have received credit for DART 260 may not take this course for credit.

DART 263  Design History and Sustainability (3 credits)
Prerequisite: DART 221, 261; DART 291, 292 previously or concurrently; or written permission of the Department. This theory course offers students a reflective space to explore sustainable design theory and practice through historical artifacts, and thereby expand their intellectual engagement with key issues in past, present, and potential future approaches to design complexity and design for sustainability.
NOTE: Students who have received credit for this topic under a DART 298 number may not take this course for credit.

DART 280  Investigations in Typographic Design (3 credits)
Prerequisite: DART 221; DART 291, 292 previously or concurrently; or written permission of the Department. This studio course focuses on typographic design and explores the functional and expressive aspects of typography. Process-based assignments emphasize the principles of typography, information hierarchy, multiple-page content, and text-image relationships.
NOTE: Students who have received credit for DART 200 may not take this course for credit.

DART 291  Design Process and the Materiality of Objects (3 credits)
Prerequisite: DART 221, 261; or written permission of the Department. This studio course concentrates on the design process and provides students with communication strategies including sketching in perspective and technical drawing. Assigned projects address creativity, sustainable materials, and construction techniques.
NOTE: Students who have received credit for DART 210 or 290 may not take this course for credit.

DART 292  Bio-Inspiration in the Design of Objects (3 credits)
Prerequisite: DART 221, 261, 262 or 263, 291; DART 280 previously or concurrently; or written permission of the Department. This studio course advances the study of materials and construction methods. Assignments emphasize research and research methods specifically within the study of bionics. Students explore nature as inspiration to facilitate innovative and effective life cycles of designed objects.
NOTE: Students who have received credit for DART 210 or 290 may not take this course for credit.

DART 298  Special Topics in Design Art (3 credits)
Prerequisite: Enrolment in the Major in Design or written permission of the Department. This course provides an opportunity for the study of special issues in Design. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

DART 331  Words in Space (3 credits)
Prerequisite: DART 280; DART 391, 392 previously or concurrently; or written permission of the Department. This studio course focuses on type and image in the built environment. Issues of space, materiality, and legibility are examined within architectural and urban landscapes. Students engage in projects ranging from wayfinding and signage to exhibition design and installations.
NOTE: Students who have received credit for DART 300 may not take this course for credit.

DART 332  Print Concepts and Processes (3 credits)
Prerequisite: DART 221, 261, 262 or 263, 280; 24 credits in the Design Major; or written permission of the Department. This studio course focuses on the conceptualization, process, and production of printed projects. Assignments relate content and narrative to the material nature of printed matter, printing techniques, and the responsible use of resources.
Prerequisite: DART 444 previously or concurrently; 4 credits in the Major in Design; or written permission of the Department. This studio course develops strategies for interactions in the public sphere. The application of scenography, planning of space and the integration of content orients the student towards the design of museum installations, mobile exhibitions, and performative events.

DART 443 Print: Meaning and Process (3 credits)
Prerequisite: DART 491, 492 previously or concurrently; 48 credits in the Major in Design; or written permission of the Department. This computer lab course focuses on graphic design in publishing systems. The implications of mass production, the responsible use of resources, and alternative print and packaging processes are key factors in the ecology of image production. NOTE: Students who have received credit for DART 443 may not take this course for credit.

DART 442 Scenarios for Typography (3 credits)
Prerequisite: DART 422 previously or concurrently; 48 credits in the Major in Design; or written permission of the Department. This studio course engages students to explore the diversity of typographic expression within a visual and literary context. Assignments are designed to address the significance and complexity of words for persuasive messaging, multilingual information exchange, and typographic play in visual communication. NOTE: Students who have received credit for DART 442 may not take this course for credit.

DART 441 The Culture of Images (3 credits)
Prerequisite: DART 491, 492 previously or concurrently; 48 credits in the Major in Design; or written permission of the Department. In this theory course students analyze the impact of images through the study of popular culture and the persuasiveness of advertising in image-saturated and information-dense societies. Projects address strategies for effective visual communication as catalysts towards transformative socio-cultural environments. NOTE: Students who have received credit for DART 441 may not take this course for credit.

DART 439 Second Skin and Soft Wear (3 credits)
Prerequisite: DART 391, 392 previously or concurrently; 48 credits in the Major in Design; or written permission of the Department. This studio course contextualizes the making of and the concepts relating to soft surfaces, objects, furniture, and sculptural forms. Students are also encouraged to explore the sensory interfaces between surface and structure in design by investigating alternative material use and new technologies for innovative textile design, electronics, and body wear.

DART 438 Digital Media and Moving Images (3 credits)
Prerequisite: DART 261, 262 or 263, 280, 291, 292; 24 credits in the Major in Design; or written permission of the Department. This computer lab course emphasizes the significance of research and context in the development of socio-cultural sustainability and collaborative design practice. Students experiment with word-image relationships exploring diverse mediums including small-scale publishing, soft surface design, dimensional packaging, and body wear. NOTE: Students who have received credit for DART 310 or 390 may not take this course for credit.

DART 437 Environmental Research and Practice (3 credits)
Prerequisite: DART 261, 262 or 263, 291, 292, 391; 24 credits in the Major in Design; or written permission of the Department. This studio course develops students' expertise in design research and support applications for the built environment, through specific sustainable projects and community initiatives. Students work in collaboration with different stakeholders in the research, conceptualization, construction, and analysis stages of project design. NOTE: Students who have received credit for DART 310 or 390 may not take this course for credit.

DART 436 Special Topics in Design (3 credits)
Prerequisite: 24 credits in the Major in Design or written permission of the Department. This course provides an opportunity for the study of special issues in design art. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

DART 435 Interpretive Public Spaces (3 credits)
Prerequisite: DART 380 or 381; DART 391, 392 previously or concurrently; or written permission of the Department. This studio course develops strategies for interactions in the public sphere. The application of scenography, planning of space and the integration of content orients the student towards the design of museum installations, mobile exhibitions, and performative events.
DART 445  The Narrative Object (3 credits)
Prerequisite: DART 380 or 381; DART 491, 492 previously or concurrently; 48 credits in the Major in Design; or written permission of the Department. In this studio course, the mythic potential of objects as personal and cultural markers is considered in the context of everyday life. Students construct meaning through objects, responding to the potential for expression inherent in materials, structure, and form. The rigour of observation, analysis, and interpretation of object stimulates opportunities for multiple readings. NOTE: Students who have received credit for DART 423 may not take this course for credit.

DART 446  Studies in the Built Environment (3 credits)
Prerequisite: DART 491, 492 previously or concurrently; 48 credits in the Major in Design; or written permission of the Department. In this theory course, students explore physical space as a complex dynamic in which nature, architecture, things, and people continuously interact and influence each other. Students develop skills to explore such concepts as spatiality and materiality, to enhance their understanding of, and contributions to, the built environment. NOTE: Students who have received credit for DART 423 may not take this course for credit.

DART 447  The Future Life of Objects (3 credits)
Prerequisite: DART 380; DART 491, 492 previously or concurrently; 48 credits in the Major in Design; or written permission of the Department. This studio course encourages students to analyze the integration and impact of digital technologies in the production of three-dimensional objects and space design. Students examine current technologies and production and explore concepts for objects, enhancing the long-term value and use objects within the built environment. NOTE: Students who have received credit for DART 423 may not take this course for credit.

DART 448  Nature-Inspired Environments (3 credits)
Prerequisite: DART 380; DART 491, 492 previously or concurrently; 48 credits in the Major in Design; or written permission of the Department. In this studio course, students examine natural systems to uncover design potential for the built environment. Students develop innovative approaches that advance sustainable design thinking through the study of intrinsic environmental geometries, behaviours, narratives, and life-cycle flows. NOTE: Students who have received credit for DART 423 may not take this course for credit.

DART 449  The Language of the Web (3 credits)
Prerequisite: DART 491, 492 previously or concurrently; 48 credits in the Major in Design; or written permission of the Department. In this studio course, students develop online applications and innovative methods for organizing and disseminating information. Issues of interactivity, navigation, and open-source media are emphasized. NOTE: Students who have received credit for DART 410 or 411 may not take this course for credit.

DART 450  Web Intervention (3 credits)
Prerequisite: DART 491, 492 previously or concurrently; 48 credits in the Major in Design; or written permission of the Department. In this studio course, students create socially engaged online interventions. Projects are informed by open-source culture, social media, and the effects of technological democratisation. NOTE: Students who have received credit for DART 410 or 411 may not take this course for credit.

DART 451  Digital Interaction (3 credits)
Prerequisite: DART 381; DART 491, 492 previously or concurrently; 48 credits in the Major in Design; or written permission of the Department. This lab course considers the rhetoric of interactivity. The ubiquity of the graphic user interface is problematized through the use of non-linear narrative and metaphor. Students develop and select new paradigms for human-computer interaction. NOTE: Students who have received credit for DART 410 or 411 may not take this course for credit.

DART 452  Immersive Media (3 credits)
Prerequisite: DART 381; DART 491, 492 previously or concurrently; 48 credits in the Major in Design; or written permission of the Department. Students in this interdisciplinary lab course consider the expanded use of technologies for digital media in the context of 3D objects and environments. Through collaborative projects, students explore immersive installations integrating sound, video, interactivity, and performative events. NOTE: Students who have received credit for DART 410 or 411 may not take this course for credit.

DART 453  Design and Community Engagement (6 credits)
Prerequisite: 24 credits in the Major in Design; or 24 credits in a Major in Fine Arts; or enrolment in the Loyola College for Diversity and Sustainability’s Minor in Diversity and the Contemporary World; or written permission of the Department. A special project-based studio that provides students the opportunities to dialogue with and engage with Montreal-based outreach programs, community centres and not-for-profit organizations. Concordia students apply their communication and technical skill sets to collaborate with community partners and participants on specific design projects. NOTE: Students who have received credit for DART 481 or for this topic under a DART 498 number may not take this course for credit.

DART 461  Independent Study I (3 credits)
Prerequisite: 48 credits in the Major in Design and written permission of the Department. This course provides an opportunity for a limited number of students to pursue advanced studies in a design research and creation project under the supervision of a full-time faculty member. A clearly defined written agreement between the student and the faculty supervisor is required before the independent study is approved. NOTE: Students may count a maximum of nine credits in independent studies towards their degree program.
DART 462  **Independent Study II** (3 credits)
Prerequisite: 48 credits in the Major in Design and written permission of the Department. This course provides an opportunity for a limited number of students to pursue advanced studies in a design research and creation project under the supervision of a full-time faculty member. A clearly defined written agreement between the student and the faculty supervisor is required before the independent study is approved.

NOTE: Students may count a maximum of nine credits in independent studies towards their degree program.

DART 463  **Independent Study III** (3 credits)
Prerequisite: 48 credits in the Major in Design and written permission of the Department. This course provides an opportunity for a limited number of students to pursue advanced studies in a design research and creation project under the supervision of a full-time faculty member. A clearly defined written agreement between the student and the faculty supervisor is required before the independent study is approved.

NOTE: Students may count a maximum of nine credits in independent studies towards their degree program.

DART 471  **Professional Internship I** (3 credits)
Prerequisite: 48 credits in the Major in Design and written permission of the Department. This course provides an opportunity for a limited number of students to further develop their design skill sets as an intern in a design firm or cultural organization such as a museum or graphic and industrial design association. A clearly defined written agreement between the student intern, the employer, and the full-time faculty supervisor is required before the internship is approved.

NOTE: Students may count a maximum of six credits in professional internships towards their degree program.

DART 472  **Professional Internship II** (3 credits)
Prerequisite: 48 credits in the Major in Design and written permission of the Department. This course provides an opportunity for a limited number of students to further develop their design skill sets as an intern in a design firm or cultural organization such as a museum or graphic and industrial design association. A clearly defined written agreement between the student intern, the employer, and the full-time faculty supervisor is required before the internship is approved.

NOTE: Students may count a maximum of six credits in professional internships towards their degree program.

DART 491  **Discursive Design Research I** (3 credits)
Prerequisite: DART 391, 392; 48 credits in the Major in Design; or written permission of the Department. This core theoretical course combines lectures and discussions, emphasizing the contextual and societal implications of the design process from conception to production. Multidisciplinary approaches to design research and methodology allow students to advance the discourse of their own emerging design ethic and aesthetic.

NOTE: Students who have received credit for DART 400 or 490 may not take this course for credit.

DART 492  **Discursive Design Research II** (3 credits)
Prerequisite: DART 391, 392, 491; 48 credits in the Major in Design; or written permission of the Department. This core course explores the interstices between visual culture, material culture, and related theoretical discourses as disciplines which profoundly influence the design process. Particular attention is devoted to multidisciplinary engagement as applied to individual design scenarios. This course is a continuation of DART 491.

NOTE: Students who have received credit for DART 400 or 490 may not take this course for credit.

DART 498  **Special Topics in Design** (3 credits)
Prerequisite: 48 credits in the Major in Design or written permission of the Department. A course for advanced students which provides an opportunity for the study of special issues in design art. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
Faculty

Chair
LISELYN ADAMS, DipMusPerf Royal Conservatory of the Hague; Associate Professor

Canada Research Chair
SANDEEP BHAGWATI, Kuensterische Reifeprüfung Musikhochschule Munich, CURSUS IRCAM (Paris)

Professors
KEVIN AUSTIN, MMA McGill University
CHRISTOPHER JACKSON, FRSC, D.S.L. (Honoris Causa), Dip Premier Prix Conservatoire de Musique de Montréal; Provost’s Distinction

Associate Professors
CHRISTINE BECKETT, PhD McGill University
JERI BROWN, MEd Kent State University
MARK CORWIN, DMA University of Wisconsin-Madison
RICARDO DAL FARRA, PhD Université du Québec à Montréal
CHARLES ELLISON, MA Indiana University
ROSEMARY MOUNTAIN, PhD University of Victoria

Assistant Professor
ELDAD TSABARY, DMA Boston University

For the complete list of faculty members, please consult the Department website.

Location

Sir George Williams Campus
GM Building, Room: 500-01
Tel.: 514-848-4242, ext. 4555/4559
Fax: 514-848-3155
Email: music@concordia.ca
Website: music.concordia.ca

Department Objectives

The Mission of the Department of Music is to develop musicians, to support musical activities through teaching, research and performances, and to foster the appreciation of the value of music and fine arts in society.

The Department is committed to the development of musicians through options and opportunities found within the multidisciplinary context of the Faculty of Fine Arts through generalized and specialized education.

Areas of study include theory, history, instrumental and vocal studies, including ensembles and private study, composition, jazz, electroacoustics/recording, and music technology.

Academic scholarship, research, and creativity enhance faculty members’ teaching which furthers the Department’s involvement in national and international artistic and scholarly communities.

Programs

Students are responsible for fulfilling their particular degree requirements; hence, the following sequences must be read in conjunction with §81.20.

The superscript indicates credit value.

SPECIALIZATIONS IN MUSIC

The Faculty of Fine Arts offers three specialization programs in Music, each of 66 credits. Students applying for entrance to the Specializations in Performance or Composition are accepted into the Major in Music. Upon completion of 30 credits, students may apply for transfer into one of those two specializations. Students applying for entrance to the Specialization in Jazz Studies enter directly in their first year. Acceptance into a specialization is based on the student’s general academic performance in all university courses, but especially in the Music courses.
66 **BFA Specialization in Jazz Studies**
  6 JAZZ 200\(^i\) or, if exempt, Department of Music electives
  9 JAZZ 209\(^i\), 210\(^i\), 311\(^i\)
  12 JAZZ 251\(^i\), 252\(^i\), 351\(^i\), 352\(^i\)
  15 JAZZ 400\(^i\), JPER 221\(^i\), 251\(^i\), 252\(^i\), MPER 231\(^i\)
  6 JHIS 314\(^i\); 3 credits JHIS electives
  12 Chosen from JAZZ, JHIS, and JPER courses
  6 Department of Music electives, chosen in consultation with a Music advisor

66 **BFA Specialization in Music Performance**
  30 MUSI 211\(^i\), 212\(^i\), 251\(^i\), 252\(^i\), 311\(^i\), 351\(^i\), 352\(^i\)*; MPER 231\(^i\), 490\(^i\)
  6 MPER 251\(^i\), 252\(^i\)
  6 MPER 351\(^i\) and 352\(^i\) or MPER 390\(^i\)
  6 MHIS 200\(^i\) or, if exempt, MHIS electives
  6 MHIS electives, which may include MUSI 421\(^i\)
  12 Chosen from MPER 201\(^i\), 223\(^i\), 298\(^i\), 301\(^i\), 321\(^i\), 322\(^i\), 331\(^i\), 361\(^i\), 398\(^i\), 399\(^i\), 401\(^i\), 421\(^i\), 422\(^i\), 423\(^i\), 431\(^i\), 498\(^i\), 499\(^i\)
  6 MUSI 401\(^i\)
  *With permission of the Department of Music, students with exemption for MUSI 351\(^i\) and 352\(^i\) substitute MUSI 451\(^i\) and 452\(^i\).*

66 **BFA Specialization in Music Composition**
  21 MUSI 212\(^i\), 311\(^i\), 351\(^i\), 352\(^i\), 451\(^i\), 452\(^i\); MPER 231\(^i\)
  6 MPER 251\(^i\), 252\(^i\)
  6 MHIS 200\(^i\) or, if exempt, Music electives
  6 MHIS electives
  12 MUSI 261\(^i\), 262\(^i\), 361\(^i\), 362\(^i\)
  15 Department of Music electives, excluding MUSI 211\(^i\), 251\(^i\), 252\(^i\); chosen in consultation with a Music advisor.

48 **BFA Major in Electroacoustic Studies**
  9 EAST 200\(^i\), 211\(^i\)
  12 EAST 300\(^i\), 310\(^i\)
  3 MHIS 241\(^i\)
  6 EAST 205\(^i\)
  6 EAST 305\(^i\)
  9 Chosen from EAST electives
  3 Department of Music electives

54 **BFA Major in Music**
  15 MUSI 211\(^i\), 212\(^i\), 251\(^i\), 252\(^i\), 351\(^i\)
  3 Chosen from MPER 201\(^i\), 223\(^i\), 231\(^i\)
  3 Chosen from MPER 361\(^i\), MUSI 322\(^i\), MUSI 421\(^i\)
  6 MHIS 200\(^i\)*; if exempt, MHIS electives
  3 MHIS 331\(^i\)
  6 MUSI 401\(^i\)
  18 Department of Music electives to be chosen from a minimum of two course groups* 
  *Department of Music electives are organized into seven groups. The distribution is capped at a number of credits (3 to 12 depending upon the group) so that course selection must be drawn from at least two groups.

24 **Minor in Electroacoustic Studies**
  12 EAST 205\(^i\), 305\(^i\)
  6 Department of Music electives
  6 Chosen from EAST 200\(^i\); EAST 211\(^i\) and MHIS 241\(^i\)

24 **Minor in Music**
  9 MUSI 211\(^i\), 251\(^i\) and 252\(^i\) or, if exempt, Music electives selected in consultation with a Music advisor
  15 Music electives chosen in consultation with a Music advisor

81.100.1 **Admission to Programs in Music**

In addition to the normal admission procedure of Concordia University, there is a distinct admission procedure for applicants to Music programs. All applicants to the Major or Minor in Electroacoustic Studies must submit a portfolio of their own work, the Electroacoustic Information Sheet, and a letter of intent. All applicants to the Major in Music and the Specialization in Jazz Studies must complete an audition and Theory and Ear-Training Placement Tests.

For more information concerning these additional requirements and submission deadline dates, please visit the following website: finearts.concordia.ca/admissions.
81.100.2 Admission to Courses in Music for Non-Music Students

Specific procedures must be followed by all non-Music majors wishing to register in the Department of Music.

a) Not all courses are available to non-Music students. Please consult the Department of Music for policy and accessibility of courses.
b) Students who wish to register for courses which have a theory prerequisite, given availability, must write the Theory placement test. This is done in the Department of Music at least two weeks prior to the registration appointment date.
c) Students who wish to sing or play in an ensemble must contact the Department of Music for information concerning audition and registration for Music Performance courses.

Courses

For specific information regarding entrance to courses in the Department of Music please see above.

Electroacoustic Studies:

EAST 200 ASA and Aural Skills I (6 credits)
Prerequisite: Enrolment in the Major or Minor in Electroacoustic Studies. Based upon concepts articulated in Auditory Scene Analysis. This intensive fundamental ear-training course is integrated with electroacoustics and music technology through composition. It offers a focused study of sound, acoustic and psychoacoustic, designed to develop the inner and outer ear. Direct practical application studies in sonic and musical dictation and creation fosters expanded and refined hearing.
NOTE: Students who have received credit for this topic under an EAMT 399 number may not take this course for credit.

EAST 203 Digital Audio Editing (3 credits)
An introduction to the study and practice of the Acousmatic and Sound Art tradition through the use of the computer as a manipulation platform and creative environment for the exploration of sound. This course includes historical and aesthetic aspects of the art. Classic and contemporary electroacoustic techniques are explored as are applications of electroacoustics in popular music. Related topics in acoustics, psychoacoustics, hearing, and audio technology are covered in order to provide a background for effective work in the digital environment.
NOTE: Students who have received credit for EAMT 203, or for this topic under an EAMT 398 or 399 number, may not take this course for credit.

EAST 204 Analog Studio Techniques (3 credits)
Prerequisite: EAST 203. A lecture/workshop introduction to the analog studio. This course offers continued study and practice of the Acousmatic and Sound Art forms historical, aesthetic, and compositional assignments, as well as continued development of classic and contemporary electroacoustic techniques as they relate to the analog electroacoustic studio. Aspects of the studio including the basics of recording, tape manipulation techniques, mixing and multi-track recording, analog synthesis and signal processing are introduced and covered. Related topics in acoustics, psychoacoustics, hearing, and audio technology are covered in order to provide a background for effective work in the electroacoustic studio environment.
NOTE: Students who have received credit for EAMT 204, or for this topic under an EAMT 398 or 399 number, may not take this course for credit.

EAST 205 Electroacoustics I (6 credits)
A seminar/workshop in electroacoustics introducing composition through a series of directed studies involving tape editing, recording, musique concrète, processing of analog sounds, and analog synthesis. Other topics include history, acoustics and psycho-acoustics, recent technological developments, digital signal processing, computer applications, and MIDI. NOTE A/See §200.3
NOTE: Students are required to bear the cost of materials.
NOTE: Students who have received credit for EAMT 205 may not take this course for credit.

EAST 211 Theory/MIDlstration I (3 credits)
Prerequisite: Enrolment in the Major or Minor in Electroacoustic Studies. An intensive course of music theory in practice, integrating electroacoustics and music technology through composition. Foundation music skills development takes place in a creative and technological environment using software sequencers (MIDI and audio), and music notation programs. Fundamental music training is provided through exercises and composition using instrument sampling software. References are drawn from contemporary and cross-cultural practices.
NOTE: Students who have received credit for this topic under an EAMT 398 number may not take this course for credit.

EAST 231 Sound For Artists (3 credits)
This course is an introduction to the study and creation of sound for artistic contexts. It includes historical and aesthetic aspects of sound utilizing current computer and studio-based technologies. Basics of sound recording, editing, and processing are covered,
as well as creative applications in installation and performance art, electronic arts, and screen-based practices. Spoken word, music (electronically/digitally generated), everyday sound and mechanically produced sounds are explored. Related topics in acoustics, hearing, and the theoretical concepts central to sound art are also introduced, in order to provide a background for effective work in sound environment.

NOTE: Students who have received credit for this topic under an EAMT 298 number may not take this course for credit.

EAST 251 Introduction to Recording I (3 credits)
An introductory study of audio technology, acoustics, perception, styles and techniques as related to sound recording. This course provides an overview of analog and digital technology with attention to its innovations, history, and effect on the practice of sound recording. There are no studio facilities assigned to this course so the work is classroom and study based.

NOTE: Students who have received credit for this topic under an EAMT 298 number may not take this course for credit.

EAST 252 Introduction to Recording II (3 credits)
Prerequisite: EAST 251. A continuation of EAST 251.

NOTE: Students who have received credit for this topic under an EAMT 298 number may not take this course for credit.

EAST 298 Special Topics in Electroacoustics (3 credits)
Prerequisite: Written permission of the Department of Music. A study of selected topics in electroacoustics.

EAST 299 Special Topics in Electroacoustics (6 credits)
Prerequisite: Written permission of the Department of Music. A study of selected topics in electroacoustics.

EAST 300 ASA and Aural Skills II (6 credits)
Prerequisite: EAST 200. This course is a continuation of EAST 200 based upon the principles of auditory scene analysis and critical listening. It extends the development of fundamental aural skills critical to students in electroacoustics. The course integrates electroacoustic analysis with music technology through detailed study of representative electroacoustic works. A number of digital studio techniques, such as envelopes, EQ, compression, reverb, and time stretching/pitch shifting, are also studied in this context.

NOTE: Students who have received credit for this topic under an EAMT 399 number may not take this course for credit.

EAST 305 Electroacoustics II (6 credits)
Prerequisite: EAST 205 or EAST 203 and 204. A seminar/workshop in electroacoustics with continued work in composition, history, and sound technology. Technological developments, computer applications, MIDI, and contemporary techniques are explored in depth through a series of directed studies involving digital signal processing, multi-track studio techniques, digital synthesis and sampling. NOTE A/See §200.3

NOTE: Students are required to bear the cost of materials.

NOTE: Students who have received credit for EAMT 305 may not take this course for credit.

EAST 310 Theory/MIDistration II (6 credits)
Prerequisite: EAST 211. A continuation of the foundation musical skills development of EAST 211.

NOTE: Students who have received credit for this topic under an EAMT 399 number may not take this course for credit.

EAST 331 Sound Art Practices (6 credits)
Prerequisite: EAST 231. A continuation of EAST 231. An intermediate-level sound art theory and production course focusing on individual or collaborative sound projects for artistic contexts such as installation and performance art, electronic arts, and screen-based practices. This course also addresses relevant reading and theoretical background.

NOTE: Students who have received credit for this topic under an EAMT 399 number may not take this course for credit.

EAST 351 Intermediate Sound Recording I (3 credits)
Prerequisite: EAST 252. An intensive seminar/workshop studying the techniques used to record and edit music in settings ranging from live concert performances to studio session recordings. Hands-on experience and aural perception is developed during ensemble rehearsal and recording sessions. Emphasis is placed on production topics such as multi-track recording, microphone placement systems, and audio processes. An understanding is developed of the language of music through basic music appreciation skills as they relate to recording and editing of music.

NOTE: Students who have received credit for this topic under an EAMT 398 number may not take this course for credit.

EAST 352 Intermediate Sound Recording II (3 credits)
Prerequisite: EAST 351. A continuation of EAST 351.

NOTE: Students who have received credit for this topic under an EAMT 398 number may not take this course for credit.

EAST 361 Current Sound Practice Seminar (3 credits)
Prerequisite: EAST 205, or EAST 203 and 204. Topics vary from year to year, but may include such elements as glitch, noise, microsound, PTnderphonics, collage, game sound, and ring tones.

NOTE: Students who have received credit for this topic under an EAMT 398 or 498 number may not take this course for credit.
EAST 362  Virtual Modular Synthesis (3 credits)
Prerequisite: EAST 205, or EAST 203 and 204. A detailed study of modular synthesis techniques and their application in live electroacoustics.
NOTE: Students who have received credit for this topic under an EAMT 398 number may not take this course for credit.

EAST 365  Multi-channel Composition: Sound and Spaces (3 credits)
Prerequisite: EAST 205, or EAST 203 and 204. A seminar workshop on composition for four or more channels. The topics may include fixed media presentations, sound projection techniques, and multi-channel installation art. Topics vary from year to year. NOTE: Students who have received credit for this topic under an EAMT 398 or 498 number may not take this course for credit.

EAST 398  Special Topics in Electroacoustics and Technology (3 credits)
Prerequisite: Written permission of the Department of Music. A study of a selected area not available in other courses in electroacoustics and technology.

EAST 399  Special Topics in Electroacoustics and Technology (6 credits)
Prerequisite: Written permission of the Department of Music. A study of a selected area not available in other courses in electroacoustics and technology.

EAST 406  Electroacoustic Composition Seminar/Workshop I (3 credits)
Prerequisite: EAST 305. A seminar/workshop with a focus on composition for advanced students in electroacoustics. Students are encouraged to include an interdisciplinary component in their final project. NOTE C/See §200.3
NOTE: Students are required to bear the cost of materials.
NOTE: Students who have received credit for EAMT 406 may not take this course for credit.

EAST 407  Electroacoustic Composition Seminar/Workshop II (3 credits)
Prerequisite: EAST 406. A continuation of EAST 406.
NOTE: Students are required to bear the cost of materials.
NOTE: Students who have received credit for EAMT 407 may not take this course for credit.

EAST 451  Advanced Recording I (3 credits)
Prerequisite: EAST 352. A continuation of EAST 352. Emphasis is on advanced independent projects.
NOTE: Students who have received credit for EAMT 451 may not take this course for credit.

EAST 452  Advanced Recording II (3 credits)
NOTE: Students who have received credit for EAMT 452 may not take this course for credit.

EAST 460  Recording in Practice (3 credits)
Prerequisite: Enrolment in the Major in Electroacoustic Studies; EAST 452. An advanced course in applied recording arts. This is a full-year course.
NOTE: Students who have received credit for this topic under an EAMT 498 number may not take this course for credit.

EAST 461  Capstone Project Seminar I (3 credits)
Prerequisite: Enrolment in the Major or Minor in Electroacoustic Studies; EAST 305; 60 credits completed in the program. An open seminar/workshop environment where students are encouraged to work in a collaborative, cross-discipline or multicultural fashion.
NOTE: Students who have received credit for this topic under an EAMT 498 number may not take this course for credit.

EAST 462  Capstone Project Seminar II (3 credits)
Prerequisite: Enrolment in the Major or Minor in Electroacoustic Studies; EAST 305; 60 credits completed in the program. A continuation of EAST 461.
NOTE: Students who have received credit for this topic under an EAMT 498 number may not take this course for credit.

EAST 471*  Independent Study I (3 credits)
Prerequisite: Written permission of the Department of Music. A student-designed course of study, approved by an advisor, that focuses on an area of electroacoustics and/or music technology.
*Students may count a maximum of nine credits in independent studies towards their degree program.

EAST 472*  Independent Study II (3 credits)
Prerequisite: EAST 471 and written permission of the Department of Music.
*Students may count a maximum of nine credits in independent studies towards their degree program.

EAST 498  Special Topics in Electroacoustics and Technology (3 credits)
Prerequisite: Written permission of the Department of Music. An advanced study of a selected area not available in other courses in electroacoustics and technology.

EAST 499  Special Topics in Electroacoustics and Technology (6 credits)
Prerequisite: Written permission of the Department of Music. An advanced study of a selected area not available in other courses in electroacoustics and technology.
Jazz Studies:

**JAZZ 200 The Language of Jazz** (6 credits)
Prerequisite: Enrolment in the Specialization in Jazz Studies or written permission of the Department of Music. An introduction to the syntax, style, aesthetics, and sociology of jazz. The complete spectrum of styles and artists serves as the basis of materials for the course. Listening, readings/discussion, aural transcription, performance analysis, repertoire development, instrumental or vocal performance and film study constitute the core work.

**JAZZ 209 Jazz Aural Perception I** (3 credits)
Prerequisite: Enrolment in the Specialization in Jazz Studies or written permission of the Department of Music. A course designed to develop the jazz musical ear at an intermediate level. Classroom and laboratory.
*NOTE:* Students who have received credit for this topic under INMS 209 (in jazz sections), 499, or MUSI 210 may not take this course for credit.

**JAZZ 210 Jazz Aural Perception II** (3 credits)
Prerequisite: JAZZ 209 or equivalent. A continuation of the development of the jazz musical ear. Classroom and laboratory.
*NOTE A/See §200.3*
*NOTE:* Students who have received credit for this topic under INMS 210 or 310 (in jazz sections) may not take this course for credit.

**JAZZ 251 Rhythm and Melody** (3 credits)
Prerequisite: Enrolment in the Specialization in Jazz Studies or written permission of the Department of Music. An introduction to the elements of jazz rhythmic and melodic construction.
*NOTE:* Students who have received credit for this topic under INMS 250, 251, 499 or MUSI 210 (in jazz sections) may not take this course for credit.

**JAZZ 252 Jazz Harmony I** (3 credits)
Prerequisite: Enrolment in the Specialization in Jazz Studies or written permission of the Department of Music. An introduction to the basic and intermediate principles of jazz harmonic progressions and voice-leading.
*NOTE:* Students who have received credit for JAZZ 301, INMS 250, 252, 499 or MUSI 210 (in jazz sections) may not take this course for credit.

**JAZZ 298 Special Topics in Jazz Studies** (3 credits)
Prerequisite: Written permission of the Department of Music. A study of a selected area not available in other courses in jazz studies.

**JAZZ 303 Jazz Arranging I** (3 credits)
Prerequisite: JAZZ 251, 252. The study of writing arrangements based upon compositions from the American popular song and jazz repertoires for small and medium-size jazz ensembles. NOTE A/See §200.3
*NOTE:* Students who have received credit for INMS 332 or JAZZ 302 may not take this course for credit.

**JAZZ 304 Jazz Arranging II** (3 credits)
Prerequisite: JAZZ 303. Building on JAZZ 303, the study of writing arrangements for large ensembles including original compositions and jazz repertoire. NOTE A/See §200.3
*NOTE:* Students who have received credit for INMS 431 or JAZZ 401 may not take this course for credit.

**JAZZ 305 Jazz Composition I** (6 credits)
Prerequisite: JAZZ 252. A seminar/workshop in jazz composition. After an examination of components of composition from the jazz repertoire, students write original music based on the blues, American popular song forms, and such idioms as those in the style of bebop, bossa nova, ragtime, and modal jazz. NOTE A/See §200.3

**JAZZ 311 Jazz Aural Perception III** (3 credits)
Prerequisite: JAZZ 210 or equivalent. A continuation of jazz aural perception development at an advanced level. Classroom and laboratory. NOTE A/See §200.3
*NOTE:* Students who have received credit for INMS 310 or 311 may not take this course for credit.

**JAZZ 351 Jazz Harmony II** (3 credits)
Prerequisite: JAZZ 252. A continuation of the study of harmonic progressions and voice-leading with reference to a variety of styles and time periods, studied through analysis and composition.
*NOTE:* Students who have received credit for this topic under INMS 352 (in jazz sections) may not take this course for credit.

**JAZZ 352 Jazz Analysis** (3 credits)
Prerequisite: JAZZ 351. An introduction to analytical techniques relating to form, motivic development, and texture, with reference to a variety of styles and time periods. NOTE A/See §200.3
*NOTE:* Students who have received credit for INMS 351 (in jazz sections) may not take this course for credit.

**JAZZ 398 Special Topics in Jazz Studies** (3 credits)
Prerequisite: JAZZ 200 or exemption, and written permission of the Department of Music. A seminar/workshop in an area of music which provides an opportunity for the study of specialized aspects of jazz outside the scope of existing courses.
JAZZ 399  **Special Topics in Jazz Studies** (6 credits)
Prerequisite: JAZZ 200 or exemption, and written permission of the Department of Music. A seminar/workshop in an area of music which provides an opportunity for the study of specialized aspects of jazz outside the scope of existing courses.

JAZZ 400  **Jazz Studies Capstone Seminar and Project** (3 credits)
Prerequisite: 60 credits completed in the Specialization in Jazz Studies. Students design, implement and present advanced individual or collaborative projects in any area of jazz studies.

JAZZ 405  **Jazz Composition II** (6 credits)
Prerequisite: JAZZ 305. A continuation of JAZZ 305. NOTE A/See §200.3
NOTE: Students who have received credit for CMUS 430 may not take this course for credit.

JAZZ 471**  **Independent Study I** (3 credits)
Prerequisite: Second-year standing*, and written permission of the Department of Music. A student-designed course of study, approved by an advisor, that focuses on an area of jazz studies. NOTE C/See §200.3
*66 or fewer credits remaining in degree program.
**Students may count a maximum of nine credits in independent studies towards their degree program.

JAZZ 472**  **Independent Study II** (3 credits)
Prerequisite: JAZZ 471, second-year standing*, and written permission of the Department of Music. A student-designed course of study, approved by an advisor, that focuses on an area of jazz studies. NOTE C/See §200.3
*66 or fewer credits remaining in degree program.
**Students may count a maximum of nine credits in independent studies towards their degree program.

JAZZ 498  **Special Topics in Jazz Studies** (3 credits)
Prerequisite: JAZZ 200 or exemption, and written permission of the Department of Music. An advanced seminar/workshop in an area of music which provides an opportunity for the study of specialized aspects of jazz outside the scope of existing courses.

JAZZ 499  **Special Topics in Jazz Studies** (6 credits)
Prerequisite: JAZZ 200 or exemption, and written permission of the Department of Music. An advanced seminar/workshop in an area of music which provides an opportunity for the study of specialized aspects of jazz outside the scope of existing courses.

JHIS 314  **Jazz History** (3 credits)
A study of the historical developments and the personalities that contributed to the evolution of jazz styles.
NOTE: Students who have received credit for MHIS 314 may not take this course for credit.

JHIS 351  **The Ellington Era** (3 credits)
Prerequisite: JHIS 314 or MHIS 314. The study of the life and music of Edward Kennedy Duke Ellington.
NOTE: Students who have received credit for MHIS 312 or 351 may not take this course for credit.

JHIS 352  **American Popular Song** (3 credits)
Prerequisite: JHIS 314 or MHIS 314. A survey of the composers, lyricists, and performers of American popular song from 1900 to 1950 through the study of works by masters of the genre such as Gershwin, Porter, Berlin, and Arlen.
NOTE: Students who have received credit for MHIS 313 or 352 may not take this course for credit.

JHIS 353  **The Modern Jazz Orchestra** (3 credits)
Prerequisite: JHIS 314 or MHIS 314. A survey of big band jazz music from 1943 to the present, beginning with Duke Ellington’s epic composition “Black, Brown and Beige.”
NOTE: Students who have received credit for MHIS 316 or 353 may not take this course for credit.

JHIS 354  **The Music of Charles Mingus** (3 credits)
Prerequisite: JHIS 314 or MHIS 314. The study of the life and music of Charles Mingus.
NOTE: Students who have received credit for MHIS 317 or 354 may not take this course for credit.

JHIS 398  **Special Topics in Jazz History** (3 credits)
Prerequisite: Written permission of the Department of Music. This course provides an opportunity for the study of special topics in jazz history.

JHIS 471  **Jazz History Independent Study*** (3 credits)
Prerequisite: Written permission of the Department of Music. Students undertake independent research in jazz history under the supervision of a full-time faculty member.
*Students may count a maximum of nine credits in independent studies towards their degree program.

JHIS 498  **Special Topics in Jazz History** (3 credits)
Prerequisite: Written permission of the Department of Music. This course provides an opportunity for the study of special topics in jazz history.
Jazz Performance:

**JPER 221  Jazz Ensemble I** (3 credits)
Prerequisite: JAZZ 200 previously or concurrently, or permission of the Department of Music upon successful audition.
A performance course in which students participate in various Concordia jazz ensembles. NOTE A/See §200.3
NOTE: This is a full-year course.
NOTE: Students are required to participate in public performances.
NOTE: Students who have received credit for JPER 220 may not take this course for credit.

**JPER 251  Jazz Private Study I** (3 credits)
Prerequisite: Registration in the Specialization in Jazz Studies and written permission of the Department of Music. This course offers individual vocal or instrumental instruction in jazz performance.
NOTE: Students are required to assume part of the cost of private lessons.
NOTE: Upon the recommendation of the individual instructor, public performance may be required as part of the course.
NOTE: Students who have received credit for MPER 251, MUSI 230 or 231 may not take this course for credit.

**JPER 252  Jazz Private Study II** (3 credits)
Prerequisite: JPER 251 and written permission of the Department of Music. A continuation of JPER 251.
NOTE: Students who have received credit for MPER 252 or MUSI 232 may not take this course for credit.

**JPER 298  Special Topics in Jazz Performance** (3 credits)
Prerequisite: Written permission of the Department of Music. A study of a selected area not available in other courses in jazz performance.

**JPER 321  Jazz Ensemble II** (3 credits)
Prerequisite: JPER 221. A continuation of JPER 221. NOTE A/See §200.3
NOTE: This is a full-year course.
NOTE: Students are required to participate in public performances.

**JPER 330  Jazz Improvisation I** (6 credits)
Prerequisite: JAZZ 200; JAZZ 252 previously or concurrently. A performance-analysis course that examines the craft of jazz improvisation. A broad spectrum of jazz improvisational styles is examined. Participation in public performance is required.
NOTE: Students who have received credit for MPER 330 may not take this course for credit.

**JPER 341  Jazz Vocal Repertoire I** (3 credits)
Prerequisite: JAZZ 200; JPER 251, MUSI 231 or MPER 251 (voice) previously or concurrently. A study of jazz vocal technique through performance of representative compositions and arrangements, and study of professional recordings demonstrating various jazz vocal styles. Special focus is on performance styles and building audience-performer relationships. Students are expected to participate in public performances.

**JPER 351  Jazz Private Study III** (3 credits)
Prerequisite: JPER 252; second-year standing in the Specialization in Jazz Studies*; written permission of the Department of Music. A continuation of JPER 252.
NOTE: Students are required to assume part of the cost of private lessons.
NOTE: Upon the recommendation of the individual instructor, public performance may be required as part of the course.
NOTE: Students who have received credit for MPER 351, MUSI 330 or 331 may not take this course for credit.

*66 or fewer credits remaining in degree program.

**JPER 352  Jazz Private Study IV** (3 credits)
Prerequisite: JPER 351 and written permission of the Department of Music. A continuation of JPER 351.
NOTE: Students who have received credit for MUSI 313, MPER 352, MUSI 330 or 332 may not take this course for credit.

**JPER 398  Special Topics in Jazz Performance** (3 credits)
Prerequisite: JAZZ 200 or exemption, and written permission of the Department of Music. A study of a selected area not available in other courses in jazz performance.

**JPER 399  Special Topics in Jazz Performance** (6 credits)
Prerequisite: JAZZ 200 or exemption, and written permission of the Department of Music. A study of a selected area not available in other courses in jazz performance.

**JPER 421  Jazz Ensemble III** (3 credits)
Prerequisite: JPER 321. A continuation of JPER 321. NOTE A/See §200.3
NOTE: This is a full-year course.
NOTE: Students are required to participate in public performances.
NOTE: Students who have received credit for CMUS 402 may not take this course for credit.
JPER 422  **Jazz Ensemble IV** (3 credits)
Prerequisite: JPER 421. A continuation of JPER 421. NOTE A/See §200.3
NOTE: This is a full-year course.
NOTE: Students are required to participate in public performances.

JPER 430  **Jazz Improvisation II** (6 credits)
Prerequisite: JPER 330. A continuation of JPER 330.
NOTE: Students who have received credit for MPER 430 may not take this course for credit.

JPER 441  **Jazz Vocal Repertoire II** (3 credits)
Prerequisite: JPER 341. A continuation of JPER 341.
NOTE: Students who have received credit for this topic under a MPER 498 number may not take this course for credit.

JPER 451  **Jazz Private Study V** (3 credits)
Prerequisite: JPER 352; third-year standing in the Specialization in Jazz Studies*; written permission of the Department of Music.
A continuation of JPER 352.
NOTE: Students are required to assume part of the cost of private lessons.
NOTE: Upon the recommendation of the individual instructor, public performance may be required as part of the course.
NOTE: Students who have received credit for MUSI 430 or 431 may not take this course for credit.

JPER 452  **Jazz Private Study VI** (3 credits)
Prerequisite: JPER 451 and written permission of the Department of Music. A continuation of JPER 451.
NOTE: Students who have received credit for MPER 452, MUSI 430 or 432 may not take this course for credit.

JPER 471**  **Independent Study I** (3 credits)
Prerequisite: Second-year standing* or equivalent, and written permission of the Department of Music. A student-designed course of study, approved by an advisor, on an area of jazz performance practice. When appropriate, the study may include a performance.

*Students may count a maximum of nine credits in independent studies towards their degree program.

JPER 472*  **Independent Study II** (3 credits)
Prerequisite: JPER 471 and written permission of the Department of Music. A student repeating JPER 471 registers for JPER 472 for credit.

*Students may count a maximum of nine credits in independent studies towards their degree program.

JPER 498  **Special Topics in Jazz Performance** (3 credits)
Prerequisite: JAZZ 200 or exemption, and written permission of the Department of Music. An advanced study of a selected area not available in other courses in jazz performance.

JPER 499  **Special Topics in Jazz Performance** (6 credits)
Prerequisite: JAZZ 200 or exemption, and written permission of the Department of Music. An advanced study of a selected area not available in other courses in jazz performance.

**Music History:**

MHIS 200  **Music History and Society** (6 credits)
A survey of musical styles in their social context, from pre-history to the present day. While emphasis is on the mainstream of the Western tradition, attention is also given to folk, popular, and jazz styles, as well as to the music of other cultures.
NOTE A/See §200.3
NOTE: Students who have received credit for MHIS 201 or 202, or for this topic under a MHIS 498 number, may not take this course for credit.

MHIS 203  **Music History to 1800** (3 credits)
A survey of musical styles in their social context to the end of the Classical period. While emphasis is on the mainstream of the Western tradition, attention is also given to folk and popular music.
NOTE: This course is the first half of MHIS 200. It is not available to students enrolled in any program offered by the Department of Music.
NOTE: Students who have received credit for MHIS 200 or 201, or for this topic under a MHIS 498 number, may not take this course for credit.

MHIS 204  **Music History from 1800 to the Present** (3 credits)
A survey of musical styles in their social context, taken from the end of the Classical period to the present day. While emphasis is on the mainstream of the Western tradition, attention is also given to folk, popular, and jazz styles, as well as to the music of other cultures.
NOTE: This course is the second half of MHIS 200. It is not available to students enrolled in any program offered by the Department of Music.
NOTE: Students who have received credit for MHIS 200 or 202, or for this topic under a MHIS 498 number, may not take this course for credit.
MHIS 221  
**Rock and Roll and Its Roots** (3 credits)
A study of the history, traditions, styles, and musical trends of rock and roll.
*NOTE:* Students who have received credit for this topic under a MUSI 265 or 398 number may not take this course for credit.

MHIS 241  
**Special Topics in Electroacoustics — Edison to iPod** (3 credits)
A lecture course focusing on the history and impact of sound from the loudspeaker.
*NOTE:* Students who have received credit for this topic under a MHIS 398 number may not take this course for credit.

MHIS 298  
**Special Topics in Music History** (3 credits)
Prerequisite: Written permission of the Department of Music. A study of a selected area not available in other courses in music history.

MHIS 301  
**Medieval and Renaissance Music** (3 credits)
Prerequisite: MHIS 200; MUSI 209, 251, 252. The development of the basic patterns of Western music is traced through the Middle Ages. The resulting musical styles from the mid-15th to the end of the 16th century are examined in the context of the cultural changes which shaped the humanistic age.
*NOTE:* Students who have received credit for MHIS 311 or 312 may not take this course for credit.

MHIS 302  
**Music of the Baroque** (3 credits)
Prerequisite: MHIS 200; MUSI 209, 251, 252. Representative works from the early-17th to the mid-18th century. The evolution of "common practice" is traced in the forms, styles, and performance practices of the great masters and schools.

MHIS 303  
**Classical and Early Romantic Music** (3 credits)
Prerequisite: MHIS 200; MUSI 209, 251, 252. A study of late-18th- and early-19th-century music. Representative works will be studied from the late Rococo, through the age of Haydn, Mozart, and Beethoven, and into the early Romantic style of Schubert.

MHIS 304  
**Romanticism in Music** (3 credits)
Prerequisite: MHIS 200; MUSI 209, 251, 252. A study of the music of the 19th and early-20th century. Representative works, styles and performance practices are studied as expressions of the romantic consciousness.

MHIS 305  
**Music from the Post-Romantic to the Present** (3 credits)
Prerequisite: MHIS 200; MUSI 209, 251, 252. A study of music from the early-20th century to the present. The roots of current trends in music are followed through their growth into the widely diverse styles of today.

MHIS 314  
**Jazz History** (3 credits)
A study of the historical developments and the personalities that contributed to the evolution of jazz styles.
*NOTE:* Students who have received credit for JHIS 314 may not take this course for credit.

MHIS 315  
**Women in Music History** (3 credits)
Prerequisite: Second-year standing* or written permission of the Department of Music. A study of women's contribution to music and the perception of women's roles in music history. This course explores both the historic and current situation of women in music through discussion of women's participation in musical life and the ways women are depicted in music. Topics are not limited to the Western art tradition only, but range widely through other cultures, raising issues such as ritual and lament, spirituality, power, and social class. Readings, listening, guests, and the student's own experiences complement the lectures and discussions.
*NOTE:* Students who have received credit for this topic under a MHIS 498 number may not take this course for credit.

MHIS 331  
**Aesthetics and Musical Styles** (3 credits)
Prerequisite: MHIS 200 or exemption. A survey and exploration of thought and writings on the meaning, intent, practice, and appreciation of music and its various manifestations in different cultures or eras, aiming to provide students with the tools and background to think deeply about the meaning and direction of musical language.

MHIS 351  
**The Ellington Era** (3 credits)
Prerequisite: MHIS 314 or JHIS 314. The study of the life and music of Edward Kennedy Duke Ellington.
*NOTE:* Students who have received credit for JHIS 351 or MHIS 312 may not take this course for credit.

MHIS 352  
**American Popular Song** (3 credits)
Prerequisite: MHIS 314 or JHIS 314. A survey of the composers, lyricists, and performers of American popular song from 1900 to 1950 through the study of works by masters of the genre such as Gershwin, Porter, Berlin, and Arlen.
*NOTE:* Students who have received credit for JHIS 352 or MHIS 313 may not take this course for credit.

MHIS 353  
**The Modern Jazz Orchestra** (3 credits)
Prerequisite: MHIS 314 or JHIS 314. A survey of big band jazz music from 1943 to the present, beginning with Duke Ellington's epic composition "Black, Brown and Beige."
*NOTE:* Students who have received credit for JHIS 353 or MHIS 316 may not take this course for credit.
MHIS 354  The Music of Charles Mingus (3 credits)
Prerequisite: MHIS 314 or JHIS 314. The study of the life and music of Charles Mingus.
NOTE: Students who have received credit for JHIS 354 or MHIS 317 may not take this course for credit.

MHIS 398  Special Topics in Music History (3 credits)
Prerequisite: Written permission of the Department of Music. A study of a selected area not available in other courses in music history.

MHIS 471*  Independent Study I (3 credits)
Prerequisite: Written permission of the Department of Music. A student-designed course of study that focuses on an approved area(s) of music history and/or related disciplines, and involves consultation with an advisor. NOTE C/See §200.3
*Students may count a maximum of nine credits in independent studies towards their degree program.

MHIS 472*  Independent Study II (3 credits)
Prerequisite: Written permission of the Department of Music. A student repeating MHIS 47 registers for MHIS 472 for credit.
*Students may count a maximum of nine credits in independent studies towards their degree program.

MHIS 498  Special Topics in Music History (3 credits)
Prerequisite: 12 credits in Music and written permission of the Department of Music. A study of a selected period, area, or contribution. In a given year, the study may examine any significant aspect of Western, non-Western, or other musics.
NOTE C/See §200.3

Music Performance:

MPER 201  Orchestra I (3 credits)
Prerequisite: Written permission of the Department of Music. Students enrolled in this course participate in a large orchestral ensemble. For evaluation, a supervising full-time professor will observe a minimum of two rehearsals and/or performances, and may consult with the ensemble director.
NOTE: This is a full-year course.

MPER 223  Contemporary Music Ensemble I (3 credits)
Prerequisite: Enrolment in the Department of Music or written permission of the Department of Music. A performance course based on weekly rehearsals leading to a final concert, open to all instrumentalists and singers, and focusing upon contemporary chamber music or other current musical practices.
NOTE: Auditions are held during the first class and students who do not pass the audition will be required to withdraw from the course prior to the DNE deadline.
NOTE: Students who have received credit for this topic under a MPER 398 number may not take this course for credit.

MPER 231  Choir I (3 credits)
Students enrolled in this course participate in a Concordia choir. NOTE A/See §200.3
NOTE: This is a full-year course.
NOTE: Students who have received credit for MPER 221 may not take this course for credit.

MPER 251  Private Study I (3 credits)
Prerequisite: Written permission of the Department of Music. This course offers individual vocal or instrumental instruction in an approved area of music coordinated with the student's program.
NOTE: Students are required to assume part of the cost of private lessons.
NOTE: Upon the recommendation of the individual instructor, public performance may be required as part of the course.
NOTE: Students who have received credit for JPER 251, MUSI 230 or 231 may not take this course for credit.

MPER 252  Private Study II (3 credits)
Prerequisite: MPER 251 and written permission of the Department of Music. A continuation of MPER 251.
NOTE: Students who have received credit for JPER 252 or MUSI 232 may not take this course for credit.

MPER 298  Special Topics in Music Performance (3 credits)
Prerequisite: Written permission of the Department of Music. A study of a selected area not available in other courses in music performance.

MPER 301  Orchestra II (3 credits)
Prerequisite: MPER 201 or written permission of the Department of Music. A continuation of MPER 201. Students enrolled in this course participate in a large orchestral ensemble. For evaluation, a supervising full-time professor will observe a minimum of two rehearsals and/or performances, and may consult with the ensemble director. NOTE A/See §200.3
NOTE: This is a full-year course.
NOTE: Students who have received credit for this course as MPER 300 or 498 or may not take this course for credit.
MPER 321  Chamber Ensemble I (3 credits)
A study, through performance, of selected works from a broad range of repertoires. The works studied are determined by class needs and the particular skills of each student. Participation in public performances is required. NOTE A/See §200.3
NOTE: This is a full-year course.

MPER 322  Chamber Ensemble II (3 credits)
Prerequisite: MPER 321. A continuation of MPER 321. NOTE A/See §200.3
NOTE: This is a full-year course.

MPER 323  Contemporary Music Ensemble II (3 credits)
Prerequisite: MPER 322. A continuation of MPER 322.
NOTE: Auditions are held during the first class and students who do not pass the audition will be required to withdraw from the course prior to the DNE deadline.

MPER 331  Classical Vocal Repertoire I (3 credits)
Prerequisite: MUSI 200; MPER 251 in voice previously or concurrently. A chronological study of the repertoire available to the solo singer. Vocal repertoire from the late Renaissance to the present is examined and performed by students. This seminar/workshop is based on a bibliography of selected readings, covering such topics as stylistic features, treatment of poetry and text, recital preparation, programming, vocal ornamentation, and recitative.
NOTE: This is a full-year course.
NOTE: Students who have received credit for this topic under a MPER 498 number may not take this course for credit.

MPER 332  Choir II (3 credits)
Prerequisite: MPER 231. A continuation of MPER 231. NOTE A/See §200.3
NOTE: This is a full-year course.
NOTE: Students who have received credit for this course as MPER 498 or MPER 420 may not take this course for credit.

MPER 351  Private Study III (3 credits)
Prerequisite: MPER 252; second-year standing*; written permission of the Department of Music. A continuation of MPER 252.
NOTE: Students are required to assume part of the cost of private lessons.
NOTE: Upon the recommendation of the individual instructor, public performance may be required as part of the course.
NOTE: Students who have received credit for JPER 351, MUSI 330 or 331 may not take this course for credit.
*66 or fewer credits remaining in degree program.

MPER 352  Private Study IV (3 credits)
Prerequisite: MPER 351 and written permission of the Department of Music. A continuation of MPER 351.
NOTE: Students who have received credit for JPER 352, MUSI 330 or 332 may not take this course for credit.

MPER 356  Transdisciplinary Creation and Performance (3 credits)
Prerequisite: Second-year standing* or written permission of the Department of Music. A workshop on radical ways of expanding contemporary music and the connection with other disciplines (dance, theatre, film, architecture, biology, engineering, and more), through hands-on experimentation, creation, and performance with interdisciplinarity and transdisciplinarity as one of the core values.
*66 or fewer credits remaining in degree program.

MPER 390  Advanced Private Study I (6 credits)
Prerequisite: MPER 251, 252; enrolment in the Specialization in Music Performance; written permission of the Department of Music. This course offers intensive vocal or instrumental instruction for students specializing in performance. A juried examination is required. NOTE A/See §200.3
NOTE: Students are required to bear part of the cost of private lessons.
NOTE: Students who have received credit for MUSI 330 may not take this course for credit.

MPER 398  Special Topics in Music Performance (3 credits)
Prerequisite: Written permission of the Department of Music. A study of a selected area not available in other courses in music performance.

MPER 399  Special Topics in Music Performance (6 credits)
Prerequisite: Written permission of the Department of Music. A study of a selected area not available in other courses in music performance.

MPER 401  Orchestra III (3 credits)
Prerequisite: MPER 301; written permission of the Department of Music. A continuation of MPER 301. Students enrolled in this course participate in a large orchestral ensemble. For evaluation, a supervising full-time professor will observe a minimum of two rehearsals and/or performances, and may consult with the ensemble director. NOTE A/See §200.3
NOTE: This is a full-year course.
NOTE: Students who have received credit for this course as MPER 400 or 498 may not take this course for credit.
MPER 421  Chamber Ensemble III (3 credits)
Prerequisite: MPER 322. A continuation of MPER 322. NOTE A/See §200.3
NOTE: This is a full-year course.

MPER 422  Chamber Ensemble IV (3 credits)
Prerequisite: MPER 421. A continuation of MPER 421. NOTE A/See §200.3
NOTE: This is a full-year course.

MPER 423  Contemporary Music Ensemble III (3 credits)
Prerequisite: MPER 323. A continuation of MPER 323.
NOTE: Auditions are held during the first class and students who do not pass the audition will be required to withdraw from the course prior to the DNE deadline.

MPER 431  Classical Vocal Repertoire II (3 credits)
Prerequisite: MPER 331. A continuation of MPER 331.
NOTE: This is a full-year course.
NOTE: Students who have received credit for this topic under a MPER 498 number may not take this course for credit.

MPER 432  Choir III (3 credits)
Prerequisite: MPER 331. A continuation of MPER 331. NOTE A/See §200.3
NOTE: This is a full-year course.
NOTE: Students who have received credit for this course as MPER 498 or MPER 420 may not take this course for credit.

MPER 451  Private Study V (3 credits)
Prerequisite: MPER 352; third-year standing in one of the Music specializations; and written permission of the Department of Music. A continuation of MPER 352.
NOTE: Students are required to assume part of the cost of private lessons.
NOTE: Upon the recommendation of the individual instructor, public performance may be required as part of the course.
NOTE: Students who have received credit for JPER 451, MUSI 430 or 431 may not take this course for credit.
*33 or fewer credits remaining in degree program.

MPER 452  Private Study VI (3 credits)
Prerequisite: MPER 451 and written permission of the Department of Music. Enrolment in one of the Music specializations. A continuation of MPER 451.
NOTE: Students who have received credit for JPER 452, MUSI 430 or 432 may not take this course for credit.

MPER 471*  Independent Study I (3 credits)
Prerequisite: Written permission of the Department of Music. A student-designed course of study that focuses on an approved area(s) of performance practice, performance theory/analysis, pedagogy, and/or related disciplines, and involves consultation with an advisor. When appropriate, the study may include a demonstration/performance. NOTE C/See §200.3
**Students may count a maximum of nine credits in independent studies towards their degree program.

MPER 472*  Independent Study II (3 credits)
Prerequisite: Written permission of the Department of Music. A student repeating MPER 471 registers for MPER 472 for credit.
*Students may count a maximum of nine credits in independent studies towards their degree program.

MPER 490  Advanced Private Study II (6 credits)
Prerequisite: MPER 351, 352 or MPER 390; enrolment in the Specialization in Music Performance; third-year standing*; written permission of the Department of Music. A continuation of MPER 390. An approved public recital may be substituted for the juried examination. NOTE A/See §200.3
NOTE: Students are required to bear part of the cost of private lessons.
*33 or fewer credits remaining in degree program.

MPER 498  Special Topics in Music Performance (3 credits)
Prerequisite: Written permission of the Department of Music. A seminar/workshop in performance. Selected problems in the development of performance skills. The areas covered are, whenever possible, determined by the specific interests of the students. Topics in any given year may include technique, practice, style, interpretation, accompaniment, ensemble, teaching children, the adult student. NOTE A,C/See §200.3

MPER 499  Special Topics in Music Performance (6 credits)
Prerequisite: Written permission of the Department of Music. A seminar/workshop in performance. Selected problems in the development of performance skills. The areas covered are, whenever possible, determined by the specific interests of the students. Topics, in any given year, may include technique, practice, style, interpretation, accompaniment, ensemble, teaching children, the adult student. NOTE A,C/See §200.3
Music:

MUSI 200 Music Literacy and Keyboard Skills (6 credits)
An intensive introductory course in basic musical materials, with integrated practice in aural training and keyboard skills. 

NOTE: Students in a major, minor, or specialization program in the Department of Music (excluding the Major and Minor in Electroacoustic Studies) may not take this course for credit.

NOTE: Students who have received credit for this topic under INMS 499 may not take this course for credit.

MUSI 211 Aural Perception I (3 credits)
Prerequisite: Enrolment in a Department of Music program; written permission of the Department. A course designed to develop the musical ear through intermediate-level sight-singing, dictation, aural analysis, and keyboard skills. The study of aural perception is done through a combination of classroom lectures and workshops.

NOTE: Students enrolled in the Specialization in Music Composition may not apply credit for this course towards the 90-credit degree requirements.

NOTE: Students who have received credit for this topic under INMS 209, 499, or MUSI 210 may not take this course for credit.

MUSI 212 Aural Perception II (3 credits)
Prerequisite: MUSI 211. A continuation of the development of the musical ear through intermediate-level sight-singing, dictation, aural analysis, and keyboard skills. The study of aural perception is done through a combination of classroom lectures and workshops. NOTE A/See §200.3

NOTE: Students who have received credit for this topic under INMS 210 or 310 may not take this course for credit.

MUSI 223 Understanding Music (3 credits)
A course in analytical listening for the student who has little or no musical background. The works studied represent the major styles and idioms of Western music. NOTE A/See §200.3

NOTE: Students in a major, minor, or specialization program in the Department of Music may not take this course for credit towards their degree.

NOTE: Students are limited to a maximum of 18 credits in Private Study.

MUSI 241 Functional Keyboard Skills (3 credits)
Prerequisite: Enrolment in a Department of Music program; written permission of the Department. Open to all students whose principal instrument is not piano. Registration priority is given to students enrolled in the BFA Major in Music. A workshop/laboratory that aims to develop and solidify fundamental and functional piano skills.

MUSI 242 Functional Guitar Skills (3 credits)
Prerequisite: Enrolment in a Department of Music program, or written permission of the Department. Open to all students whose principal instrument is not guitar. Registration priority is given to students enrolled in the BFA Major in Music. A workshop/laboratory that aims to develop and solidify fundamental and functional guitar skills.

MUSI 243 Functional Vocal Skills (3 credits)
Prerequisite: Enrolment in a Department of Music program; written permission of the Department. Open to all students whose principal instrument is not voice. Registration priority is given to students enrolled in the BFA Major in Music. A workshop/laboratory that aims to develop and solidify fundamental and functional vocal skills.

MUSI 251 Harmony I (3 credits)
Prerequisite: Enrolment in a Department of Music program; written permission of the Department. An introduction to the basic and intermediate principles of harmonic progressions and voice-leading within the tonal system, with reference to a variety of styles and genres, studied through analysis and composition.

NOTE: Students enrolled in the Specialization in Music Composition may not apply credit for this course towards the 90-credit degree requirements.

NOTE: Students who have received credit for this topic under INMS 250, 252, 499, or MUSI 210 may not take this course for credit.

MUSI 252 Melody and Counterpoint (3 credits)
Prerequisite: Enrolment in a Department of Music program; written permission of the Department. An introduction to the basic elements of melodic construction and contrapuntal technique, with reference to a variety of genres, studied through analysis and composition.

NOTE: Students enrolled in the Specialization in Music Composition may not apply credit for this course towards the 90-credit degree requirements.

NOTE: Students who have received credit for this topic under INMS 250, 251, 499 or MUSI 210 may not take this course for credit.

MUSI 261 Music Composition I (3 credits)
Prerequisite: Written permission of the Department of Music. A seminar and workshop in composition, introducing students to compositional techniques from the classical and contemporary eras. Emphasis is placed on the development of the individual’s composition skills through the realization of short compositional exercises for solo instruments or small ensembles.

NOTE A/See §200.3

NOTE: Students who have received credit for INMS 360 may not take this course for credit.
MUSI 262  Music Composition II (3 credits)
Prerequisite: MUSI 261; written permission of the Department of Music. A seminar and workshop in composition, completing the introduction to compositional techniques from the classical and contemporary eras. Emphasis is placed on the development of the individual's composition skills through the writing of short musical pieces for solo instruments or small ensembles.

NOTE A/See §200.3
NOTE: Students who have received credit for INMS 360 may not take this course for credit.

MUSI 263  Songwriting I (3 credits)
Prerequisite: MUSI 211, 251. A course that allows students to explore and develop their skills through regular songwriting as well as critical analysis of existing songs.

MUSI 264  Songwriting II (3 credits)
Prerequisite: MUSI 263. A continuation of MUSI 263. This course allows students to further explore the development of a personal approach to songwriting and to prepare and present a portfolio of their work.

MUSI 298  Special Topics in Music (3 credits)
Prerequisite: Written permission of the Department of Music. A study of a selected area not available in other courses in music.

MUSI 311  Aural Perception III (3 credits)
Prerequisite: MUSI 210 or equivalent. A continuation of aural perception development through sight-singing, dictation, transcription, and aural analysis. The study of aural perception is done through a combination of classroom lectures and workshops.

NOTE A/See §200.3
NOTE: Students who have received credit for INMS 310 or 311 may not take this course for credit.

MUSI 312  Aural Perception IV (3 credits)
Prerequisite: INMS 311 or MUSI 311 or equivalent. A course in advanced aural perception development through sight-singing, dictation, transcription and aural analysis. NOTE A/See §200.3
NOTE: Students who have received credit for INMS 312 may not take this course for credit.

MUSI 321  Art of Managing Your Career (3 credits)
A hands-on and practical course that gives growing artists the business and promotional tools that are a necessary part of today's artistic environment. Registration in this course may require a short internship as part of the course requirements.
NOTE: Students who have received credit for this topic under a MUSI 398 number may not take this course for credit.

MUSI 322  New Music and Media Arts (3 credits)
Prerequisite: Written permission of the Department of Music. An introduction to the practice and theory of contemporary sound-based art, new music expressions, and the media arts. This course explores the diversity of creative approaches, from the early 20th century to the present and the students' creative application of these approaches.

NOTE: Students who have received credit for this topic under a MUSI 398 number may not take this course for credit.

MUSI 351  Analysis (3 credits)
Prerequisite: MUSI 252. An introduction to analytical techniques relating to form, motivic development, and texture, with reference to a variety of styles and genres. This course also aims to develop critical thinking through the introduction to contemporary analytical approaches that may include disciplines such as semiology or hermeneutics. NOTE A/See §200.3
NOTE: Students who have received credit for INMS 350 or 351 may not take this course for credit.

MUSI 352  Harmony II (3 credits)
Prerequisite: MUSI 252. A continuation of the study of harmonic progressions and voice-leading within the expanded tonal system, with reference to a variety of styles and genres, studied through analysis and composition.

NOTE: Students who have received credit for this topic under INMS 350 or 352 may not take this course for credit.

MUSI 353  Creative Counterpoint (3 credits)
Prerequisite: MUSI 251, 252. This course explores fugal and contrapuntal techniques found in contemporary music, pop and indie music, film, theatre and game music, and in music of other cultures. This course may include elements of performance and/or improvisation.

NOTE: Students who have received credit for this topic or "Intermediate Counterpoint" under an INMS 398 number may not take this course for credit.

MUSI 361  Music Composition III (3 credits)
Prerequisite: MUSI 262; written permission of the Department of Music. A seminar and workshop in composition, furthering the development of the individual's composition skills and beginning to cultivate a personal musical language and style through the writing of larger musical pieces. NOTE A/See §200.3
NOTE: Students who have received credit for INMS 460 may not take this course for credit.
MUSI 362  Music Composition IV (3 credits)
Prerequisite: MUSI 361; written permission of the Department of Music. A seminar and workshop in composition, furthering the development of the individual’s composition skills and beginning to cultivate a personal musical language and style through the writing of larger musical pieces. NOTE A/See §200.3
NOTE: Students who have received credit for INMS 460 may not take this course for credit.

MUSI 363  Songwriting II (3 credits)
Prerequisite: MUSI 263. A continuation of MUSI 263. This course allows students to further explore the development of a personal approach to songwriting and to prepare and present a portfolio of their work.

MUSI 364  Acoustic Instrumentation and Orchestration (3 credits)
Prerequisite: MUSI 210, 251, 252. This course covers the fundamental elements of writing for acoustic instruments and for the combination of acoustic instruments in various ensembles and in a variety of genres including classical, contemporary art music, pop, and indie.
NOTE: Students who have received credit for this topic or “Orchestration” under an INMS 398 number may not take this course for credit.

MUSI 365  Electronic Instrumentation and Orchestration (3 credits)
Prerequisite: MUSI 210, 251, 252. This course covers the fundamental elements of writing for electronic and amplified instruments and for the combination of these instruments in various ensembles and in a variety of pitch-based genres including contemporary art music, pop and indie.

MUSI 398  Special Topics in Music (3 credits)
Prerequisite: Written permission of the Department of Music. A seminar/workshop in an area of music which provides an opportunity for the study of specialized aspects of music outside the scope of existing courses.

MUSI 399  Special Topics in Music (6 credits)
Prerequisite: Written permission of the Department of Music. A seminar/workshop in an area of music which provides an opportunity for the study of specialized aspects of music outside the scope of existing courses.

MUSI 401  Capstone Seminar and Project (6 credits)
Prerequisite: 60 credits completed in the BFA Major in Music program. A seminar exploring various strategies, aesthetics, methodologies, and resources for creating and for realizing the final creative and/or research-oriented project (the Capstone Project), followed by a workshop and final realization/presentation of the project. Students are encouraged to work in a collaborative, cross-discipline, and/or multicultural fashion.

MUSI 421  Research in Music (3 credits)
Prerequisite: Written permission of the Department of Music. A survey seminar based upon readings and practical applications of research in music, including psychology and neuroscience of music, historical/musicological approaches and research-creation in music.
NOTE: Students who have received credit for this topic or “Survey of Research in Music Perception and Cognition” under a MUSI 498 number may not take this course for credit.

MUSI 451  Advanced Theoretical Studies I (3 credits)
Prerequisite: INMS 351, 352 or MUSI 351, 352 or equivalent. Advanced study of principles and elements of music theory, especially within the tonal and modal contexts. Studied topics may include harmony, counterpoint, and analysis. NOTE A/See §200.3
NOTE: Students who have received credit for INMS 300 or 451 may not take this course for credit.

MUSI 452  Advanced Theoretical Studies II (3 credits)
Prerequisite: MUSI 451. An advanced study of principles and elements of music theory, especially within the atonal context and 20th-century techniques. NOTE A/See §200.3
NOTE: Students who have received credit for INMS 450 or 452 may not take this course for credit.

MUSI 461  Music Composition V (3 credits)
Prerequisite: MUSI 362 and enrolment in the Specialization in Music Composition, or written permission of the Department of Music. A seminar and workshop in composition, furthering the development of the individual’s composition skills and personal musical language and style through the writing of large musical pieces and/or conception of large-scale musical projects. Workshops may include individual tutoring. NOTE A/See §200.3
NOTE: Students who have received credit for this topic under an INMS 499 number may not take this course for credit.

MUSI 462  Music Composition VI (3 credits)
Prerequisite: MUSI 461 and enrolment in the Specialization in Music Composition; written permission of the Department of Music. A final seminar and workshop in composition, furthering the development of the individual’s composition skills and personal musical language and style through the writing of large musical pieces and/or conception of large-scale musical projects. Workshops may include individual tutoring. NOTE A/See §200.3
NOTE: Students who have received credit for this topic under an INMS 499 number may not take this course for credit.
MUSI 471* Independent Study I (3 credits)
Prerequisite: Written permission of the Department of Music. A student-designed course of study that focuses on an approved area(s) of music theory, analysis, aural perception, orchestration, and/or related disciplines, and involves consultation with an advisor. NOTE C/See §200.3
NOTE: Students who have received credit for INMS 471 may not take this course for credit.
*Students may count a maximum of nine credits in independent studies towards their degree program.

MUSI 472* Independent Study II (3 credits)
Prerequisite: Written permission of the Department of Music. A student repeating MUSI 47 registers for MUSI 472 for credit. NOTE: Students who have received credit for INMS 472 may not take this course for credit.
*Students may count a maximum of nine credits in independent studies towards their degree program.

MUSI 491 Special Project in Music (3 credits)
Prerequisite: Written permission of the Department of Music. This course affords an opportunity for extensive development of a project under the direction of a faculty member. Students submit a project proposal in accordance with the regulations for admission to the specialization. 
NOTE: Students repeating MUSI 491 register for MUSI 492 for credit provided the subject matter is different. 
NOTE: If the special project is within the realm of performance, the student is required to participate in public performances.

MUSI 492 Special Project in Music (3 credits)
Prerequisite: MUSI 491. A continuation of MUSI 491. 
NOTE: If the special project is within the realm of performance, the student is required to participate in public performances.

MUSI 498 Special Topics in Music (3 credits)
Prerequisite: Written permission of the Department of Music. An advanced seminar/workshop in an area of music which provides an opportunity for the study of specialized aspects of music outside the scope of existing courses.

MUSI 499 Special Topics in Music (6 credits)
Prerequisite: Written permission of the Department of Music. An advanced seminar/workshop in an area of music which provides an opportunity for the study of specialized aspects of music outside the scope of existing courses.
Faculty

Chair
ERIC SIMON, MFA Université du Québec à Montréal; Associate Professor

Professors
RAYMONDE APRIL, BA Université Laval; Provost’s Distinction
TIM CLARK, MFA MA Concordia University
ANDREW DUTKEWYCH, MFA Slade School of Art
DAVID ELLIOTT, MFA Concordia University
TREVOR GOULD, MA Carleton University
BARBARA LAYNE, MFA University of Kansas
FRANÇOIS MORELLI, MFA Rutgers University
LEOPOLD PLOTEK, MFA Slade School of Art
BILL VORN, PhD Université du Québec à Montréal
JANET WERNER, MFA Yale University

Associate Professors
INGRID BACHMANN, MA School of the Art Institute of Chicago
SHAWN BAILEY, MFA York University
ELEANOR BOND, BFA University of Manitoba
GENEVIEVE CADIEUX, BA University of Ottawa; Provost’s Distinction
EVERGON, MFA Rochester Institute of Technology
JUDY GARFIN, MFA Maryland Institute College of Art
ELIZA GRIFFITHS, BFA Concordia University
LYNN HUGHES, Advanced Dip Vancouver School of Art
DANICA JOJICH, MFA Nova Scotia College of Art and Design
ERIN MANNING, PhD University of Hawaii
LUANNE MARTINEAU, MFA University of British Columbia
MARISA PORTOLESE, MFA Concordia University
LEILA SUJIR, BA University of Alberta
KELLY THOMPSON, MA Australian National University
PATRICK TRAER, MFA York University

Assistant Professors
ERIKA ADAMS, MFA University of New Mexico
JEAN-PIERRE LAROCQUE, MFA New York State College of Ceramics at Alfred University
JEFFREY MITCHELL Jr, MFA University of Alberta

For the complete list of faculty members, please consult the Department website.

Location

Sir George Williams Campus
Visual Arts Building, Room: VA 250-2
514-848-2424, ext. 4262/4263

Department Objectives

The Department of Studio Arts offers programs that emphasize the importance of practical work with practising artists. Through a series of courses in ceramics, drawing, fibres and material practices, intermedia/cyberarts, painting, photography, print media, and sculpture, students increase their awareness of what constitutes creativity and understanding of the aesthetic and intellectual aspects of art today.

Students are responsible for fulfilling their particular degree requirements; hence, the following sequences must be read in conjunction with §81.20.
The superscript indicates credit value.
81.110.1  STUDIO ART

Program Objective
The Major in Studio Art offers students the freedom for exploration while still developing proficiency within a disciplinary core. The program encourages the cross-referencing of different creative traditions within a solid, historical, theoretical and studio foundation. Its primary objective is to give students the choice to define their own needs in tailoring an individualized program of studies within open parameters. Students are encouraged to choose among a series of studio art electives and progressively establish their concentration or concentrations through required higher-level disciplinary courses. While promoting a respect for disciplines, the program stresses diversity and versatility across studio options.

Students may select their 48 studio art credits required in any media. There is also a similar range from which students can select 12 credits in Art History. Within these specifications, students may fulfill the requirements of the Major in Studio Art either by specializing in a medium or combining studios in a number of them. However, students must complete one studio course at the 300 level (intermediate) and meet the 400 level (advanced) in the same discipline to fulfill their requirements.

Program

60  BFA Major in Studio Art
  6  DRAW 200
  30  Studio Art electives
  12  Chosen from 300- and 400-level courses in a single medium from one of the following disciplines: ARTX; Ceramics; Drawing; Fibres and Material Practices; IMCA; Painting; Print Media; Sculpture.
  6  Art History electives
  6  Chosen from Art History; ARTT; VDEO 350; or other history-based courses chosen from Cinema and Theatre

Admission to the Major in Studio Art

In addition to the normal admission procedure of Concordia University, there is a distinct admission procedure for applicants to the Major in Studio Art. All applicants must submit a portfolio of their own work, as well as a letter of intent, as part of the admission process.

For more information concerning these additional requirements and submission deadline dates, please visit the following website: finearts.concordia.ca/admissions.

81.110.2  CERAMICS

Program Objective
The Ceramics program offers students a unique opportunity to develop individual studio work in a context that links contemporary art practice to a rich and diverse material history. A vital program within the Studio Arts Department, courses in Ceramics regularly include special collaborative projects, field trips and visiting artists. In addition, the Ceramics program provides students with an important point of departure for investigating diverse subjects ranging from traditional craft practice to new technologies. Well-equipped studios and scheduled labs afford students the means to develop technical skills and to seek information specific to their needs.

Course content at all levels of the program includes seminar discussion pertinent to both students' work and to the current practice of ceramics. At an advanced level and in consultation with an advisor, students in Ceramics have the opportunity to pursue independent-study courses.

Program

60  BFA Major in Ceramics
  18  CERA 230, 330, 430
  6  DRAW 200
  6  ARTH 264, 350
  6  Chosen from Art History; ARTT; VDEO 350; or other history-based courses chosen from Cinema and Theatre
  6  Chosen from Ceramics, Fibres and Material Practices, or Sculpture electives
  18  Studio Art electives

Admission to the Major in Ceramics

Applicants to Ceramics may apply to enter directly into the Major in Ceramics, or enter the Major in Studio Art with the intention of transferring upon completion of the first year.

In addition to the normal admission procedure of Concordia University, there is a distinct admission procedure for applicants to the Major in Ceramics. All applicants must submit a portfolio of their own work, as well as a letter of intent, as part of the admission process.

For more information concerning these additional requirements and submission deadline dates, please visit the following website: finearts.concordia.ca/admissions.
81.110.3  FIBRES AND MATERIAL PRACTICES

Program Objective

Fibres and Material Practices is a cross-media program of study that explores the relationship of materials to culture. Informed by discourses of post-modernism, feminism, and traditional aesthetics, the Fibres and Material Practices program offers an opportunity for intensive study, both practical and theoretical, of the art, technology, and history of textiles. Such creative and critical investigation, allied with technical proficiency, provides the base students need to develop as emerging artists.

Courses are available at all levels, ranging from introductory classes to independent study for advanced students wishing to focus on a single project. Students concentrating in other areas of Studio Arts are welcome to take most courses offered in the Fibres and Material Practices area.

Program

60  BFA Major in Fibres and Material Practices
12  FBRS 240\(\textit{b}\), 260\(\textit{b}\)
6  Chosen from FBRS 341\(\textit{b}\), 361\(\textit{b}\), 371\(\textit{b}\), 372\(\textit{b}\), 385\(\textit{b}\), 386\(\textit{b}\), 395\(\textit{b}\), or 398\(\textit{b}\)
6  FBRS 480\(\textit{b}\)
6  ARTH 266\(\textit{b}\), 352\(\textit{b}\)
6  Chosen from Art History; ARTT; VDEO 350\(\textit{b}\); or other history-based courses chosen from Cinema and Theatre
24  Studio Art electives

Admission to the Major in Fibres and Material Practices

Applicants to Fibres and Material Practices may apply to enter directly into the Major in Fibres and Material Practices, or enter the Major in Studio Art with the intention of transferring upon completion of the first year.

In addition to the normal admission procedure of Concordia University, there is a distinct admission procedure for applicants to the Major in Fibres and Material Practices. All applicants must submit a portfolio of their own work, as well as a letter of intent, as part of the admission process.

For more information concerning these additional requirements and submission deadline dates, please visit the following website: finearts.concordia.ca/admissions.

81.110.4  INTERMEDIA/CYBERARTS

Program Objective

The Intermedia/Cyberarts program offers a rich curriculum that encourages an intermedia cross-pollination between traditional disciplines and new forms of artistic expression using technology and integrated media practices. Students choose from courses in electronic arts, performance art, and video, focusing on one of these streams or selectively combining areas of study in conjunction with other Studio Arts or Faculty of Fine Arts courses. The program provides a learning environment where students can study different combinations of electronics-robotics-programming, video, performance art, immersive environments, and sound art production.

Program

60  BFA Major in Intermedia/Cyberarts
12  Chosen from IMCA 210\(\textit{b}\), 220\(\textit{b}\), 221\(\textit{b}\), 222\(\textit{b}\), 230\(\textit{b}\), SCUL 251\(\textit{b}\); EAST 298\(\textit{b}\)
12  Chosen from IMCA 310\(\textit{b}\), 320\(\textit{b}\), 330\(\textit{b}\), 388\(\textit{b}\), 399\(\textit{b}\); EAST 399\(\textit{b}\)
6  Chosen from IMCA 410\(\textit{b}\), 420\(\textit{b}\), 421\(\textit{b}\), 430\(\textit{b}\), 498\(\textit{b}\), 499\(\textit{b}\), 470\(\textit{b}\), 471\(\textit{b}\), 472\(\textit{b}\), 480\(\textit{b}\), 481\(\textit{b}\), 482\(\textit{b}\)
12  Studio Art electives
6  Chosen from Fine Arts electives outside of Studio Art*
9  Chosen from ARTH, ARTT, VDEO 350\(\textit{b}\)
3  ARTH 353\(\textit{b}\)

* It is recommended that IMCA students take three credits of CART course offerings in consultation with an advisor.

Admission to the Major in Intermedia/Cyberarts

In addition to the normal admission procedure of Concordia University, there is a distinct admission procedure for applicants to the Major in Intermedia/Cyberarts. All applicants must submit a portfolio of their own work, as well as a letter of intent, as part of the admission process.

For more information concerning these additional requirements and submission deadline dates, please visit the following website: finearts.concordia.ca/admissions.
81.110.5  PAINTING AND DRAWING

Program Objective

The Department of Studio Arts provides an in-depth program in Painting and Drawing, combining theoretical, historical, and practical study at all undergraduate levels. The aim is to provide students with a broad foundation on which they can base their own creative contributions. Studio courses, seminars, and independent projects on such varied topics as collage, pictorial installation, popular culture, and narration supplement the core courses on painting and drawing. Recognizing the importance of providing basic skills and knowledge, in an atmosphere of freedom, the program is supported by a large number of faculty and guest artists, exposing students to a full range of approaches to drawing and painting. A graduate program in Painting and Drawing is available for further studies.

Program

60  BFA Major in Painting and Drawing
   6  DRAW 200\(^6\)
   6  PTNG 200\(^6\)
   6  Chosen from a 300-level DRAW
   6  Chosen from a 300-level PTNG
   6  Chosen from a 400-level DRAW or PTNG
   18  Studio Art electives
   6  Art History Electives
   6  Chosen from Art History; ARTT; VDEO 350\(^6\); or other history-based courses chosen from Cinema and Theatre

Admission to the Major in Painting and Drawing

In addition to the normal admission procedure of Concordia University, there is a distinct admission procedure for applicants to the Major in Painting and Drawing. All applicants must submit a portfolio of their own work, as well as a letter of intent, as part of the admission process.

For more information concerning these additional requirements and submission deadline dates, please visit the following website:

finearts.concordia.ca/admissions.

81.110.6  PHOTOGRAPHY

Program Objective

The Photography program acknowledges photography as a discipline with a distinct artistic and historical identity. It also recognizes that contemporary photographic practice encompasses a rich multiplicity of formal and conceptual approaches. The course structure of the program and the orientation of its faculty reflect a concern that the students receive a strong historical and theoretical comprehension of the medium. The program stresses the need for students to acquire the concepts and vocabulary necessary for critical discussion of their own photographic work and that of others. Emphasis is placed on the understanding of photography's sociological and artistic ramifications.

Programs

60  BFA Major in Photography
   27  PHOT 210\(^6\), 211\(^6\), 300\(^6\), 311\(^6\), 331\(^6\), 400\(^6\)
   9  Photography electives
   6  ARTH 267\(^6\), 359\(^6\)
   6  Chosen from ARTH or ARTT electives
   12  Studio Arts electives

30  Minor in Photography
   9  PHOT 210\(^6\), 211\(^6\)
   9  Photography electives
   6  Photography or Studio Arts electives
   6  ARTH 267\(^6\), 359\(^6\)

Admission to the Major or Minor in Photography

In addition to the normal admission procedure of Concordia University, there is a distinct admission procedure for applicants to the Major or Minor in Photography. All applicants must submit a portfolio of their own work, as well as a letter of intent, as part of the admission process.

For more information concerning these additional requirements and submission deadline dates, please visit the following website:

finearts.concordia.ca/admissions.
81.110.7 PRINT MEDIA

Program Objective

The Print Media program provides students with a milieu to investigate the meaningful relationships that exist between the technologies of reproduction, individual expression, and contemporary society. Print Media offers multiple venues for student research from intaglio, lithography, and serigraphy to digital and virtual approaches. Experimental, innovative, and critical work is encouraged. Special topics and theory courses provide support for individual aesthetic development and explore the intersections of interdisciplinary practice. Students in the Print Media program are expected to develop a strong critical understanding of their work and its relationship to contemporary society, as well as develop professional skills and an awareness of the diversity inherent in art practice.

Programs

60 BFA Major in Print Media
36 Credits chosen from Print Media as follows:
   6–12 Credits at the 200 level
   12–24 Credits at the 300 level
   6–18 Credits at the 400 level
6 Studio Art electives
6 Fine Arts electives
6 Art History electives
6 Chosen from Art History; ARTT; VDEO 50°; or other history-based courses chosen from Cinema and Theatre

30 Minor in Print Media
18 Credits chosen from Print Media as follows:
   3–9 Credits at the 200 level
   6–9 Credits at the 300 level
   3–9 Credits at the 400 level
6 Studio Art electives
6 Fine Arts electives

Admission to the Major or Minor in Print Media

Applicants to Print Media may apply to enter directly into the Major in Print Media or may enter the Major in Studio Art with the intention of transferring upon completion of the first year. In addition to the normal admission procedure of Concordia University, there is a distinct admission procedure for applicants to the Major or Minor in Print Media. All applicants must submit a portfolio, as well as a letter of intent, as part of the admission process. For more information concerning these additional requirements and submission deadline dates, please visit the following website: finearts.concordia.ca/admissions.

81.110.8 SCULPTURE

Program Objective

The Sculpture program incorporates contemporary genres with divergent approaches to the discipline, ranging from performance to video installation, built environments, and 3D-digital applications, on to convergences of these ideas to the notion of intervention practices. Within the Fine Arts curriculum, these courses offer the opportunity for intensive study in both practical and theoretical contexts encouraging students to explore the relationships between object, material, body, and space. Such creative investigation, allied with technical proficiency, provides the base for students to develop an understanding of a broad range of sculptural issues. Courses are available at all levels, including independent study for advanced students wishing to focus on a single topic or project. To enrich their artistic training, students concentrating in other areas of Fine Arts may also take most courses offered in sculpture.

Program

60 BFA Major in Sculpture
24 SCUL 210°, 310°, 410°, DRAW 200°
6 ARTX 480 or 400-level Studio Art elective
18 Studio Art electives
6 Art History electives
6 Chosen from Art History; ARTT; VDEO 350°; or other history-based courses chosen from Cinema and Theatre
Admission to the Major in Sculpture

Applicants to Sculpture may apply to enter directly into the Major in Sculpture, or enter the Major in Studio Art with the intention of transferring upon completion of the first year.

In addition to the normal admission procedure of Concordia University, there is a distinct admission procedure for applicants to Sculpture. All applicants must submit a portfolio of their own work, as well as a letter of intent, as part of the admission process. For more information concerning these additional requirements and submission deadline dates, please visit the following website: finearts.concordia.ca/admissions.

COURSES

Art Studio:

ARTX 280  Integrated Studio in Contemporary Art Practices I (6 credits)
Prerequisite: Enrolment in a BFA program or written permission of the Department. A studio course designed to familiarize students with contemporary art practice and theory in its diverse manifestations. The course questions the boundaries of traditional art disciplines and engages the creative potential of transdisciplinary studio practice with a range of projects that explore, among other things, gesture, mapping, mark-making and time-based image and sound, as well as performative and environmental installation.

NOTE: Students who have received credit for ARTX 250, 260 or 270 may not take this course for credit.

ARTX 380  Intermediate Integrated Studio in Contemporary Art Practices (6 credits)
Prerequisite: Any 200-level studio course offered by the Department of Studio Arts. This is an intermediate studio course in which students explore and develop a self-directed body of work. The content and context of the course are diverse and students use a wide range of approaches to and methodologies for contemporary art production. The course provides students with opportunities to examine potential roles for the artist today and is based on professional practices including art research, artist writings and exhibition projects.

ARTX 398  Special Topics in Contemporary Studio Arts Practice (3 credits)
Prerequisite: Enrolment in a BFA program or written permission of the Department. This studio course brings together students with a practice based in any of the studio disciplines, and/or who have been following an interdisciplinary practice, allowing discussion and exchange on their work in relation to the aspect of art making that this special topic addresses.

ARTX 399  Special Topics in Contemporary Studio Arts Practice (6 credits)
Prerequisite: Enrolment in a BFA program or written permission of the Department. This studio course brings together students with a practice based in any of the studio disciplines, and/or who have been following an interdisciplinary practice, allowing discussion and exchange on their work in relation to the aspect of art making that this special topic addresses.

ARTX 480  Advanced Integrated Studio in Contemporary Art Practices (6 credits)
Prerequisite: 300-level studio course previously and enrolment in a program offered by the Department of Studio Arts, or written permission of the Department. This course is structured to support advanced students in the development of a mature and self-directed body of work within a transdisciplinary framework.

ARTX 490  Independent Study (6 credits)
Prerequisite: 48 credits completed in degree program; a 400-level Studio Arts course previously or concurrently; and written permission of the Department. This course provides a limited number of students the opportunity to pursue advanced studies in a specific interdisciplinary project under the supervision of a full-time ARTX faculty member. A clearly defined written agreement between the student and the instructor involved is required before the independent study is undertaken. This agreement should clearly state the nature of the student’s research, and the scope of the project and schedule of work should be equivalent to the workload of a six-credit course. A minimum cumulative GPA of 3.5 is required before requesting permission.

ARTX 491  Independent Study I (3 credits)
Prerequisite: 48 credits completed in degree program; a 400-level Studio Arts course previously or concurrently; and written permission of the Department. This course provides a limited number of students the opportunity to pursue advanced studies in a specific interdisciplinary project under the supervision of a full-time ARTX faculty member. A clearly defined written agreement between the student and the instructor involved is required before the independent study is undertaken. This agreement should clearly state the nature of the student’s research, and the scope of the project and schedule of work should be equivalent to the workload of a three-credit course. A minimum cumulative GPA of 3.5 is required before requesting permission.

ARTX 492  Independent Study II (3 credits)
Prerequisite: 48 credits completed in degree program; a 400-level Studio Arts course previously or concurrently; and written permission of the Department. This course provides a limited number of students the opportunity to pursue advanced studies in a specific interdisciplinary project under the supervision of a full-time ARTX faculty member. A clearly defined written agreement between the student and the instructor involved is required before the independent study is undertaken. This agreement should clearly state the nature of the student’s research, and the scope of the project and schedule of work should be equivalent to the workload of a three-credit course. A minimum cumulative GPA of 3.5 is required before requesting permission.

NOTE: Students who have received credit for ARTX 250, 260 or 270 may not take this course for credit.
Art Theory:

ARTT 398  **Special Topics in Studio Arts: Ideas and Issues** (3 credits)
Prerequisite: Enrolment in a BFA program or written permission of the Department. This seminar course provides the opportunity for students of various studio practices to discuss changing issues in theory/practice. Visual material, directed readings, exhibition visits, and invited speakers will be determined by the special topic.

ARTT 399  **Special Topics in Studio Arts: Ideas and Issues** (6 credits)
Prerequisite: Enrolment in a BFA program or written permission of the Department. This seminar course provides the opportunity for students of various studio practices to discuss changing issues in theory/practice. Visual material, directed readings, exhibition visits, and invited speakers will be determined by the special topic.

ARTT 470  **Professional Internship** (6 credits)
Prerequisite: 48 credits in degree requirement and written permission of the Department. Students wishing to work in an internship capacity within an artistic/cultural environment may apply for academic credit. The internship is carried out under the joint supervision of a qualified professional (from within or outside the University) and a full-time Studio Arts faculty member. A clearly defined agreement between the Department, the student, and the artist or institution involved will be arrived at before the internship is undertaken. This agreement should state clearly the nature of the student's participation and the hours of work expected. Projects receiving approval for the internship credits must demonstrate appreciable learning potential for the student.

ARTT 471  **Professional Internship I** (3 credits)
Prerequisite: 48 credits in degree requirement and written permission of the Department. Students wishing to work in an internship capacity within an artistic/cultural environment may apply for academic credit. The internship is carried out under the joint supervision of a qualified professional (from within or outside the University) and a full-time Studio Arts faculty member. A clearly defined agreement between the Department, the student, and the artist or institution involved will be arrived at before the internship is undertaken. This agreement should state clearly the nature of the student's participation and the hours of work expected. Projects receiving approval for the internship credits must demonstrate appreciable learning potential for the student.

ARTT 472  **Professional Internship II** (3 credits)
Prerequisite: ARTT 471, 48 credits in degree requirement and written permission of the Department. Students wishing to work in an internship capacity within an artistic/cultural environment may apply for academic credit. The internship is carried out under the joint supervision of a qualified professional (from within or outside the University) and a full-time Studio Arts faculty member. A clearly defined agreement between the Department, the student, and the artist or institution involved will be arrived at before the internship is undertaken. This agreement should state clearly the nature of the student's participation and the hours of work expected. Projects receiving approval for the internship credits must demonstrate appreciable learning potential for the student.

Ceramics:

CERA 230  **Ceramics I** (6 credits)
Prerequisite: Enrolment in a BFA program or written permission of the Department. An introduction to clay as an art medium employing the various techniques of forming, shaping, and decorating for firing and glazing.  

*CER 330  **Ceramics II** (6 credits)
Prerequisite: CERA 230 or permission of the coordinator. An advanced course in technical and historical research in various ceramic processes with an emphasis on glazes and the use of different clay bodies.  

CERA 398  **Special Topics in Ceramics** (3 credits)
A workshop/seminar, providing an opportunity for the study of specialized aspects of ceramics. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

CERA 399  **Special Topics in Ceramics** (6 credits)
Prerequisite: Written permission of the Department. A workshop/seminar course providing an opportunity for the study of specialized aspects in ceramics.  

CERA 430  **Ceramics III** (6 credits)
Prerequisite: CERA 330 or permission of the coordinator. The development of a body of personal work and a refinement of specific problems in clay.

CERA 450  **Independent Study** (6 credits)
Prerequisite: 48 credits in the Major in Ceramics; CERA 430 previously or concurrently; and written permission of the Department. This course provides a limited number of students the opportunity to pursue advanced studies in ceramics under the supervision of a full-time ceramics faculty member. A clearly defined written agreement between the student and the instructor involved is required before the independent study is undertaken. This agreement should clearly state the nature of the student's research, and the scope of the project and schedule of work should be equivalent to the workload of a six-credit course. A minimum cumulative GPA of 3.5 is required before requesting permission.
CERA 451  **Independent Study I** (3 credits)
Prerequisite: 48 credits in the Major in Ceramics; CERA 430 previously or concurrently; and written permission of the Department.
This course provides a limited number of students the opportunity to pursue advanced studies in ceramics under the supervision of a full-time ceramics faculty member. A clearly defined written agreement between the student and the instructor involved is required before the independent study is undertaken. This agreement should clearly state the nature of the student’s research, and the scope of the project and schedule of work should be equivalent to the workload of a three-credit course. A minimum cumulative GPA of 3.5 is required before requesting permission.

CERA 452  **Independent Study II** (3 credits)
Prerequisite: 48 credits in the Major in Ceramics; CERA 430 previously or concurrently; and written permission of the Department.
This course provides a limited number of students the opportunity to pursue advanced studies in ceramics under the supervision of a full-time ceramics faculty member. A clearly defined written agreement between the student and the instructor involved is required before the independent study is undertaken. This agreement should clearly state the nature of the student’s research, and the scope of the project and schedule of work should be equivalent to the workload of a three-credit course. A minimum cumulative GPA of 3.5 is required before requesting permission.

CERA 499  **Special Topics in Ceramics** (6 credits)
An advanced studio course which provides an opportunity for the study of more specialized aspects of ceramics. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

**Drawing:**

DRAW 200  **Drawing I** (6 credits)
Prerequisite: Enrolment in a BFA program or written permission of the Department. An exploration of drawing as a means of expression. Various media are employed to examine and express form, space, figurative, and other graphic images. Drawing from observation, imagination, and memory is included. *NOTE A/See §200.3*

DRAW 300  **Drawing II** (6 credits)
Prerequisite: DRAW 200. A drawing course in which various media and forms of expression are explored at the more advanced level. Lectures and studio periods. *NOTE A/See §200.3*

DRAW 398  **Special Topics in Drawing** (3 credits)
Prerequisite: DRAW 200. A studio course which provides an opportunity for the study of more specialized aspects of drawing. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

DRAW 399  **Special Topics in Drawing** (6 credits)
Prerequisite: DRAW 200; written permission of the Department. A studio course which provides an opportunity for the study of more specialized aspects of drawing.

DRAW 400  **Drawing III** (6 credits)
Prerequisite: DRAW 300. Continuation of DRAW 300. *NOTE A/See §200.3*

DRAW 420  **Seminar/Workshop in Drawing** (6 credits)
Prerequisite: PTNG 320 or written permission of the Department. An advanced studio in drawing having its principal emphasis in studio practice, but developing further the theoretical concepts introduced in PTNG 320. *NOTE: Students who have received credit for ART 320 may not take this course for credit.*

DRAW 450  **Advanced Studio in Drawing** (6 credits)
Prerequisite: DRAW 400. A continuation of DRAW 400.

DRAW 470  **Independent Study** (6 credits)
Prerequisite: 48 credits completed in degree program; a 400-level DRAW course previously or concurrently; and written permission of the Department. This course provides a limited number of students the opportunity to pursue advanced studies in drawing under the supervision of a full-time drawing faculty member. A clearly defined written agreement between the student and the instructor involved is required before the independent study is undertaken. This agreement should clearly state the nature of the student’s research, and the scope of the project and schedule of work should be equivalent to the workload of a six-credit course. A minimum cumulative GPA of 3.5 is required before requesting permission. *NOTE A/See §200.3*

DRAW 471  **Independent Study I** (3 credits)
Prerequisite: 48 credits completed in degree program; a 400-level DRAW course previously or concurrently; and written permission of the Department. This course provides a limited number of students the opportunity to pursue advanced studies in drawing under the supervision of a full-time drawing faculty member. A clearly defined written agreement between the student and the instructor involved is required before the independent study is undertaken. This agreement should clearly state the nature of the student’s research, and the scope of the project and schedule of work should be equivalent to the workload of a three-credit course. A minimum cumulative GPA of 3.5 is required before requesting permission. *NOTE A/See §200.3*
DRAW 472  **Independent Study II** (3 credits)
Prerequisite: 48 credits completed in degree program; a 400-level DRAW course previously or concurrently; and written
permission of the Department. This course provides a limited number of students the opportunity to pursue advanced studies in
drawing under the supervision of a full-time drawing faculty member. A clearly defined written agreement between the student and
the instructor involved is required before the independent study is undertaken. This agreement should clearly state the nature of
the student’s research, and the scope of the project and schedule of work should be equivalent to the workload of a three-credit
course. A minimum cumulative GPA of 3.5 is required before requesting permission. **NOTE A/See §200.3**

DRAW 498  **Special Topics in Drawing** (3 credits)
A course for advanced students which provides an opportunity for the study of more specialized areas in drawing. Specific topics
for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

DRAW 499  **Special Topics in Drawing** (6 credits)
A course for advanced students which provides an opportunity for the study of more specialized areas in drawing. Specific topics
for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

Fibres and Material Practices:

FBR5 240  **Fibre Structures I** (6 credits)
Prerequisite: Enrolment in a BFA program or written permission of the Department. An introductory course in which students
explore the expressive potential of various materials and processes of fibre structures such as loom weaving, feltmaking, basketry,
surface applications, and other experimental constructions. **NOTE A/See §200.3**

FBR5 260  **Textile Printing and Dyeing I** (6 credits)
Prerequisite: Enrolment in a BFA program or written permission of the Department. An introductory course in which students
explore the creative potential of printing, painting, dyeing, resist work, and construction with fabric. **NOTE A/See §200.3**

FBR5 341  **Intermediate Fibre Structures** (3 credits)
Prerequisite: FBR5 240 or permission of the coordinator. An intermediate-level studio course, which emphasizes the visual and
conceptual development in fibre media. Complex woven structures, fibre sculpture, installation practices, and other experimental
approaches are explored. **NOTE: Students who have received credit for FBR5 340 may not take this course for credit.**

FBR5 361  **Intermediate Textile Printing and Dyeing** (3 credits)
Prerequisite: FBR5 260 or permission of the coordinator. An intermediate-level studio course in textile printing and dyeing with
an emphasis on the development of content. Interdisciplinary approaches such as photo processes and sculptural installation are
combined with traditional print and dye techniques. **NOTE: Students who have received credit for FBR5 360 may not take this course for credit.**

FBR5 371  **Paper: Surface and Object** (3 credits)
Prerequisite: 18 credits in Studio Art courses, or permission of the coordinator. This studio course introduces both Western and
Eastern (Japanese) methods of processing raw materials to make pulp and form sheets of paper to be used in expressive art
forms. Printing, dyeing, cutting, and bookbinding are used in the consideration of paper as surface and medium. **NOTE: Students who have received credit for FBR5 370 may not take this course for credit.**

FBR5 372  **Paper Works** (3 credits)
Prerequisite: 18 credits in Studio Art courses, or permission of the coordinator. This studio course introduces students to making
paper as part of an expressive material practice. Sculptural processes such as vacuum relief, casting, and armature building are
explored alongside interdisciplinary approaches such as assemblage and the book as object, among others. **NOTE: Students who have received credit for FBR5 370 may not take this course for credit.**

FBR5 385  **Issues in Material Practices** (3 credits)
Prerequisite: FBR5 260 or FBR5 240 or permission of the coordinator. This studio course explores contemporary social, material,
and cultural issues addressed through fibre and interdisciplinary studio art practices. Assigned readings inform critiques and
discussions. Examples of possible title offerings may include Textiles and Identity; The Sustainable Studio; Textiles Without Borders;
Transformative Cloth; and Social and Political Practices in Studio Art, among others. **NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.**

FBR5 386  **Digital Technologies and Material Practices** (3 credits)
Prerequisite: FBR5 240 or FBR5 260 or permission of the coordinator. This studio course combines digital and material approaches
within the context of contemporary studio practice. Topics may include software for textile arts, electronic textiles, or other thematic
subjects that are combined with electrical and material practices. Other topics may include the use of digital technologies for imaging,
pattern development, and textile structures. **NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.**
FBRS 395 Extreme Fibres (3 credits)
Prerequisite: 18 credits in Studio Art courses, or permission of the coordinator. This studio course tests the boundaries of fibres practices to produce innovative and experimental studio work. Students are encouraged to expand individual interests in challenging ways. Topics may include Textile Arts in Public Spaces; Wildly Interdisciplinary Practices; Fibres and Time-Based Media; Radical Papermaking; and Fibres Off-Site, among others.
NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.

FBRS 396 Topics in Fibre Surfaces (3 credits)
Prerequisite: FBRS 280 and 18 credits in Studio Art courses, or permission of the coordinator. A studio course providing an opportunity for specialized study and practice in fibres surfaces, to explore theoretical, critical, and practical issues of interest to the student towards developing their individual aesthetic in contemporary art.
NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.

FBRS 397 Topics in Fibre Structures (3 credits)
Prerequisite: FBRS 240 and 18 credits in Studio Art courses, or permission of the coordinator. A studio course providing an opportunity for specialized study and practice in fibres structures, in which to explore contemporary theoretical, critical, and practical issues of interest to the student towards developing a personal aesthetic in art practice.
NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.

FBRS 398 Special Topics in Fibres and Material Practices (3 credits)
Prerequisite: Written permission of the Department. A workshop/seminar course providing an opportunity for study of specialized aspects of fibres. NOTE C/See §200.3

FBRS 399 Special Topics in Fibres and Material Practices (6 credits)
Prerequisite: Written permission of the Department. A workshop/seminar course providing an opportunity for the study of specialized aspects in fibres. NOTE C/See §200.3

FBRS 450 Independent Study (6 credits)
Prerequisite: 48 credits in the Major in Fibres and Material Practices; FBRS 480 previously or concurrently; and written permission of the Department. This course provides a limited number of students the opportunity to pursue advanced studies in fibres under the supervision of a full-time fibres faculty member. A clearly defined written agreement between the student and the instructor involved is required before the independent study is undertaken. This agreement should clearly state the nature of the student’s research, and the scope of the project and schedule of work should be equivalent to the workload of a six-credit course. A minimum cumulative GPA of 3.5 is required before requesting permission.

FBRS 451 Independent Study I (3 credits)
Prerequisite: 48 credits completed in degree program; FBRS 480 previously or concurrently; and written permission of the Department. This course provides a limited number of students the opportunity to pursue advanced studies in fibres under the supervision of a full-time fibres faculty member. A clearly defined written agreement between the student and the instructor involved is required before the independent study is undertaken. This agreement should clearly state the nature of the student’s research, and the scope of the project and schedule of work should be equivalent to the workload of a three-credit course. A minimum cumulative GPA of 3.5 is required before requesting permission.

FBRS 452 Independent Study II (3 credits)
Prerequisite: 48 credits completed in degree program; FBRS 480 previously or concurrently; and written permission of the Department. This course provides a limited number of students the opportunity to pursue advanced studies in fibres under the supervision of a full-time fibres faculty member. A clearly defined written agreement between the student and the instructor involved is required before the independent study is undertaken. This agreement should clearly state the nature of the student’s research, and the scope of the project and schedule of work should be equivalent to the workload of a three-credit course. A minimum cumulative GPA of 3.5 is required before requesting permission.

FBRS 480 Advanced Fibres (6 credits)
Prerequisite: Six credits in Fibres and Material Practices at the 300 level, or written permission of the Fibres and Material Practices coordinator. An advanced-level course in which students create a personal body or work, refine technical expertise, and develop a visual and critical language related to fibres and textiles. NOTE C/See §200.3

FBRS 481 Professional Internship I (3 credits)
Prerequisite: 48 credits completed in a Studio Arts program; written permission of the Department. Internships are designed to provide professional experience to students. Students seeking to work in an apprentice capacity with an established artist, or wishing to pursue research in a fibres studio, or research in fibres criticism, museum work, publication, or other related endeavours, may apply for academic credit. The internship is carried out under the joint supervision of a qualified professional (internal or external to the University) and a full-time Fibres and Material Practices faculty member. A clearly defined agreement between the Department, the student, and the artist or institution involved will be arrived at before the Professional Internship is undertaken. Students are required to submit a proposal that clearly defines the learning objectives of the internship and the expected workload (which should equal the hours required for a three-credit course). A Professional Internship request form
must be completed and approved by the faculty supervisor and the Department Chair prior to registration permission. Students will supply a report upon completion of the internship to the faculty supervisor and an evaluation from the external supervisor will inform the final grade submitted by the faculty supervisor.

**FBRS 482  Professional Internship II (3 credits)**
Prerequisite: FBRS 481; 48 credits completed in a Studio Arts program; written permission of the Department. Internships are designed to provide professional experience to students. Students seeking to work in an apprentice capacity with an established artist, or wishing to pursue research in a fibres studio, or research in fibres criticism, museum work, publication, or other related endeavours, may apply for academic credit. The internship is carried out under the joint supervision of a qualified professional (internal or external to the University) and a full-time Fibres and Material Practices faculty member. A clearly defined agreement between the Department, the student, and the artist or institution involved will be arrived at before the Professional Internship is undertaken. Students are required to submit a proposal that clearly defines the learning objectives of the internship and the expected workload (which should equal the hours required for a three-credit course). A Professional Internship request form must be completed and approved by the faculty supervisor and the Department Chair prior to registration permission. Students will supply a report upon completion of the internship to the faculty supervisor and an evaluation from the external supervisor will inform the final grade submitted by the faculty supervisor.

**Intermedia/Cyberarts:**

**IMCA 210  Introduction to Video Production (3 credits)**
Prerequisite: Enrolment in the Intermedia/Cyberarts program or written permission of the Department. A studio/seminar course introducing video technology as a tool for aesthetic investigations. Students work individually and collaboratively to develop a proficiency in the medium and evolve their own thematic and formal concerns. The course introduces basic pre-production, production, and post-production skills centred on the use of Mini-DV cameras and desktop technology to present basic concepts of non-linear editing. Issues specific to video are discussed through the analysis and demonstration of video art.

NOTE: Students who have received credit for VDEO 300 may not take this course for credit.

**IMCA 220  Introduction to Digital Media (3 credits)**
Prerequisite: Enrolment in the Intermedia/Cyberarts program or written permission of the Department. This studio course is an introduction to the interface between the real world and the digital computer. Students learn how to get things in and out of the box by acquiring the different digitizing techniques as well as the basic communication protocols, compression formats, and numerous standards for text, sound, video, and digital data. They also learn how to create digital artworks using audiovisuals, scanning, printing, and networking.

**IMCA 221  Programming for Artists (3 credits)**
Prerequisite: Enrolment in the Intermedia/Cyberarts program or written permission of the Department. This studio course is an introduction to basic programming techniques used to create interactive art projects. It is centred on learning the basics of popular object-oriented programming environments such as Max and Jitter, currently used for installation and performance works in interactive music, sound art, interactive video, telematic art, robotics, and more. This course allows students to explore non-screen-based approaches to audiovisual control as well as the more traditional keyboard-and-mouse interface.

**IMCA 222  Electronics for Artists (3 credits)**
Prerequisite: Enrolment in the Intermedia/Cyberarts program or written permission of the Department. This studio course is an introduction to electronics as applied to artistic projects. It focuses on practical applications of basic electronic principles and techniques and the integration of electronic components and circuits in works of art. From basic electricity to motor control, from flashers and beepers to motion detectors, from analog circuits to digital technologies, it allows students to create artworks involving light, sound, movement, sensors, and interactivity.

NOTE: Students who have received credit for EART 300 may not take this course for credit.

**IMCA 230  Performance Art (3 credits)**
Prerequisite: Enrolment in the Intermedia/Cyberarts program or written permission of the Department. This studio course investigates performance art as a form of social and artistic intervention that crosses between the visual and performing arts. Reflecting the long-standing and historical importance of performance practices in the visual arts, students focus on the production of projects that may reflect such issues as real-time, site-specific, interventionist actions, the interrelationship between installations and performances, and the interdisciplinary interface between performance and other practices found in the performing arts. This course also examines video performance and photography as media for generating performative gestures and as documentation tools.

**IMCA 310  Intermediate Video Production (6 credits)**
Prerequisite: IMCA 210 and VDEO 350 previously or concurrently; or written permission of the Department. A studio/seminar course introducing video technology as a tool for aesthetic investigations. Students work individually and collaboratively to develop proficiency in the medium and evolve their own thematic and formal concerns. Non-linear editing systems such as Avid and Final Cut Pro are introduced. Discussions, facilitated by video screenings, workshops, and readings, focus on class projects, student work, and a discussion of related art issues. In addition, this course offers students an opportunity to investigate other cultural practices that inform and interrogate contemporary video art.

NOTE: Students are required to bear the cost of materials.

NOTE: Students who have received credit for VDEO 300 may not take this course for credit.
IMCA 320  Interactivity Studio in Electronic Arts  (6 credits)
Prerequisite: IMCA 221, 222, and enrolment in the Intermedia/Cyberarts program or written permission of the Department. This studio course focuses on interactive technologies in relation to contemporary art practice including installation, performance, and kinetic sculpture. An interdisciplinary and cybernetic approach to media control and expression (sound, lighting, still images, video), using computers and electronics is emphasized, allowing students to pursue individual or team work. This course is centred on programming environments such as MaxMSP and Jitter and focuses on interactivity through the use of various sensors and interfaces.
NOTE: Students who have received credit for IDYS 200 or 300 may not take this course for credit.

IMCA 330  Intermedia and Performative Practices  (6 credits)
Prerequisite: Second-year standing* in the Intermedia/Cyberarts program or written permission of the Department. A studio/seminar class designed as an intermediate-level investigation into an interdisciplinary approach to art practices. The course is structured around students’ creation of intermedia art projects with the assistance of the teacher. This development process is further supported by lectures, discussion of assigned readings, guest artists, and the viewing of slides, films, and videos.
NOTE: Students who have received credit for IDYS 200 or 300 may not take this course for credit.

*30 credits completed in degree program.

IMCA 398  Special Topics in Intermedia/Cyberarts  (3 credits)
Prerequisite: Second-year standing* in the Intermedia/Cyberarts program or written permission of the Department. A studio course providing an opportunity for study and practice of specialized aspects of intermedia and cyberarts.
NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.

*30 credits completed in degree program.

IMCA 399  Special Topics in Intermedia/Cyberarts  (6 credits)
Prerequisite: Second-year standing* in the Intermedia/Cyberarts program or written permission of the Department. A studio course providing and opportunity for study and practice of specialized aspects of intermedia and cyberarts.
NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.

*30 credits completed in degree program.

IMCA 410  Advanced Video Production  (6 credits)
Prerequisite: IMCA 310 and enrolment in the Intermedia/Cyberarts program or written permission of the Department. A studio/seminar course that permits students to pursue an advanced investigation of the aesthetic and technical aspects of video art practices through the development of their own body of work.
NOTE: Students are required to bear the cost of materials.
NOTE: Students who have received credit for VIDEO 400 may not take this course for credit.

IMCA 420  Robotic Art  (6 credits)
Prerequisite: IMCA 320 and enrolment in the Intermedia/Cyberarts program or written permission of the Department. This studio course is an introduction to robotics as a technology applied to artistic projects and focuses on electronics, mechanics, and programming. From the history of clockwork automatons to contemporary self-destructing machine performances, this course covers both theory and practice. Students explore the arts of artificial life and animatronics through electronic circuit design, microcontroller programming, mechanical assembly, motion control, environment sensing, pneumatics, stepper motors and servo systems in order to create robotic art objects, installations, or performances.

IMCA 421  Interactive Screen  (6 credits)
Prerequisite: IMCA 320 and enrolment in the Intermedia/Cyberarts program or written permission of the Department. This studio course focuses on the conception and production of interactive projects for the screen. Students learn how to structure scenarios for interaction and realize them using relevant software. Group discussion and analysis of the works produced familiarize students with the strengths and weaknesses of using different types of conceptual and programming approaches.

IMCA 430  Advanced Intermedia and Performatve Practices  (6 credits)
Prerequisite: IMCA 330 and enrolment in the Intermedia/Cyberarts program or written permission of the Department. A studio/seminar class designed as an advanced-level investigation into an interdisciplinary approach to art practices. The course is structured around students’ creation of intermedia art projects with the assistance of the teacher. This development process is further supported by lectures, discussion of assigned readings, guest artists, and the viewing of slides, films, and videos. This course allows students to work either collaboratively or individually on one or more directed studio projects.

IMCA 470  Independent Study in Intermedia/Cyberarts  (6 credits)
Prerequisite: 48 credits completed in degree program; a 400-level IMCA course previously or concurrently; and written permission of the Department. This course provides a limited number of students the opportunity to pursue advanced studies in intermedia/cyberarts under the supervision of a full-time intermedia/cyberarts faculty member. A clearly defined written agreement between the student and the instructor involved is required before the independent study is undertaken. This agreement should clearly state the nature of the student’s research, and the scope of the project and schedule of work should be equivalent to the workload of a six-credit course. A minimum cumulative GPA of 3.5 is required before requesting permission.

IMCA 471  Independent Study in Intermedia/Cyberarts I  (3 credits)
Prerequisite: 48 credits completed in degree program; a 400-level IMCA course previously or concurrently; and written permission of the Department. This course provides a limited number of students the opportunity to pursue advanced studies in intermedia/
cyberarts under the supervision of a full-time intermedia/cyberarts faculty member. A clearly defined written agreement between the student and the instructor involved is required before the independent study is undertaken. This agreement should clearly state the nature of the student’s research, and the scope of the project and schedule of work should be equivalent to the workload of a three-credit course. A minimum cumulative GPA of 3.5 is required before requesting permission.

**IMCA 472  Independent Study in Intermedia/Cyberarts II (3 credits)**
Prerequisite: 48 credits completed in degree program; a 400-level IMCA course previously or concurrently; and written permission of the Department. This course provides a limited number of students the opportunity to pursue advanced studies in intermedia/cyberarts under the supervision of a full-time intermedia/cyberarts faculty member. A clearly defined written agreement between the student and the instructor involved is required before the independent study is undertaken. This agreement should clearly state the nature of the student’s research, and the scope of the project and schedule of work should be equivalent to the workload of a three-credit course. A minimum cumulative GPA of 3.5 is required before requesting permission.

**IMCA 480  Professional Internship in Intermedia/Cyberarts (6 credits)**
Prerequisite: Third-year standing* and written permission of the Department. Under the joint supervision of a qualified professional and a full-time faculty member, the student is employed within industry or by a professional organization or other relevant institution. A clearly defined agreement between the Department, the student, and the artist/professional or institution involved is established before the internship is undertaken. This agreement should clearly state the nature of the student’s participation and the hours of work expected. Projects receiving approval for the internship credits must demonstrate appreciable learning potential for the student. *60 credits completed in degree program.

**IMCA 481  Professional Internship in Intermedia/Cyberarts I (3 credits)**
Prerequisite: Third-year standing* and written permission of the Department. Under the joint supervision of a qualified professional and a full-time faculty member, the student is employed within industry or by a professional organization or other relevant institution. A clearly defined agreement between the Department, the student, and the artist/professional or institution involved is established before the internship is undertaken. This agreement should clearly state the nature of the student’s participation and the hours of work expected. Projects receiving approval for the internship credits must demonstrate appreciable learning potential for the student. *60 credits completed in degree program.

**IMCA 482  Professional Internship in Intermedia/Cyberarts II (3 credits)**
Prerequisite: Third-year standing* and written permission of the Department. Under the joint supervision of a qualified professional and a full-time faculty member, the student is employed within industry or by a professional organization or other relevant institution. A clearly defined agreement between the Department, the student, and the artist/professional or institution involved is established before the internship is undertaken. This agreement should clearly state the nature of the student’s participation and the hours of work expected. Projects receiving approval for the internship credits must demonstrate appreciable learning potential for the student. *60 credits completed in degree program.

**IMCA 498  Special Topics in Intermedia/Cyberarts (3 credits)**
Prerequisite: Third-year standing* in the Intermedia/Cyberarts program or written permission of the Department. A studio course providing an opportunity for study and practice of specialized aspects of intermedia and cyberarts. *60 credits completed in degree program.

**IMCA 499  Special Topics in Intermedia/Cyberarts (6 credits)**
Prerequisite: Third-year standing* in the Intermedia/Cyberarts program or written permission of the Department. A studio course providing an opportunity for study and practice of specialized aspects of intermedia and cyberarts. *60 credits completed in degree program.

**Painting:**

**PTNG 200  Painting I (6 credits)**
Prerequisite: Enrolment in a BFA program or written permission of the Department. An exploration of painting, colour, style, image, visual skills, and the technology of painting materials. NOTE A/See §200.3

**PTNG 300  Painting II (6 credits)**
Prerequisite: PTNG 200. A course in which various media and forms of expression are explored at the more advanced level. NOTE A/See §200.3

**PTNG 320  Studio/Seminar in Painting and Drawing (6 credits)**
Prerequisite: DRAW 200; PTNG 200; or written permission of the Department. A combination studio/seminar in which advanced ideas in painting and drawing are addressed. Special topics of approximately one month duration are presented by guest artists from within and outside the Faculty.

**PTNG 398  Special Topics in Painting (3 credits)**
Prerequisite: PTNG 200. A studio course which provides an opportunity for the study of more specialized aspects of painting. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.
PTNG 399 Special Topics in Painting (6 credits)
Prerequisite: PTNG 200; written permission of the Department. A studio course which provides an opportunity for the study of more specialized aspects of painting.

PTNG 400 Painting III (6 credits)
Prerequisite: PTNG 300. A continuation of PTNG 300. NOTE A/See §200.3

PTNG 420 Seminar/Workshop in Painting (6 credits)
Prerequisite: PTNG 320 or written permission of the Department. An advanced studio in painting having its principal emphasis in studio practice, but developing further the theoretical concepts introduced in PTNG 320.
NOTE: Students who have received credit for ART 320 may not take this course for credit.
NOTE A/See §200.3

PTNG 430 Women and Painting (6 credits)
Prerequisite: PTNG 200 or written permission of the Department. A studio/seminar course in which students are encouraged to explore their world in painting and consider their practice from the point of view of women’s experience, individually and collectively. NOTE A/See §200.3

PTNG 440 Collage (6 credits)
Prerequisite: Written permission of the Department. An exploration of collage as a means of expression evolving from the historical and artistic traditions of painting and drawing. NOTE A/See §200.3

PTNG 450 Advanced Studio in Painting (6 credits)
Prerequisite: PTNG 400. A continuation of PTNG 400. NOTE A/See §200.3

PTNG 460 Materials and Methods of the Artist (6 credits)
Prerequisite: DRAW 300; PTNG 300 or written permission of the Department. Through a series of special projects in drawing and painting, this course familiarizes the student with historical materials and techniques, and with other aspects of the artist’s concerns.
NOTE: Students who have received credit for ART 420 may not take this course for credit.

PTNG 470 Independent Study (6 credits)
Prerequisite: 48 credits completed in degree program; a 400-level PTNG course previously or concurrently; and written permission of the Department. This course provides a limited number of students the opportunity to pursue advanced studies in painting under the supervision of a full-time painting faculty member. A clearly defined written agreement between the student and the instructor involved is required before the independent study is undertaken. This agreement should clearly state the nature of the student’s research, and the scope of the project and schedule of work should be equivalent to the workload of a six-credit course. A minimum cumulative GPA of 3.5 is required before requesting permission. NOTE A/See §200.3

PTNG 471 Independent Study I (3 credits)
Prerequisite: 48 credits completed in degree program; a 400-level PTNG course previously or concurrently; and written permission of the Department. This course provides a limited number of students the opportunity to pursue advanced studies in painting under the supervision of a full-time painting faculty member. A clearly defined written agreement between the student and the instructor involved is required before the independent study is undertaken. This agreement should clearly state the nature of the student’s research, and the scope of the project and schedule of work should be equivalent to the workload of a three-credit course. A minimum cumulative GPA of 3.5 is required before requesting permission. NOTE A/See §200.3

PTNG 472 Independent Study II (3 credits)
Prerequisite: 48 credits completed in degree program; a 400-level PTNG course previously or concurrently; and written permission of the Department. This course provides a limited number of students the opportunity to pursue advanced studies in painting under the supervision of a full-time painting faculty member. A clearly defined written agreement between the student and the instructor involved is required before the independent study is undertaken. This agreement should clearly state the nature of the student’s research, and the scope of the project and schedule of work should be equivalent to the workload of a three-credit course. A minimum cumulative GPA of 3.5 is required before requesting permission. NOTE A/See §200.3

PTNG 498 Special Topics in Painting (3 credits)
A course for advanced students which provides an opportunity for the study of more specialized areas in painting. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

PTNG 499 Special Topics in Painting (6 credits)
A course for advanced students which provides an opportunity for the study of more specialized areas in painting. Specific topics for this course, and prerequisites relevant in each case, will be stated in the Undergraduate Class Schedule.

Photography:

PHOT 201 Introduction to Colour Photography (3 credits)
An introductory-level course that covers fundamental techniques specific to colour photography including basic camera functions, film exposure, and printing.
NOTE: Students are required to bear the cost of film stock, processing, printing, and other materials
NOTE: Students in a Major or Minor in the Photography program may not take this course for credit.
PHOT 210  Foundations in Photographic Vision Theory and Practice I (6 credits)
Prerequisite: Enrolment in the Major or Minor in Photography, or 24 credits in a specialization/major in the Faculty of Fine Arts. In this course, students investigate and examine the numerous aspects of photography's complex history, aesthetics, and processes, as well as different camera and darkroom techniques specific to colour photography. Students learn how to control the camera, expose film properly (transparency and negative), develop good printing skills in colour, and produce a coherent body of work. They should become aware of how colour contributes to the structure and meaning of photographs. Other topics include the history of colour photography and aesthetic and conceptual issues in the work of contemporary photographers. Students are expected to work on technical exercises and produce a final portfolio which is content-driven, demonstrates technical proficiency, and expresses the individual’s artistic interest and vision.
NOTE: Each student's work is evaluated by a jury of Photography faculty at the end of each term.
NOTE: Students are required to bear the cost of film stock, processing, printing, and other materials.

PHOT 211  Black-and-White Photography I (3 credits)
Prerequisite: PHOT 210 and ARTH 267 previously or concurrently; enrolment in the Major or Minor in Photography; or written permission of the program director. A studio course introducing the use of black and white as photographic process, parallel to colour production and practice taught in PHOT 210. Students are taught basic technical skills, film processing, darkroom techniques and printing. Students are also introduced to black-and-white photographic tradition and aesthetics. Students must produce a final portfolio that is content-driven, demonstrates technical proficiency, and expresses personal artistic interests and vision.
NOTE: Students who have received credit for PHOT 200 may not take this course for credit.
NOTE: Each student's work is evaluated by a jury of Photography faculty at the end of the term.
NOTE: Students are required to bear the cost of film stock, processing, printing, and other materials.

PHOT 221  Colour Photography I (3 credits)
Prerequisite: PHOT 200 and ARTH 267 previously or concurrently; enrolment in the Major or Minor in Photography; or written permission of the program director. In this course, students become aware of how colour contributes to the structure and meaning of photographs. Topics include the history of colour and aesthetic and conceptual issues in the work of contemporary photographers. Students are expected to achieve a basic level of expertise with the techniques of colour and to make high-quality prints. The goal in this course is for each student to produce a final portfolio which demonstrates technical proficiency, is content-driven, and expresses the individual’s personal artistic interests and vision.
NOTE: Students who have received credit for PHOT 210 may not take this course for credit.
NOTE: Each student's work is evaluated by a jury of Photography faculty at the end of the term.
NOTE: Students are required to bear the cost of film stock, processing, printing, and other materials.

PHOT 300  Photographic Vision: Theory and Practice II (6 credits)
Prerequisite: PHOT 210 and ARTH 267 and enrolment in the Major or Minor in Photography; or written permission of the program director. The purpose of this studio course is to provide a framework within which students pursue their photographic practice at an intermediate level. Students are encouraged to explore concepts and technical components in a long-term project. They develop a photographic language which is specific to their own practice and learn from the work of other contemporary artists. The final portfolio is content-driven and expresses personal artistic vision.
NOTE: Students are required to bear the cost of film stock, processing, printing, and other materials.
NOTE: Each student’s work is evaluated by a jury of Photography faculty at the end of each term.

PHOT 301  Black-and-White II Fine Art Printing (3 credits)
Prerequisite: PHOT 210, 211, 331; enrolment in the Major or Minor in Photography; or written permission of the program director. A continuation of PHOT 211, this studio course explores further techniques in fine art black-and-white printing. Students are introduced to advanced darkroom processes, mural printing, and quad tone digital printing. Students must produce a final portfolio that is content-driven, demonstrates technical proficiency, and expresses personal artistic interests and vision.
NOTE: Students who have received credit for PHOT 200 may not take this course for credit.
NOTE: Students are required to bear the cost of film stock, processing, printing, and other materials.

PHOT 311  Large Format Photography I (3 credits)
Prerequisite: PHOT 210, 211; ARTH 267; enrolment in the Major or Minor in Photography; or written permission of the program director. A studio course introducing large format photography, its techniques and application. Demonstrations cover the basics of view camera operation, light metering, sheet film exposure, development, and advanced printing. Assignments based on traditional genres encourage ease with all aspects of large format use and their personal applications.
NOTE: Each student’s work is evaluated by a jury of Photography faculty at the end of the term.
NOTE: Students are required to bear the cost of film stock, processing, printing, and other materials.

PHOT 312  Large Format Photography II (3 credits)
Prerequisite: PHOT 210, 211, 311; ARTH 267; enrolment in the Major or Minor in Photography; or written permission of the Department. A studio course directed towards the development of an individual approach to view camera photography. Various uses of advanced techniques are also discussed. Emphasis is put on the development of a coherent portfolio of prints expressing personal concerns.
NOTE: Students are required to bear the cost of film stock, processing, printing, and other materials.
PHOT 322  Colour Photography II (3 credits)
Prerequisite: PHOT 210; PHOT 221 or 321; ARTH 267; and enrolment in the Major or Minor in Photography, or written permission of the program director. A continuation of PHOT 221, this course explores further techniques in colour photography and advanced colour printing. Aesthetic issues such as changing attitudes towards the colour medium and its role in documentary work are discussed. A final portfolio reflects the students' personal approach to colour photography.
NOTE: Students who have received credit for PHOT 210 may not take this course for credit.
NOTE: Students are required to bear the cost of film stock, processing, printing, and other materials.

PHOT 331  Digital Photography I (3 credits)
Prerequisite: PHOT 210; PHOT 221 previously or concurrently; and enrolment in the Major in Photography, or written permission of the program director. An introductory studio course investigating the technical and creative aspects of digital photography. This course provides students with an understanding of the digital image and a practical application of the tools within their personal approach to photography. Students explore the production of digital photographs, emphasizing the manipulation of images with software and the preparation for different formats. Issues related to the use of digital imagery within the larger context of photography are explored.
NOTE: Students who have received credit for this topic under a PHOT 498 number may not take this course for credit.
NOTE: Students are required to bear the cost of removable storage devices, printing, and other materials.

PHOT 332  Digital Photography II (3 credits)
Prerequisite: PHOT 331 and enrolment in the Major or Minor in Photography, or written permission of the Department. This advanced course expands on the basic control skills and creative aspects of digital technology by implementing personal approaches to the use of technology. Emphasis is on the creative development and advanced use of technology for the production of a portfolio.
NOTE: Students who have received credit for this topic under a PHOT 498 number may not take this course for credit.
NOTE: Students are required to bear the cost of removable storage devices, printing, and other materials.

PHOT 398  Special Topics in Photography (3 credits)
Prerequisite: Written permission of the Department. An opportunity for the study of limited and more specialized aspects of photography. NOTE C/See §200.3

PHOT 399  Special Topics in Photography (6 credits)
Prerequisite: Written permission of the Department. An opportunity for the study of limited and more specialized aspects of photography. NOTE C/See §200.3

PHOT 400  Advanced Workshop in Photography (6 credits)
Prerequisite: 48 credits in the Major in Photography including PHOT 300, ARTH 359, or written permission of the program director. A studio course in which students pursue one or more extended photographic projects in black and white and/or digital. Topics related to contemporary photography are presented in a seminar fashion.
NOTE: Students are required to bear the cost of film stock, processing, printing, and other materials.

PHOT 470  Professional Internship (6 credits)
Prerequisite: 48 credits in the Major in Photography and written permission of the Department. A student wishing to work in an apprentice capacity with an established photographic artist, or wishing to pursue research in photographic criticism, museum work, publication, or other related endeavours may apply for academic credit. The internship will be carried out under the joint supervision of a qualified professional (from within or without the University) and a full-time Photography faculty member. A clearly defined agreement between the Department, the student, and the artist or institution involved will be arrived at before the internship is undertaken. This agreement should state clearly the nature of the student’s participation and the hours of work expected. Projects receiving approval for the internship credits must demonstrate appreciable learning potential for the student.

PHOT 471  Professional Internship I (3 credits)
Prerequisite: 48 credits in the Major in Photography and written permission of the Department. A student wishing to work in an apprentice capacity with an established photographic artist, or wishing to pursue research in photographic criticism, museum work, publication, or other related endeavours may apply for academic credit. The internship will be carried out under the joint supervision of a qualified professional (from within or without the University) and a full-time Photography faculty member. A clearly defined agreement between the Department, the student, and the artist or institution involved will be arrived at before the internship is undertaken. This agreement should state clearly the nature of the student’s participation and the hours of work expected. Projects receiving approval for the internship credits must demonstrate appreciable learning potential for the student.

PHOT 472  Professional Internship II (3 credits)
Prerequisite: 48 credits in the Major in Photography and written permission of the Department. Students who wish additional internships in a professional milieu may take this course.

PHOT 480  Independent Study (6 credits)
Prerequisite: 48 credits completed in degree program; a 400-level PHOT course previously or concurrently; and written permission of the Department. This course provides a limited number of students the opportunity to pursue advanced studies in photography under the supervision of a full-time photography faculty member. A clearly defined written agreement between the student and the instructor involved is required before the independent study is undertaken. This agreement should clearly state the nature of the student’s research, and the scope of the project and schedule of work should be equivalent to the workload of a six-credit course. A minimum cumulative GPA of 3.5 is required before requesting permission.
PHOT 481  **Independent Study I** (3 credits)
Prerequisite: 48 credits completed in degree program; a 400-level PHOT course previously or concurrently; and written permission of the Department. This course provides a limited number of students the opportunity to pursue advanced studies in photography under the supervision of a full-time photography faculty member. A clearly defined written agreement between the student and the instructor involved is required before the independent study is undertaken. This agreement should clearly state the nature of the student’s research, and the scope of the project and schedule of work should be equivalent to the workload of a three-credit course. A minimum cumulative GPA of 3.5 is required before requesting permission.

PHOT 482  **Independent Study II** (3 credits)
Prerequisite: 48 credits completed in degree program; a 400-level PHOT course previously or concurrently; and written permission of the Department. This course provides a limited number of students the opportunity to pursue advanced studies in photography under the supervision of a full-time photography faculty member. A clearly defined written agreement between the student and the instructor involved is required before the independent study is undertaken. This agreement should clearly state the nature of the student’s research, and the scope of the project and schedule of work should be equivalent to the workload of a three-credit course. A minimum cumulative GPA of 3.5 is required before requesting permission.

PHOT 498  **Special Topics in Photography** (3 credits)
Prerequisite: Written permission of the Department. A course for advanced students which provides an opportunity for the study of limited and more specialized aspects of photography.

PHOT 499  **Special Topics in Photography** (6 credits)
Prerequisite: Written permission of the Department. A course for advanced students which provides an opportunity for the study of limited and more specialized aspects of photography.

**Print Media:**

PRIN 211  **Intaglio I** (3 credits)
Prerequisite: Enrolment in a BFA program or written permission of the Department. An introductory studio course in intaglio techniques with an emphasis on creative imagery. This course covers traditional acid and non-acid techniques including drypoint, power engraving tools, aquatint, digital imaging, light-sensitive plates and methods of printing. Lectures and critiques focus on theoretical, historical, and aesthetic issues in contemporary print media.

*NOTE: Students who have received credit for PRIN 210 may not take this course for credit.*

PRIN 221  **Lithography I** (3 credits)
Prerequisite: Enrolment in a BFA program or written permission of the Department. An introductory studio course in the basic principles of hand-printed stone and photo-digital plate lithography with an emphasis on image development. Drawing and processing images on stone, creating digital files, hand-drawn and digitally generated transparencies, registration, edition printing, and an introduction to colour are covered. Through assignments, group critiques, and individual discussions with the instructor, students investigate print media in the context of contemporary culture and explore the theoretical and aesthetic issues in the creation of printed artworks.

*NOTE: Students who have received credit for PRIN 220 may not take this course for credit.*

PRIN 231  **Screenprinting I** (3 credits)
Prerequisite: Enrolment in a BFA program or written permission of the Department. An introductory studio course in the basic techniques of screenprinting with an emphasis on creative imagery. This course covers stencil techniques including computer imaging, digital and hand-drawn transparencies, light-sensitive emulsion, registration and colour printing. Students explore the theoretical and conceptual issues of printed artwork in studio practice.

*NOTE: Students who have received credit for PRIN 230 may not take this course for credit.*

PRIN 311  **Intaglio II** (3 credits)
Prerequisite: PRIN 211 or written permission of the Department. An intermediate-level studio course in intaglio with an emphasis on multi-plate imagery, including digital applications in print, colour separations, registration, colour proofing and printing. Students are expected to develop individual projects that explore theoretical issues in contemporary print practice.

*NOTE: Students who have received credit for PRIN 210 may not take this course for credit.*

PRIN 321  **Lithography II** (3 credits)
Prerequisite: PRIN 221 or written permission of the Department. An intermediate studio course in lithography where students explore diverse conceptual and technical approaches to creating printed colour images. Drawing, digital imaging, photo-transfer methods, photo-plate processes, colour separation, inks, registration and colour printing are covered. Emphasis through class discussions, slide lectures, visiting artists and critiques is placed on the development of individual studio art practice.

*NOTE: Students who have received credit for PRIN 220 may not take this course for credit.*

PRIN 331  **Screenprinting II** (3 credits)
Prerequisite: PRIN 231 or written permission of the Department. A studio course in the techniques of screenprinting at the intermediate level. This course provides the opportunity for continued research in digital imaging and computer print applications, colour printing, alternative printing surfaces and the combination of print processes. Students are required to create a body of artwork that demonstrates their theoretical and conceptual knowledge of contemporary print media.

*NOTE: Students who have received credit for PRIN 230 may not take this course for credit.*
PRIN 341  *Digital Print Media I* (3 credits)
Prerequisite: Enrolment in a BFA program or written permission of the Department. A studio course with an emphasis on exploring the interdisciplinary, multimedia, and theoretical aspects of digital prints. The focus is on analog/digital models, strategies for cultural sampling from the numeric matrix, and the convergence of print with new forms of mass communication such as the Internet.

PRIN 351  *Digital Print Processes* (3 credits)
Prerequisite: Enrolment in a BFA program or written permission of the Department. A studio course in the basic concepts of digital imaging and print applications. This course covers file creation, layers and channels for multi-plate hand-printing, resolution, registration, and file export to various digital print formats. Lectures and critiques focus on theoretical, critical, and aesthetic issues in contemporary digital print media.

PRIN 371  *Contemporary Print Processes* (3 credits)
Prerequisite: Enrolment in a BFA program or written permission of the Department. This studio course addresses specific topics in print processes and new technologies. Students create a portfolio of artwork that demonstrates their research.
NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.

PRIN 381  *Aspects of Print Media* (3 credits)
Prerequisite: Enrolment in a BFA program or written permission of the Department. A studio course that explores specific problems in the discourse of print media. Students create a body of artwork that demonstrates critical thinking and research on the featured topic.
NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.

PRIN 398  *Special Topics in Print Media* (3 credits)
Prerequisite: Enrolment in a BFA program or written permission of the Department. A studio course that examines ideas and practices in contemporary print media. Students produce printed images that reflect their research and critical thinking on the specific topic.
NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.

PRIN 399  *Special Topics in Print Media* (6 credits)
Prerequisite: Enrolment in a BFA program or written permission of the Department. A studio course that examines ideas and practices in contemporary print media. Students produce printed images that reflect their research and critical thinking on the specific topic.
NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.

PRIN 411  *Intaglio III* (3 credits)
Prerequisite: PRIN 311 or written permission of the Department. An advanced studio course for students who want to refine their expertise in intaglio techniques through experimentation and innovation. This course provides the opportunity for further exploration in digital imaging, photo-generated imagery, multiple-plate colour imagery, alternative print surfaces, combined print processes and new technologies. Students will be required to develop a coherent portfolio that demonstrates their involvement in contemporary print media.

PRIN 421  *Lithography III* (3 credits)
Prerequisite: PRIN 321 or written permission of the Department. An advanced studio course that offers students the opportunity to refine their expertise in the creation of hand-drawn and digitally generated images in lithography while exploring experimental and innovative artwork. Emphasis is on individual creative development. Students may choose to explore unique prints, combine print processes, create sequential imagery, three-dimensional and installation projects, and cross-disciplinary work as alternative formats for the lithographic print. Demonstrations, slide and artists' presentations, lectures and critiques focus on advanced lithographic print approaches and individual interpretation in the creation of artwork.

PRIN 431  *Screenprinting III* (3 credits)
Prerequisite: PRIN 331 or written permission of the Department. An advanced studio course where students investigate digital print applications, experimental imagery, combined techniques and diverse forms of printing. Group critiques and lectures emphasize problem solving and critical analysis in the creation of personal imagery.

PRIN 441  *Digital Print Media II* (3 credits)
Prerequisite: PRIN 341 or written permission of the Department. An advanced studio course emphasizing innovative and critical approaches to the digital print. Students develop an independent research project and produce interdisciplinary work that investigates digital reproduction technologies.

PRIN 451  *Projects in Print Media I* (3 credits)
Prerequisite: Six credits in Print Media or written permission of the Department. A studio course where students propose and complete print projects in consultation with the instructor. This course is an opportunity for students to continue their aesthetic research with in-depth and focused print projects. Students design projects according to their interests and established technical proficiency. The course emphasizes individual practice within the context of informed discussion, group and individual critiques, gallery and museum visits, and may include an exhibition.
NOTE: Students who want advanced technical information in a particular process should enrol in 300- or 400-level courses of intaglio, screenprinting or lithography.
Sculpture and Material Practices

SCUL 210 Sculpture and Material Practices (6 credits)
Prerequisite: Enrollment in a BFA program or written permission of the Department. This is a studio course in which students explore creative research to facilitate their development as artists in the encompassing discipline of sculpture. Modes of expression in sculpture are investigated through a variety of contemporary and traditional materials.

NOTE: Students who have received credit for SCUL 200 may not take this course for credit.

SCUL 251 Sculpture/Mechanics (3 credits)
Prerequisite: Enrollment in the Intermedia/Cyberarts program or written permission of the Department. This studio course introduces students to animating sculpture through a variety of techniques such as moving joints, gear, chain, and pulley systems, and motion converters, leading to more complex assemblies in animating static form. Students develop basic skills in reading and drawing blueprints, as well as in measuring and marking techniques for application in metal, wood, mould-making, and other applicable materials.

SCUL 310 Sculpture and Spatial Practices (6 credits)
Prerequisite: SCUL 210 (200) or permission of the Department. This course builds and expands on the potential for expression inherent in contemporary sculpture. Students are encouraged to develop an individual form of study through the various spatial...
considerations of sculptural intervention, installation, action, and object. Participants build on their awareness of contemporary issues and hone their identities as artists.

NOTE: Students who have received credit for SCUL 300 may not take this course for credit.

SCUL 396 Digital Sculpture (3 credits)
Prerequisite: Permission of the Department. This studio course introduces 3D software for sculptors, covering modelling, drafting, and rendering for both real and virtual output, using advanced manual and automated processes.

SCUL 398 Special Topics in Sculpture (3 credits)
Prerequisite: Third-year standing*; written permission of the Department. A workshop/seminar course providing an opportunity for the study of specialized aspects of sculpture. NOTE C/See §200.3
*Fewer than 33 credits remaining in the degree program.

SCUL 399 Special Topics in Sculpture (6 credits)
Prerequisite: Written permission of the Department. A workshop/seminar course providing an opportunity for the study of specialized aspects in sculpture. NOTE C/See §200.3

SCUL 410 Sculpture and Interventionist Practices (6 credits)
Prerequisite: SCUL 310 (300) or permission of the Department. This is an advanced investigation of concepts through research in sculpture oriented to the development of a personal body of work. Installation, intervention, and public space form the background for presenting sculptural ideas. Diversity of contemporary sculptural practice and critical discourse is encouraged to promote professional autonomy in students’ studio work and ideas.
NOTE: Students who have received credit for SCUL 400 may not take this course for credit.

SCUL 450 Independent Study (6 credits)
Prerequisite: 48 credits completed in degree program; SCUL 410 (400) previously or concurrently; and written permission of the Department. This course provides a limited number of students the opportunity to pursue advanced studies in sculpture under the supervision of a full-time sculpture faculty member. A clearly defined written agreement between the student and the instructor involved is required before the independent study is undertaken. This agreement should clearly state the nature of the student’s research, and the scope of the project and schedule of work should be equivalent to the workload of a six-credit course. A minimum cumulative GPA of 3.5 is required before requesting permission.

SCUL 451 Independent Study I (3 credits)
Prerequisite: 48 credits completed in degree program; SCUL 410 (400) previously or concurrently; and written permission of the Department. This course provides a limited number of students the opportunity to pursue advanced studies in sculpture under the supervision of a full-time sculpture faculty member. A clearly defined written agreement between the student and the instructor involved is required before the independent study is undertaken. This agreement should clearly state the nature of the student’s research, and the scope of the project and schedule of work should be equivalent to the workload of a three-credit course. A minimum cumulative GPA of 3.5 is required before requesting permission.

SCUL 452 Independent Study II (3 credits)
Prerequisite: 48 credits completed in degree program; SCUL 410 (400) previously or concurrently; and written permission of the Department. This course provides a limited number of students the opportunity to pursue advanced studies in sculpture under the supervision of a full-time sculpture faculty member. A clearly defined written agreement between the student and the instructor involved is required before the independent study is undertaken. This agreement should clearly state the nature of the student’s research, and the scope of the project and schedule of work should be equivalent to the workload of a three-credit course. A minimum cumulative GPA of 3.5 is required before requesting permission.

SCUL 490 Advanced Studio Practice (6 credits)
Prerequisite: Enrolment in the Major in Sculpture, in Ceramics, or in Fibres and Material Practices; or written permission of the Department. A studio course providing an opportunity for the advanced student to work in an intimate context within a studio setting, structured around current topics of theoretical and practical importance.

Video:

VIDEO 350 Video History and Theory (6 credits)
A survey lecture course introducing the history and theory of art video practice since its inception in the 1960s. The course locates the roots of this art form in such divergent impulses as conceptualism, community activism, technological experimentation, and broadcast television, as well as in narrative and documentary traditions. In addition, regional Canadian video artists and co-operatives are situated within international historical trends and the development of post-modern and other theoretical perspectives. Weekly screenings.
THEATRE

Section 81.120

Faculty

Acting Chair
RAYMOND MARIUS BOUCHER, BFA Concordia University; Senior Lecturer

Canada Research Chair
SANDEEP BHAGWATI, Kuenstlerische Reifepruefung Musikhochschule Munich, CURSUS IRCAM (Paris)

Professors
ANA CAPPELLUTO, MEd McGill University
EDWARD LITTLE, PhD University of Toronto
ERIC MONGERSON, MFA Humboldt State University

Associate Professors
KIT BRENNAN, MFA University of Alberta
GENE GIBBONS, MA West Virginia University, MFA Purdue University
ROBERT REID, MFA Université du Québec à Montréal
MARK SUSSMAN, PhD New York University

Assistant Professors
NOAH DREW, MFA Temple University
URSULA NEUERBURG-DENZER, PhD Free University of Berlin

For the complete list of faculty members, please consult the Department website.

Location

Sir George Williams Campus
GM Building, Room: 500-01
Tel.: 514-848-2424, ext. 4555/4559
Fax: 514-848-3155
Email: theatre@alcor.concordia.ca
Website: theatre.concordia.ca

Department Objectives

The Theatre Department offers students an opportunity to explore theatre as an art form and instrument for social and personal change.
The Theatre programs provide students with a basic grounding in design, theatre and development, production, performance, and playwriting, and serve as preparation for advanced studies.
The Department welcomes autonomy and personal creativity in its students while encouraging initiative and collaboration.
Reflecting the realities of modern theatre, it also prepares students for self-employment and entrepreneurial roles within national and international milieux.

Programs

Students are responsible for fulfilling their particular degree requirements; hence, the following sequence must be read in conjunction with §81.20.
The superscript indicates credit value.

48 BFA Major in Theatre
24 TDEV 209; DFTT 209; THEA 211, 303, 312, 404; PROD 211; TPER 209
6 Chosen from DFTT 210; TPER 210; TDEV 210
18 Elective credits from the Department of Theatre (including a minimum of three credits at the 400 level)

60 BFA Specialization in Design for the Theatre
27 TDEV 209; DFTT 209; 210; THEA 211, 363, 312, 404; PROD 211; TPER 209
3 Chosen from TPER 210; TDEV 210
THEATRE 2014-15 Concordia University Undergraduate Calendar

9 Chosen from DFTT 311\(^1\), 321\(^1\), 331\(^1\), 498\(^3\)
9 Chosen from DFTT 315\(^1\), 325\(^1\), 326\(^1\), 335\(^1\), 336\(^1\), 337\(^1\), 398\(^1\), 401\(^1\), 402\(^1\)
3 THEA 411\(^3\)
9 Elective credits from the Faculty of Fine Arts*

*Students are advised to select six credits from Studio Art electives.

60 BFA Specialization in Theatre and Development

27 TDEV 209\(^1\), 210\(^2\); DFTT 209\(^3\); THEA 211\(^1\), 303\(^1\), 312\(^1\), 404\(^3\); PROD 211\(^1\); TPER 209\(^3\)
3 Chosen from DFTT 210\(^3\); TPER 210\(^3\)
15 Chosen from TDEV 302\(^1\), 303\(^1\), 311\(^1\), 312\(^1\), 431\(^1\), 432\(^1\), 498\(^3\); DTHY 301\(^1\)
15 Elective credits from the Department of Theatre (including a minimum of three credits at the 400 level)

60 BFA Specialization in Theatre Performance

27 TDEV 209\(^1\); DFTT 209\(^3\); THEA 211\(^1\), 303\(^1\), 312\(^1\), 404\(^3\); PROD 211\(^1\); TPER 209\(^3\), 210\(^3\)
3 Chosen from TDEV 210\(^3\); DFTT 210\(^3\)
15 Chosen from TPER 231\(^1\), 311\(^1\), 312\(^1\), 325\(^1\), 331\(^1\), 333\(^1\), 345\(^1\), 355\(^1\), 398\(^1\), 431\(^1\), 498\(^3\)
12 Elective credits from the Department of Theatre (including a minimum of three credits at the 400 level)

48 BFA Major in Playwriting

24 TDEV 209\(^1\); DFTT 209\(^3\); THEA 211\(^1\), 303\(^1\), 312\(^1\), 404\(^3\); PROD 211\(^1\); TPER 209\(^3\)
6 Chosen from DFTT 210\(^3\); TPER 210\(^3\); TDEV 210\(^3\)
15 THEA 241\(^1\), 341\(^1\), 342\(^1\), 420\(^6\)
3 THEA 411\(^3\)

24 Minor in Theatre

6 Chosen from THEA 303\(^1\), 312\(^1\), 404\(^3\)
6 Chosen from PROD 211\(^1\); THEA 211\(^1\); TPER 201\(^3\)
12 Elective credits from the Department of Theatre

81.120.1 Admission to Programs in Theatre

The Department of Theatre has distinct admissions procedures in addition to the normal admission process of Concordia University. All applicants (except those applying to the Minor in Theatre) are required to submit a letter of intent (approximately 500 words) in which they name specifically to which program they wish to apply: the Major in Theatre, the Specialization in Theatre and Development, the Specialization in Design for the Theatre, the Major in Playwriting or the Specialization in Theatre Performance.

Applicants must arrange their appointments and obtain detailed information regarding interviews, auditions, portfolios, and letters of intent on the Department’s website at: theatre.concordia.ca.

In addition to the interview and letter of intent:

1. Applicants applying to the Specialization in Design for the Theatre must bring to the interview a portfolio including visual material demonstrating their creative abilities and interests.
2. Applicants applying to the Specialization in Theatre and Development are required to audition.
3. Applicants applying to the Specialization in Theatre Performance are required to audition.
4. Applicants applying to the Major in Playwriting must send in a portfolio of writing for the stage before their scheduled interview.
5. Applicants applying to the Major in Theatre may choose to audition or to submit a portfolio of materials demonstrating their creative abilities and interests.

Courses

Theatre:

THEA 211 Script Analysis (3 credits)
Prerequisite: Enrolment in a program of the Department of Theatre or written permission of the Department. A study of systematic approaches commonly used for the analysis of dramatic scripts. Students practise analytical skills on a representative selection of plays, including, when appropriate, those slated for production by the Department.

NOTE: Students who have received credit for THEA 240 may not take this course for credit.

THEA 241 Elements of Playwriting (3 credits)
Prerequisite: Enrolment in a program of the Department of Theatre or written permission of the Department. Study of and practice in creating the elements of a play. Students explore different aspects of the writing process, and are expected to submit work of their own on a regular basis for discussion and workshopping within the group.

THEA 298 Special Topics in Theatre Studies (3 credits)
Prerequisite: Written permission of the Department of Theatre. Topics in theatre which may include genres, periods, individual playwrights, and national theatres.

NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.
THEA 299  **Special Topics in Theatre Studies** (6 credits)
Prerequisite: Written permission of the Department of Theatre. Topics in theatre which may include genres, periods, individual playwrights, and national theatres.

*NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.*

THEA 303  **Theatre History I** (3 credits)
A study of the development of the physical stage and representative theoretical and dramatic works within their social context from pre-history to the 18th century in Europe. Where appropriate, screenings of plays representing the periods under study are shown.

*NOTE A/See §200.3*

THEA 312  **Current Canadian Theatre** (3 credits)
A survey of Canadian theatre in the present day, incorporating a study of notable works, outstanding artists and other figures in the arts world and arts organizations. The course includes an analysis of conditions prevailing on the theatre in various regions of the country and invites students to take stock of their own future in the theatre or elsewhere.

*NOTE: Students who have received credit for THEA 403 may not take this course for credit.*

THEA 316  **Puppetry and Performing Object Workshop** (3 credits)
Prerequisite: 15 credits in Theatre, or written permission of the Department of Theatre. This course introduces students to basic theories, practices, and history of performance with puppets and performing objects. It combines building, basic manipulation, and show-making techniques. Students work on short scenes for performance.

THEA 317  **Stage Management** (3 credits)
Prerequisite: 12 credits in Theatre, or equivalent experience; or written permission of the Department of Theatre. The key role of a stage manager in theatrical production from audition through closing. Topics for consideration include organizational techniques, prompt-book construction and use, scheduling, personnel supervision, and the “running” of a show.

THEA 321  **Theatre Administration I** (3 credits)
An introduction to theatre administration including theatre organization and management, budgeting, box office operation, publicity, and public relations. *NOTE A/See §200.3*

THEA 341  **Playwriting I** (3 credits)
Prerequisite: THEA 241, or enrolment in a program of the Department of Theatre, or written permission of the Department. A seminar in the writing of plays. Students concentrate upon a particular genre, length of play, or other pre-arranged topic, and submit original scripts for discussion, workshopping, and possible presentation.

THEA 342  **Playwriting II** (3 credits)
Prerequisite: THEA 241, or enrolment in a program of the Department of Theatre, or written permission of the Department. A seminar in the writing of plays. Students concentrate upon a particular genre, length of play, or other prearranged topic, and submit original scripts for discussion, workshopping, and possible presentation. The prearranged topic or genre will be different from that offered in Playwriting I in any one year.

THEA 398  **Special Topics in Theatre Studies** (3 credits)
Prerequisite: Written permission of the Department of Theatre. Topics in theatre which may include genres, periods, individual playwrights, and national theatres.

*NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.*

THEA 399  **Special Topics in Theatre Studies** (6 credits)
Prerequisite: Written permission of the Department of Theatre. Topics in theatre which may include genres, periods, individual playwrights, and national theatres.

*NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.*

THEA 404  **Theatre History II** (3 credits)
Prerequisite: THEA 303 or written permission of the Department of Theatre. A study of the development of the physical stage and representative theoretical and dramatic works within their social context in Europe, the United States, and Canada from the 19th century to recent years. Where appropriate, screenings of plays representing the periods and types of works under study are shown.

*NOTE: Students who have received credit for THEA 304 may not take this course for credit.*

THEA 405  **Independent Study I** (3 credits)
Prerequisite: Written permission of the Department of Theatre. Credit granted for independent projects supervised by a faculty member. Students are required to submit a paper based on their investigation. *NOTE C/See §200.3*

THEA 411  **Directing** (3 credits)
Prerequisite: Completion of 24 credits of the Core, including DFTT 210 and TPER 210 or written permission of the Department of Theatre. Examination of and experimentation in staging and production organization. Exercises in visual, structural, and conceptual analysis. *NOTE A/See §200.3*
THEA 415  Independent Study II (3 credits)
Prerequisite: THEA 405 and written permission of the Department of Theatre. A continuation of THEA 405. Students who have taken THEA 405 register for THEA 415 for additional credits.

THEA 420  Playwriting Workshop (6 credits)
Prerequisite: THEA 341, 342, and written permission of the Department of Theatre; or enrolment in the Major in Playwriting. A workshop for playwrights, actors, directors, and scenographers in which original scripts are written and workshopped for possible future production. An outcome of an appropriate dimension is a feature of this course.

THEA 422  Theatre Administration II (3 credits)
Prerequisite: THEA 321 or written permission of the Department of Theatre. A continuation of THEA 321 with additional topics introduced such as financing, contracting, taxation, and touring. NOTE A: See §200.3
NOTE: Students who have received credit for THEA 322 may not take this course for credit.

THEA 498  Special Topics in Theatre Studies (3 credits)
Prerequisite: Written permission of the Department of Theatre. Topics in theatre which may include genres, periods, individual playwrights, and national theatres.
NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.

THEA 499  Special Topics in Theatre Studies (6 credits)
Prerequisite: Written permission of the Department of Theatre. Topics in theatre which may include genres, periods, individual playwrights, and national theatres.
NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.

Design for the Theatre:

DFTT 209  Introduction to Design for the Theatre I (3 credits)
Prerequisite: Permission of the Department of Theatre. An examination of the theatrical design process, including the role of designers in the theatre. Students study and practise the conception, communication, and realization of design ideas in lectures and lab.
NOTE: Students who have received credit for DFTT 250 may not take this course for credit.

DFTT 210  Introduction to Design for the Theatre II (3 credits)
Prerequisite: DFTT 209. A continuation of DFTT 209.
NOTE: Students who have received credit for DFTT 250 may not take this course for credit.

DFTT 298  Special Topics in Design for the Theatre (3 credits)
Prerequisite: Written permission of the Department of Theatre. The study of specialized aspects of theatre design.
NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.

DFTT 299  Special Topics in Design for the Theatre (6 credits)
Prerequisite: Written permission of the Department of Theatre. The study of specialized aspects of theatre design.
NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.

DFTT 305  Independent Study (3 credits)
Prerequisite: Written permission of the Department of Theatre. Credit granted for independent projects in Design for the Theatre supervised by a faculty member.

DFTT 311  Lighting Design (3 credits)
Prerequisite: DFTT 209 and 210 or written permission of the Department of Theatre. Lighting design for the theatre with emphasis on conception, development, and communication of lighting design ideas. Students participating in lectures and studios examine theories, aesthetics, and conventions of stage lighting design. They also carry out projects in lighting design conception.

DFTT 315  Lighting Design Realization (3 credits)
Prerequisite: DFTT 209 and 210 or written permission of the Department of Theatre. Lighting for the stage with emphasis on analysis, development, and execution of lighting design ideas. Students participating in lectures and studios examine lighting as a practical expressive and interpretative media. They carry out projects using stage lighting equipment in an actual theatre space.
NOTE A: See §200.3

DFTT 321  Costume Design (3 credits)
Prerequisite: DFTT 209 and 210 or written permission of the Department of Theatre. Costume design for the theatre with emphasis on imaginative and analytical processes of developing and communicating costuming design ideas. Students, participating in lectures, studios and projects, examine theories, aesthetics, and conventions of stage costume design.

DFTT 325  Costume Design Realization (3 credits)
Prerequisite: DFTT 209 and 210 or written permission of the Department of Theatre. Materials, equipment, techniques, and procedures utilized in the construction of theatre costumes. Emphasis is on patterning, draping, and basic construction methods.
DFTT 326  **Costume Accessories Realization** (3 credits)
Prerequisite: DFTT 209 and 210 or written permission of the Department of Theatre. Costuming for the stage with emphasis on analysis, development, and execution of costume design ideas. Students, participating in lectures and studios, examine materials, equipment, and procedures utilized in the realization of costume accessories. They carry out projects in buckram and frame construction for hats, mask-making, and accessory construction. NOTE: See §200.3

DFTT 331  **Set Design** (3 credits)
Prerequisite: DFTT 209 and 210 or written permission of the Department of Theatre. Set design for the theatre with emphasis on conception, development, and communication of scenic design ideas. Students, participating in lectures and studios, examine theories, aesthetics, and conventions of set design. They also carry out projects in set conception.

DFTT 335  **Set Design Realization** (3 credits)
Prerequisite: DFTT 209 and 210 or written permission of the Department of Theatre. Stage scenery with emphasis on analysis, development, and execution of scenic design ideas. Students, participating in lectures and studios, examine the process of translating scenic designs into actual stage systems. They carry out projects using the equipment and material commonly used in set construction.

DFTT 336  **Stage Properties** (3 credits)
Prerequisite: DFTT 209 and 210 or written permission of the Department of Theatre. Studio work in the design and construction of properties and accessories for theatre production.

DFTT 337  **Scene Painting** (3 credits)
Prerequisite: DFTT 209 and 210 or written permission of the Department of Theatre. Studio work in the materials and technology of painting for the theatre. NOTE: See §200.3

DFTT 398  **Special Topics in Design for the Theatre** (3 credits)
Prerequisite: Written permission of the Department of Theatre. The study of specialized aspects of theatre design. NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.

DFTT 399  **Special Topics in Design for the Theatre** (6 credits)
Prerequisite: Written permission of the Department of Theatre. The study of specialized aspects of theatre design. NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.

DFTT 401  **Designer's Studio I** (3 credits)
Prerequisite: DFTT 209, 210; written permission of the Department of Theatre. Students apply their design knowledge to special projects, which may include portfolio development or the design of Theatre Department productions. NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule. NOTE: Students who have received credit for this topic under a DFTT 498 number may not take this course for credit.

DFTT 402  **Designer's Studio II** (3 credits)
Prerequisite: DFTT 401; written permission of the Department of Theatre. A continuation of DFTT 401. NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule. NOTE: Students who have received credit for this topic under a DFTT 498 number may not take this course for credit.

DFTT 498  **Special Topics in Design for the Theatre** (3 credits)
Prerequisite: Written permission of the Department of Theatre. The study of specialized aspects of theatre design. NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.

DFTT 499  **Special Topics in Design for the Theatre** (6 credits)
Prerequisite: Written permission of the Department of Theatre. The study of specialized aspects of theatre design. NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.

Production:

NOTE: Conditions of access to courses and scheduling:
1. All assignments or roles are given after interview or audition.
2. Before registering for Production courses, students must make sure they are free to attend all rehearsals or crew calls according to the schedules published each session by the Department of Theatre.
3. Students may not register for more than one course in Production during the same term.

PROD 202  **Behind the Scenes** (3 credits)
Students explore the processes of getting a play "on the boards." They trace the production process from the playwright’s creation of a script, through directorial and design conception and the actor’s work in rehearsal and performance, to the critic’s and the audience’s response. Students attend live theatre performances, meet with playwrights, actors, directors, and designers, and examine issues affecting the theatre’s role, its operation, and its survival in Montreal and in society today. NOTE: This course may not be credited towards the requirements for a BFA Specialization or Major in Theatre. NOTE: Students who have received credit for PROD 211 or for this topic under a THEA 498 number may not take this course for credit.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROD 211</td>
<td>Introduction to Theatre Production</td>
<td>3</td>
<td>Enrolment in a program of the Department of Theatre or permission of the Department. A survey of selected operations central to production in the professional theatre.</td>
<td>NOTE: Students who have received credit for THEA 240 may not take this course for credit.</td>
</tr>
<tr>
<td>PROD 298</td>
<td>Special Topics in Theatre Production</td>
<td>3</td>
<td>Written permission of the Department of Theatre. Selected topics in theatre production.</td>
<td>NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.</td>
</tr>
<tr>
<td>PROD 299</td>
<td>Special Topics in Theatre Production</td>
<td>6</td>
<td>Written permission of the Department of Theatre. Selected topics in theatre production.</td>
<td>NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.</td>
</tr>
<tr>
<td>PROD 311</td>
<td>Theatre Production I</td>
<td>3</td>
<td>TDEV 209; DFTT 209; FFAR 250; THEA 211; TPER 209; PROD 211; two of TPER 210, TDEV 210, or DFTT 210; and written permission of the Department of Theatre. Participation in a theatre production prepared under the auspices of the Department of Theatre and presented to an audience. The systematic preparation for the presentation of the work requires the integration of scholarly, imaginative and organizational activities under the supervision of instructors and staff acting either as part of the creative team or as guides and members of an adjudicating panel.</td>
<td></td>
</tr>
<tr>
<td>PROD 312</td>
<td>Theatre Production II</td>
<td>3</td>
<td>PROD 311 and written permission of the Department of Theatre. A continuation of PROD 311 in an intensive format, requiring extensive work of a different type or level of complexity, or demanding a higher degree of proficiency.</td>
<td></td>
</tr>
<tr>
<td>PROD 315</td>
<td>Production A</td>
<td>6</td>
<td>PROD 311 and written permission of the Department of Theatre. A continuation of PROD 311 in an intensive format, requiring extensive work of a different type or level of complexity, or demanding a higher degree of proficiency.</td>
<td></td>
</tr>
<tr>
<td>PROD 398</td>
<td>Special Topics in Theatre Production</td>
<td>3</td>
<td>Written permission of the Department of Theatre. Selected topics in theatre production.</td>
<td>NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.</td>
</tr>
<tr>
<td>PROD 399</td>
<td>Special Topics in Theatre Production</td>
<td>6</td>
<td>Written permission of the Department of Theatre. Selected topics in theatre production.</td>
<td>NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.</td>
</tr>
<tr>
<td>PROD 408</td>
<td>Supervised Internship I</td>
<td>3</td>
<td>24 credits in degree program and written permission of the Department of Theatre. An opportunity for students to obtain credit for work completed for a recognized theatre, or a project under the joint supervision of a qualified professional and a full-time Theatre faculty member.</td>
<td></td>
</tr>
<tr>
<td>PROD 409</td>
<td>Supervised Internship II</td>
<td>3</td>
<td>PROD 408 and written permission of the Department of Theatre. A continuation of PROD 408. Students repeating PROD 408 register for PROD 409 for credit.</td>
<td></td>
</tr>
<tr>
<td>PROD 411</td>
<td>Theatre Production III</td>
<td>3</td>
<td>PROD 311 or 315; FFAR 250; six credits in courses outside the Faculty of Fine Arts and written permission of the Department of Theatre. Advanced assignments in the various areas of theatre.</td>
<td></td>
</tr>
<tr>
<td>PROD 412</td>
<td>Theatre Production IV</td>
<td>3</td>
<td>PROD 411 and written permission of the Department of Theatre. A continuation of PROD 411, with assignments of a different type, degree of complexity, or demanding a higher degree of proficiency.</td>
<td></td>
</tr>
<tr>
<td>PROD 415</td>
<td>Production B</td>
<td>6</td>
<td>PROD 312 or 315 or 411; six credits in courses outside the Faculty of Fine Arts and written permission of the Department of Theatre. Extensive assignments, requiring intensive work in various areas of advanced theatre work.</td>
<td></td>
</tr>
<tr>
<td>PROD 416</td>
<td>Production C</td>
<td>6</td>
<td>48 credits in degree program; PROD 415; six credits in courses outside the Faculty of Fine Arts and written permission of the Department of Theatre. Includes extensive assignments in various areas of advanced theatre work.</td>
<td></td>
</tr>
<tr>
<td>PROD 498</td>
<td>Special Topics in Theatre Production</td>
<td>3</td>
<td>Written permission of the Department of Theatre. Selected topics in theatre production.</td>
<td>NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.</td>
</tr>
<tr>
<td>PROD 499</td>
<td>Special Topics in Theatre Production</td>
<td>6</td>
<td>Written permission of the Department of Theatre. Selected topics in theatre production.</td>
<td>NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.</td>
</tr>
</tbody>
</table>
Theatre and Development:

TDEV 201 **Telling Tales** (3 credits)
The telling of stories and tales. Students tell their own stories and those of other people. They explore individual and collective storytelling and the world’s narrative storytelling. Students work on their feet to create different tales told in different ways.

**NOTE:** Students enrolled in a major or specialization program in the Department of Theatre may not take this course for credit.

**NOTE:** Students who have received credit for this topic under a TDEV 298 number may not take this course for credit.

TDEV 209 **The Artist in Community** (3 credits)
Prerequisite: Enrolment in a program of the Department of Theatre or written permission of the Department of Theatre. This course introduces students to the developmental aspects of the field, including therapeutic and social applications as they relate to personal and group development, and provides students with diverse perspectives on the artist’s role in society. With an emphasis on experiential learning, opportunities are provided for practical work in the creation of original narratives, improvised role plays, and sensory and image work, towards an understanding of students’ entrepreneurial potential in theatre making.

**NOTE:** Students who have received credit for DFHD 209 or DINE 200 may not take this course for credit.

TDEV 210 **The Audience and the Performance Event** (3 credits)
Prerequisite: TDEV 209 or written permission of the Department of Theatre. This course introduces students to theories and practical skills informing a wide range of theatre and development approaches including agit prop, group workshop, collective creation, documentary drama, issue-based theatre, and collaborative community plays. Both theory and practice are examined in the context of the relationship of the performance to its audience. Practical work focuses on collaborative group processes and the exploration of social issues through theatre.

**NOTE:** Students who have received credit for DFHD 210 or DINE 200 may not take this course for credit.

TDEV 298 **Special Topics in Theatre and Development** (3 credits)
Prerequisite: Written permission of the Department of Theatre. The study of specialized aspects of theatre and development.

**NOTE:** Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.

TDEV 299 **Special Topics in Theatre and Development** (6 credits)
Prerequisite: Written permission of the Department of Theatre. The study of specialized aspects of theatre and development.

**NOTE:** Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.

TDEV 302 **Theatre with Diverse Populations** (3 credits)
Prerequisite: TDEV 209 or written permission of the Department of Theatre. Design and preparation of appropriate drama or theatre activities with specific populations. Working as a team, students learn to employ community development principles in planning and implementing a theatre program with a targeted population or community group. Topics include specialized learning and teaching strategies, animation skills, needs assessment, and program evaluation. This course prepares students to carry out independent projects in upper-level courses.

**NOTE:** Students who have received credit for DFHD or DINE 302 may not take this course for credit.

TDEV 303 **Storytelling, Oral Histories, and Identity** (3 credits)
Prerequisite: TDEV 209 or written permission of the Department of Theatre. A course in the study and practice of the narrative tradition, from its roots in the past to today. Stories from the student’s own past and that of other cultures are examined, leading to the creation and crafting of new stories and/or oral histories. Oral processes such as learning, embodying, and giving are examined in the context of audience, desired effect, and ownership. Students also gain a greater understanding of the power of listening: of hearing not only what a story says, but what it can do.

**NOTE:** Students who have received credit for DFHD or DINE 303 may not take this course for credit.

TDEV 311 **Popular Theatre: Theory and Practice** (3 credits)
Prerequisite: TDEV 209 or written permission of the Department of Theatre. An examination of the principles on which popular theatre is based, including objectives, approaches, and evaluation. The course provides an overview of the work of various founders (e.g. Freire, Boal), as well as pertinent theatre companies around the world engaged in social activism and the creation of opportunities for social change. Topics are approached through a mix of academic studies and the practice of specific techniques. Students may also prepare a work of popular theatre.

**NOTE:** Students who have received credit for DFHD 311 or for this topic under a DINE 498 number may not take this course for credit.

TDEV 312 **Theatre with Young People** (3 credits)
Prerequisite: TDEV 209 or written permission of the Department of Theatre. Using both national and international contexts, students look at various approaches to drama and theatre activities in work with children and adolescents, and examine these with reference to differences between performing for and creating with. The course provides an overview of contemporary participatory practices, both within and outside a classroom setting, and looks at these practices in the larger context of theatre for young audiences in Canada. The course has a practical component, and students will have opportunities to learn and implement age-appropriate activities.

**NOTE:** Students who have received credit for DFHD 312, DINE 412, or DINE 413 may take this course for credit.
TDEV 398  **Special Topics in Theatre and Development** (3 credits)
Prerequisite: Written permission of the Department of Theatre. The study of specialized aspects of theatre and development.
NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.

TDEV 399  **Special Topics in Theatre and Development** (6 credits)
Prerequisite: Written permission of the Department of Theatre. The study of specialized aspects of theatre and development.
NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.

TDEV 405  **Independent Study I** (3 credits)
Prerequisite: 48 credits in degree program and written permission of the Department of Theatre. Independent projects in Theatre and Development supervised by a faculty member.
NOTE: Students who have received credit for DFHD 405 may not take this course for credit.

TDEV 415  **Independent Study II** (3 credits)
Prerequisite: 48 credits in degree program and written permission of the Department of Theatre. A continuation of TDEV 405. Independent projects in Theatre and Development supervised by a faculty member.
NOTE: Students who have received credit for DFHD 415 may not take this course for credit.

TDEV 431  **Special Projects in Theatre and Development I** (3 credits)
Prerequisite: TDEV 302 and written permission of the coordinator of Theatre and Development. A lecture/lab in observing, evaluating, planning and implementing drama curricula in various locations such as innercity schools, prisons, homes for the elderly, and women’s shelters. Students engage in wide-ranging and intensive fieldwork in various placements, reporting back to classmates and receiving lectures, feedback and observations on their progress from the instructor of the course.
NOTE: Students who have received credit for DFHD 431 may not take this course for credit.

TDEV 432  **Special Projects in Theatre and Development II** (3 credits)
Prerequisite: TDEV 431 and written permission of the coordinator of Theatre and Development. Continuation of TDEV 431 with a different topic.
NOTE: Students who have received credit for DFHD 432 may not take this course for credit.

TDEV 498  **Special Topics in Theatre and Development** (3 credits)
Prerequisite: Written permission of the Department of Theatre. The study of specialized aspects of theatre and development.
NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.

TDEV 499  **Special Topics in Theatre and Development** (6 credits)
Prerequisite: Written permission of the Department of Theatre. The study of specialized aspects of theatre and development.
NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.

**Theatre Performance:**

TPER 201  **Introduction to Acting I** (3 credits)
Emphasis on developing imagination and physical expression, including basics of improvisation, the playing of intention, and the group ensemble experience working towards presentation.
NOTE: Students enrolled in a major or specialization program in the Department of Theatre may not take this course for credit.

TPER 202  **Introduction to Acting II** (3 credits)
Prerequisite: TPER 201. This course is a continuation of TPER 201 with increased emphasis on language, character, and text.
NOTE: Students enrolled in a major or specialization program in the Department of Theatre may not take this course for credit.
NOTE: Students who have received credit for this topic under a TPER 298 number may not take this course for credit.

TPER 209  **Acting I** (3 credits)
Prerequisite: Enrolment in a program of the Department of Theatre or written permission of the Department of Theatre. An introduction to the basic principles of the acting process. Areas of study include sensory awareness, physical and vocal expression of image and intention, improvisation exercises focusing on the development of the actor’s imagination, concentration, and ensemble playing. The emphasis is upon the process of making connections to images and listening to others in the theatrical space.

TPER 210  **Acting II** (3 credits)
Prerequisite: TPER 209. A continuation of TPER 209 with increased emphasis on language and text. The principles learned in the previous course are applied to dramatic text including text analysis for the actor.

TPER 231  **Theatre Movement I** (3 credits)
Prerequisite: Written permission of the Department of Theatre. Movement for the stage including such areas as centring, relaxation, mime, neutral mask, and studies in rhythm and timing.
NOTE: Students who have received credit for TPER 213 or 313 may not take this course for credit.
TPER 298 Special Topics in Theatre Performance (3 credits)
Prerequisite: Written permission of the Department of Theatre. This course provides opportunities for studies in selected styles or modes of theatre performance.
NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.

TPER 299 Special Topics in Theatre Performance (6 credits)
Prerequisite: Written permission of the Department of Theatre. This course provides opportunities for studies in selected styles or modes of theatre performance.
NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.

TPER 311 Character and Text (3 credits)
Prerequisite: TPER 210. Principles of characterization in various dramatic genre: elements of rhythm, physical and vocal attitude, language, and related improvisation techniques.

TPER 312 Acting Elizabethan Text (3 credits)
Prerequisite: TPER 210. Analysis of Elizabethan text and application of acting principles to the demands of verse forms.

TPER 325 Acting Styles (3 credits)
Prerequisite: TPER 311 or 312. This course focuses on acting styles as they relate to audience-performer relationships in dramatic genre and periods.
NOTE: Students who have received credit for TPER 411 may not take this course for credit.

TPER 331 Theatre Movement II (3 credits)
Prerequisite: TPER 231. Approaching character through the use of mask. The study of movement and voice aspects of character are approached through the use of half-masks. Improvisation skills are further developed.
NOTE: Students who have received credit for TPER 323 may not take this course for credit.

TPER 333 Special Performance Studies I (3 credits)
Prerequisite: TPER 311, 312. The study of special performance techniques such as musical theatre, clown, Commedia dell’Arte, and mime.
NOTE: Students who have received credit for TPER 413 may not take this course for credit.

TPER 345 Voice and Speech I (3 credits)
Prerequisite: TPER 210. An introduction to voice, speech, and singing skills. Vocal production, articulation, phrasing, and language analysis are taught in studio and laboratory sessions.
NOTE: Students who have received credit for TPER 215 may not take this course for credit.

TPER 355 Voice and Speech II (3 credits)
Prerequisite: TPER 345. A continuation of TPER 345 with greater emphasis on shaping patterns of speech, use of language for character development.
NOTE: Students who have received credit for TPER 315 may not take this course for credit.

TPER 398 Special Topics in Theatre Performance (3 credits)
Prerequisite: Written permission of the Department of Theatre. This course provides opportunities for studies in selected styles or modes of theatre performance.
NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.

TPER 399 Special Topics in Theatre Performance (6 credits)
Prerequisite: Written permission of the Department of Theatre. This course provides opportunities for studies in selected styles or modes of theatre performance.
NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.

TPER 431 Theatre Movement III (3 credits)
Prerequisite: TPER 331. Specialized movement techniques that may include such topics as Alexander, Feldenkrais, Laban, acrobatics and stage combat.

TPER 498 Special Topics in Theatre Performance (3 credits)
Prerequisite: Written permission of the Department of Theatre. This course provides opportunities for studies in selected styles or modes of theatre performance.
NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.

TPER 499 Special Topics in Theatre Performance (6 credits)
Prerequisite: Written permission of the Department of Theatre. This course provides opportunities for studies in selected styles or modes of theatre performance.
NOTE: Specific topics, and additional prerequisites if required, will be stated in the Undergraduate Class Schedule.
100.10 Librarians

100.20 Retired Full-Time Faculty
The following information was updated as of October 1, 2013.

BARON, Adam, MLIS McGill University; Bibliographic Access Librarian (Webster)
BEAUDRY, Guylaine, PhD École Pratique des Hautes Études; Interim University Librarian
BOBER, Christopher, MLIS McGill University; Reference/Selection Librarian (Webster)
BOTTER, Kathleen, MLIS University of Western Ontario; Systems Librarian (Webster)
BREIER, Susie, MLIS McGill University; Reference/Subject Librarian (Webster)
CARSON, Pamela, MLIS McGill University; Web Services Librarian (Webster)
CHARBONNEAU, Olivier, MLIS Université de Montréal; Reference/Subject Librarian (Webster)
COUGHLAN, Rosarie, MA Librarianship University of Sheffield; Information Literacy Librarian (Webster)
DENNIE, Danielle, MSc Institut Armand-Frappier; Reference/Subject Librarian (Webster)
DUY, Joanna, MSc Acadia University; MLIS University of Western Ontario; Head, Access Services (Vanier)
EDWARDS, Jean-Marc, MLIS McGill University; Associate University Librarian, Information Systems and Technology
GAMACHE, Éthel, MLIS Université de Montréal; Reference and Subject Librarian (Webster)
GRAZIANO, Vince, MA York University; MLIS McGill University; Geospatial and Data Systems Librarian (Webster)
GUINDON, Alex, MA Université du Québec à Montréal, MLIS Université de Montréal; Reference/Subject Librarian (Webster)
HALL, Katharine, MLIS University of Western Ontario; Reference and Subject Librarian (Vanier)
HARLAND, Andréa, MLIS McGill University; MA Queen’s University; Head, Interlibrary Loans (Webster)
HOLT, Cynthia, GSLIS University of Western Ontario; Associate University Librarian, Collection Services (Webster)
HUHN, Kirsten, MLIS McGill University; Head, Electronic Resources and Receiving (Webster)
JENSEN, Karen, MLIS McGill University; Head, Bibliographic Access (Webster)
JOHAL, Rajiv, MLIS McGill University; Interim Head, Information Services (Webster)
KAPA, Dubravka, MSc University of Belgrade, MLIS McGill University; Director, Vanier Library
LAKE, Michelle, MLIS University of Western Ontario; Reference and Subject Librarian, Government Publications (Webster)
LITTLE, Geoffrey, MLIS University of Toronto; Collections Librarian (Webster)
MASSICOTTE, Mia, MLIS McGill University; Systems Librarian (Webster)
NEUGEBAUER, Tomasz, MLIS McGill University; Digital Projects and Systems Development Librarian (Webster)
POULIN, Sonia, MLIS McGill University; Reference/Selection Librarian (Vanier)
REINHART, Melinda, MLIS McGill University; Reference/Selection Librarian (Webster)
THIRLWALL, David, MLS University of Western Ontario; Associate University Librarian, Personnel and Communications
VÉZINA, Kumiko, PhD (doctoral conjointe) Université du Québec à Montréal/Université de Montréal/Concordia University, Electronic Resources Coordinator (Webster)
VILENO, Luigina, MLIS McGill University; Reference/Selection Librarian (Vanier)
WIERCINSKI, Jared, MLIS McGill University; Digital Services/Outreach Librarian (Webster)
The following information was updated as of October 1, 2013.

2013 Retirements

AMANTEA, Gisele, MFA University of Puget Sound; Studio Arts
BODE, Frederick, PhD Yale University; History
ELHAKEEM, Ahmed K., PhD Southern Methodist University, PEng; Electrical and Computer Engineering
HICKEY, Donal, PhD Harvard University; Biology
HUTTER, Horst, PhD Stanford University; Political Science
LITNER, Bluma, PhD University of Toronto; Applied Human Sciences
MARCOTTE, Claude, PhD Université du Québec à Montréal; Management
O'BRIEN, Kat, MFA University of Alabama; Design and Computation Arts
RADHAKRISHNAN, Thiruvengadam, PhD Indian Institute of Technology, Kanpur, PEng; Computer Science and Software Engineering
THAINE, Francisco, PhD Instituto Nacional de Matemática Pura e Aplicada, Brazil; Mathematics and Statistics

2012 Retirements

ALKASS, Sabah Toma, PhD Loughborough University of Technology, PEng; Provost’s Distinction; Building, Civil and Environmental Engineering
AL-KHALILI, Asim J., PhD University of Strathclyde, PEng; Electrical and Computer Engineering
COLLARD, Chantal, PhD Université de Paris; Sociology and Anthropology
FALSETTO, Mario, PhD New York University; Cinema
FORD, David, PhD Ohio State University; Computer Science and Software Engineering
HAZELTON, Hugh, PhD Université de Sherbrooke; Classics, Modern Languages and Linguistics (Spanish)
HETHERINGTON, Anne, PhD Concordia University; Education
LAM, Clement, PhD California Institute of Technology; Computer Science and Software Engineering
LE BRUN-BOUGUINIC, Claire, PhD Université de Montréal; Études françaises
MA, Shiping, PhD University of Washington; Exercise Science
OPATRNY, Jaroslav, PhD University of Waterloo; Computer Science and Software Engineering
REIMER, William C., PhD University of British Columbia; Sociology and Anthropology
RUKMANI, T.S., PhD DLitt University of Delhi; Religion
SHRAGGE, Eric, PhD University of Kent; School of Community and Public Affairs
WEBER, Sandra, PhD University of Alberta; Education
ZUCKER, Carole, PhD New York University; Cinema

2011 Retirements

ANASTASIU, Stefan, MFA Fine Arts Academy of Bucharest; Cinema
BARON, Lois J., PhD University of Toronto; Education
BELISLE, Jean, PhD Université de Paris IV; Art History
DANDURAND, Louise, PhD University of Toronto; History
DESPLAND, Michel, ThM ThD Harvard University; Provost’s Distinction; Religion
ELLIAS, Roddy, MMus Université de Montréal; Music
GIFFORD, Robert, MA Cornell University; Art History
GUY, Richard William, PhD University of Liverpool, PEng; Building, Civil and Environmental Engineering
JACOBS, Ellen, ME Tufts University; Education
JANS, James E., PhD McMaster University; Psychology
KOLAK DUKEK, Cheryl, MFA Columbia University, DA New York University; Studio Arts
LANGDON, Paul, PhD McGill University; Art Education
PUSHKAR, Dolores, PhD University of Saskatchewan; Psychology
TAYLOR, William, PhD Université de Montréal; Management
WOODSIDE, Barbara, PhD McMaster University; Psychology
ZEMAN, Vladimir, PhD Charles University; Philosophy
2010 Retirements

ABOU-ZEID, El Sayed, PhD Alexandria University; Decision Sciences and Management Information Systems
BARAN, Boris, MSc Wayne State University; Decision Sciences and Management Information Systems
BRAZINSKIS, Erika, MLS McGill University; Head, Bibliographic Access
FAMIRA, Helmut F., PhD McGill University; Classics, Modern Languages and Linguistics (German)
GOUANVIC, Jean-Marc, PhD McGill University; Études françaises
HELMS, Nancy, MA University of California, Davis; Theatre
HOMZY, Andrew, MMA McGill University; Music
KROL, Wolfgang, MFA Concordia University; Studio Arts
Li, Hon Fung, PhD University of California, Berkeley; Computer Science and Software Engineering
McKAY, John, PhD University of Edinburgh, Provost's Distinction; Mathematics and Statistics; Computer Science and Software Engineering
MURPHY, Dennis, PhD University of California, Santa Barbara; Communication Studies
PAIKOWSKY, Sandra, MA University of Toronto; Art History
QUESNEL, Louise, MSc Université du Québec à Trois-Rivières, ing.; Centre for Engineering in Society
TANGUAY, Denise, MA Concordia University; Creative Arts Therapies
THORNTON, Patricia A., PhD University of Aberdeen; Geography, Planning and Environment

2009 Retirements

ALBERT, Paul J., PhD University of New Brunswick; Biology
BYERS, William P., PhD University of California, Berkeley; Mathematics and Statistics
CHABOT, Thérèse, MFA Louisiana State University; Studio Arts
DOYLE, Anna-Beth, PhD Stanford University; Psychology
HERRINGTON, Muriel B., PhD McMaster University; Biology
HILLEL, Joel, PhD University of British Columbia; Mathematics and Statistics
McGUIRE, Jean, PhD Cornell University; Management
MULLEN, Cathy, PhD Pennsylvania State University; Art Education
NEWMAN, Elaine B., PhD Radcliffe College; Biology
O'CONNELL, Thomas, MBA Concordia University; Management
O'CONNOR, Dennis, PhD St. Louis University; Philosophy
PRUSKA-CARROLL, Marika, PhD New York University; Political Science
SINGER, Martin, PhD University of Michigan; History
WAGNER, Marie-France, PhD Université de Montréal; Études françaises
WIDDEN, Paul, PhD University of Calgary; Biology
Equivalents Index

Section 200
Curriculum changes in the Faculty will affect some of the entries in the following list. Students should consult with their program advisor if they already have credits for a course which may be equivalent to another.

Students who have taken a given course under an old number may not repeat it for credit under an equivalent number.

NOTE: The use of “C” in the course prefix is discontinued. Unless otherwise indicated, a course previously prefixed with a C is equivalent to the identically numbered one without the C prefix.

NOTE: For old course numbers used prior to 1980-81, see Undergraduate Calendar 1984-85, or consult a program advisor.

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>202 .......... C211</td>
<td>355 ....... APSS 455</td>
<td></td>
<td></td>
</tr>
<tr>
<td>303 .......... C362</td>
<td>360 ....... LESR 360</td>
<td></td>
<td></td>
</tr>
<tr>
<td>304 .......... C69</td>
<td>361 ....... LESR 361</td>
<td></td>
<td></td>
</tr>
<tr>
<td>311 .......... 368</td>
<td>371 ....... LESR 371  LESR C250  LIES C342</td>
<td></td>
<td></td>
</tr>
<tr>
<td>370 .......... C69</td>
<td>380 } APSS 490</td>
<td></td>
<td></td>
</tr>
<tr>
<td>401 .......... C469</td>
<td>381 ....... LESR 381</td>
<td></td>
<td></td>
</tr>
<tr>
<td>402 .......... C469</td>
<td>383 ....... LESR 481</td>
<td></td>
<td></td>
</tr>
<tr>
<td>421 .......... 426</td>
<td>384 ....... LESR 401</td>
<td></td>
<td></td>
</tr>
<tr>
<td>422 .......... 426</td>
<td>421 ....... LESR 420</td>
<td></td>
<td></td>
</tr>
<tr>
<td>424 .......... 422</td>
<td>422 ....... LESR 399A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>430 .......... 498E</td>
<td>423 } LSR 420  APSS 420  APSS C421</td>
<td></td>
<td></td>
</tr>
<tr>
<td>495 .......... C499</td>
<td>425 } LSR 427  LEIS C426</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Human Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>220 } APSS 313 ...... APSS 413</td>
<td>431 ....... LSR 431 .... LEIS C430</td>
<td></td>
<td></td>
</tr>
<tr>
<td>314 } APSS 463</td>
<td>432 ....... LSR 432</td>
<td></td>
<td></td>
</tr>
<tr>
<td>316 } APSS 419</td>
<td>437 } LSR 436 .... LEIS 464 .... LEIS C464</td>
<td></td>
<td></td>
</tr>
<tr>
<td>319 } APSS 419</td>
<td>438 } LSR 440 .... APSS 440 .... APSS C441</td>
<td></td>
<td></td>
</tr>
<tr>
<td>255 ....... APSS 415</td>
<td>439 } LSR 450 .... LSR 480</td>
<td></td>
<td></td>
</tr>
<tr>
<td>230 } APSS 240 } APSS C355 APSS C356</td>
<td>444 } LSR 336</td>
<td></td>
<td></td>
</tr>
<tr>
<td>232 } APSS 419</td>
<td>449 } APSS 460</td>
<td></td>
<td></td>
</tr>
<tr>
<td>241 ....... LSR 241 .... LEIS C241</td>
<td>458 } LSR 485</td>
<td></td>
<td></td>
</tr>
<tr>
<td>260 ....... LSR 261 .... LSR 250 .... LEIS C250</td>
<td>490 } LSR 490 .... LEIS C490</td>
<td></td>
<td></td>
</tr>
<tr>
<td>270 ....... APSS 250</td>
<td>491 } LSR 491 .... LEIS C491</td>
<td></td>
<td></td>
</tr>
<tr>
<td>281 ....... LSR 281 .... LSR 393 .... LEIS C393</td>
<td>Biology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>310 ....... LSR 210, 211</td>
<td>202 .......... 201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>311 ....... 245 .... APSS 399E</td>
<td>210 .......... C205</td>
<td></td>
<td></td>
</tr>
<tr>
<td>312 ....... 253 .... APSS 353 .... APSS 453</td>
<td>225 ....... 298D OR 230</td>
<td></td>
<td></td>
</tr>
<tr>
<td>313 ....... 254 .... APSS 354 .... APSS 454</td>
<td>240</td>
<td></td>
<td></td>
</tr>
<tr>
<td>315 ....... 256 .... APSS 356 .... APSS 456</td>
<td>250</td>
<td></td>
<td></td>
</tr>
<tr>
<td>323 ....... LSR 398N</td>
<td>226 ....... 298E OR 270</td>
<td></td>
<td></td>
</tr>
<tr>
<td>330 ....... APSS 331 ...... APSS 431</td>
<td>230</td>
<td></td>
<td></td>
</tr>
<tr>
<td>333 ....... LSR 398O</td>
<td>240</td>
<td></td>
<td></td>
</tr>
<tr>
<td>340 ....... LSR 340</td>
<td>270</td>
<td></td>
<td></td>
</tr>
<tr>
<td>350 ....... LSR 350</td>
<td>266 ....... 298C OR 365</td>
<td></td>
<td></td>
</tr>
<tr>
<td>351 ....... APSS 450 } APSS 451 APSS 452</td>
<td>321 ....... 359</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Course Old Numbers and Equivalents

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>330</td>
<td>387</td>
</tr>
<tr>
<td>334</td>
<td>C237</td>
</tr>
<tr>
<td>337</td>
<td>C238 OR 234 OR 235 OR 398G</td>
</tr>
<tr>
<td>341</td>
<td>346</td>
</tr>
<tr>
<td>344</td>
<td>246</td>
</tr>
<tr>
<td>350</td>
<td>398A</td>
</tr>
<tr>
<td>351</td>
<td>454</td>
</tr>
<tr>
<td>354</td>
<td>358, 453</td>
</tr>
<tr>
<td>366</td>
<td>463</td>
</tr>
<tr>
<td>367</td>
<td>262 OR 398B</td>
</tr>
<tr>
<td>382</td>
<td>383</td>
</tr>
<tr>
<td>383 OR 384</td>
<td>PSYC 358</td>
</tr>
<tr>
<td>385</td>
<td>232</td>
</tr>
<tr>
<td>433</td>
<td>332</td>
</tr>
<tr>
<td>435</td>
<td>336</td>
</tr>
<tr>
<td>437</td>
<td>338</td>
</tr>
<tr>
<td>442</td>
<td>498</td>
</tr>
<tr>
<td>443 OR 498X</td>
<td></td>
</tr>
<tr>
<td>451 OR 452</td>
<td>352 OR 498J</td>
</tr>
<tr>
<td>453 OR 459</td>
<td>356 OR 458 OR 431</td>
</tr>
<tr>
<td>463 OR 466</td>
<td>CHEM 479</td>
</tr>
<tr>
<td>468 OR 471</td>
<td>498 OR 498V</td>
</tr>
<tr>
<td>463 OR 468</td>
<td>384 OR 333</td>
</tr>
</tbody>
</table>

### Canadian Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>220</td>
<td>INTE C220*</td>
</tr>
<tr>
<td>320</td>
<td>INTE C320*</td>
</tr>
<tr>
<td>321</td>
<td>INTE C321*</td>
</tr>
<tr>
<td>421 OR 422</td>
<td>INTE C421* OR C422*</td>
</tr>
</tbody>
</table>

* Prior to 1990-91

### Chemistry and Biochemistry

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>217</td>
<td>211</td>
</tr>
<tr>
<td>218</td>
<td>232</td>
</tr>
<tr>
<td>232</td>
<td>332</td>
</tr>
<tr>
<td>233</td>
<td>334</td>
</tr>
<tr>
<td>234 OR 235</td>
<td>332</td>
</tr>
<tr>
<td>237 OR 271</td>
<td>232</td>
</tr>
<tr>
<td>271 OR 298B</td>
<td>232</td>
</tr>
<tr>
<td>298A OR 331</td>
<td>232</td>
</tr>
<tr>
<td>298B OR 331</td>
<td>232</td>
</tr>
<tr>
<td>298C OR 331</td>
<td>232</td>
</tr>
<tr>
<td>304 OR 374</td>
<td>C372 OR C373</td>
</tr>
<tr>
<td>374 OR 375</td>
<td>C372 OR C373</td>
</tr>
<tr>
<td>312 OR 304</td>
<td>C310 OR C315</td>
</tr>
<tr>
<td>304 OR 312</td>
<td>C310 OR C314</td>
</tr>
<tr>
<td>312 OR 315</td>
<td>C315 OR C319</td>
</tr>
</tbody>
</table>

### Classics

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>230</td>
<td>HIST 219</td>
</tr>
<tr>
<td>240</td>
<td>HIST 223</td>
</tr>
<tr>
<td>242</td>
<td>HIST 225</td>
</tr>
<tr>
<td>266 OR 267</td>
<td>C264 ... HIST C227</td>
</tr>
<tr>
<td>324 OR 325</td>
<td>C224 OR C225</td>
</tr>
<tr>
<td>326 OR 327</td>
<td>C320 ... CLAS C220</td>
</tr>
<tr>
<td>341 OR 343</td>
<td>241 ... HIST 323 ... HIST 224</td>
</tr>
<tr>
<td>354 OR 355</td>
<td>254</td>
</tr>
</tbody>
</table>

### Communication Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>225</td>
<td>326</td>
</tr>
<tr>
<td>274 OR 276</td>
<td>256</td>
</tr>
<tr>
<td>276 OR 278</td>
<td>256</td>
</tr>
<tr>
<td>284 OR 307</td>
<td>280</td>
</tr>
<tr>
<td>307 OR 309</td>
<td>305</td>
</tr>
<tr>
<td>309 OR 319</td>
<td>306</td>
</tr>
<tr>
<td>319 OR 320</td>
<td>398M</td>
</tr>
<tr>
<td>320 OR 321</td>
<td>C205</td>
</tr>
<tr>
<td>321 OR 322</td>
<td>C205</td>
</tr>
<tr>
<td>Course</td>
<td>Old Numbers and Equivalents</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>322</td>
<td>C304</td>
</tr>
<tr>
<td>323</td>
<td></td>
</tr>
<tr>
<td>324</td>
<td>255</td>
</tr>
<tr>
<td>JOUR</td>
<td>COMS</td>
</tr>
<tr>
<td>343</td>
<td>C343</td>
</tr>
<tr>
<td>352</td>
<td>C467</td>
</tr>
<tr>
<td>354</td>
<td>398I</td>
</tr>
<tr>
<td>365</td>
<td>398F</td>
</tr>
<tr>
<td>366</td>
<td>C363</td>
</tr>
<tr>
<td>367</td>
<td></td>
</tr>
<tr>
<td>370</td>
<td>470</td>
</tr>
<tr>
<td>371</td>
<td>471</td>
</tr>
<tr>
<td>374</td>
<td>399T</td>
</tr>
<tr>
<td>376</td>
<td>378</td>
</tr>
<tr>
<td>383</td>
<td>381</td>
</tr>
<tr>
<td>385</td>
<td>387</td>
</tr>
<tr>
<td>407</td>
<td></td>
</tr>
<tr>
<td>419</td>
<td>364</td>
</tr>
<tr>
<td>423</td>
<td>444</td>
</tr>
<tr>
<td>424</td>
<td>396Z</td>
</tr>
<tr>
<td>JOUR</td>
<td>COMS</td>
</tr>
<tr>
<td>446</td>
<td>C446</td>
</tr>
<tr>
<td>453</td>
<td>498M</td>
</tr>
<tr>
<td>460</td>
<td></td>
</tr>
<tr>
<td>461</td>
<td>C465</td>
</tr>
<tr>
<td>464</td>
<td>498R</td>
</tr>
<tr>
<td>468</td>
<td>C466</td>
</tr>
<tr>
<td>470</td>
<td>C468</td>
</tr>
<tr>
<td>471</td>
<td></td>
</tr>
<tr>
<td>472</td>
<td>398S</td>
</tr>
<tr>
<td>473</td>
<td>469</td>
</tr>
<tr>
<td>474</td>
<td>490</td>
</tr>
<tr>
<td>476</td>
<td>478</td>
</tr>
<tr>
<td>483</td>
<td>481</td>
</tr>
<tr>
<td>485</td>
<td>487</td>
</tr>
<tr>
<td>496</td>
<td></td>
</tr>
<tr>
<td>497</td>
<td>C495</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
</tr>
<tr>
<td>221</td>
<td></td>
</tr>
<tr>
<td></td>
<td>See §200.7</td>
</tr>
<tr>
<td>222</td>
<td></td>
</tr>
<tr>
<td></td>
<td>See §200.7</td>
</tr>
<tr>
<td>251</td>
<td>250</td>
</tr>
<tr>
<td>252</td>
<td></td>
</tr>
<tr>
<td>318</td>
<td>316</td>
</tr>
<tr>
<td>319</td>
<td>317</td>
</tr>
<tr>
<td>324</td>
<td>323</td>
</tr>
<tr>
<td>325</td>
<td>MAST 234, MATH 251, MATH 282</td>
</tr>
<tr>
<td>326</td>
<td>MAST 235, MATH 252, MATH 283</td>
</tr>
<tr>
<td>350</td>
<td>351</td>
</tr>
<tr>
<td>393</td>
<td></td>
</tr>
<tr>
<td></td>
<td>398B</td>
</tr>
<tr>
<td></td>
<td>398C</td>
</tr>
<tr>
<td>409</td>
<td>408 ... C415</td>
</tr>
<tr>
<td>410</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>414</td>
<td></td>
</tr>
<tr>
<td>428</td>
<td>DESC 416</td>
</tr>
<tr>
<td>482</td>
<td>383</td>
</tr>
<tr>
<td></td>
<td>498D</td>
</tr>
</tbody>
</table>

**Education**

**Adult Education (previously Andragogy)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>201</td>
<td></td>
</tr>
<tr>
<td>202</td>
<td>C200</td>
</tr>
<tr>
<td>302</td>
<td>370</td>
</tr>
<tr>
<td>333</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C330</td>
</tr>
<tr>
<td></td>
<td>C331</td>
</tr>
<tr>
<td>345</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C341</td>
</tr>
<tr>
<td></td>
<td>C343</td>
</tr>
<tr>
<td>345</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C343</td>
</tr>
<tr>
<td>403</td>
<td>498X</td>
</tr>
<tr>
<td>496</td>
<td></td>
</tr>
<tr>
<td>497</td>
<td>495</td>
</tr>
</tbody>
</table>

**Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>241</td>
<td></td>
</tr>
<tr>
<td>440</td>
<td>C441</td>
</tr>
<tr>
<td>264</td>
<td>C392</td>
</tr>
<tr>
<td>295</td>
<td>271</td>
</tr>
<tr>
<td>296</td>
<td>272</td>
</tr>
<tr>
<td>297</td>
<td></td>
</tr>
<tr>
<td></td>
<td>373</td>
</tr>
<tr>
<td></td>
<td>375</td>
</tr>
<tr>
<td>371</td>
<td>C370</td>
</tr>
<tr>
<td>373</td>
<td>C270</td>
</tr>
<tr>
<td>381</td>
<td>386</td>
</tr>
<tr>
<td>387</td>
<td>C381</td>
</tr>
<tr>
<td>395</td>
<td></td>
</tr>
<tr>
<td></td>
<td>473</td>
</tr>
<tr>
<td>396</td>
<td>474</td>
</tr>
<tr>
<td>494</td>
<td></td>
</tr>
<tr>
<td>422</td>
<td>C421</td>
</tr>
<tr>
<td>423</td>
<td></td>
</tr>
<tr>
<td>428</td>
<td>C430</td>
</tr>
<tr>
<td>429</td>
<td></td>
</tr>
<tr>
<td>473</td>
<td>C470</td>
</tr>
<tr>
<td>474</td>
<td></td>
</tr>
<tr>
<td>490</td>
<td>C497</td>
</tr>
<tr>
<td>491</td>
<td>C498</td>
</tr>
<tr>
<td>495</td>
<td>475 ... C472</td>
</tr>
<tr>
<td>496</td>
<td>476</td>
</tr>
</tbody>
</table>

**English**

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>207</td>
<td>209</td>
</tr>
<tr>
<td>212</td>
<td>211</td>
</tr>
<tr>
<td>213</td>
<td></td>
</tr>
<tr>
<td>230</td>
<td>256</td>
</tr>
<tr>
<td>Course</td>
<td>Old Numbers and Equivalents</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>231</td>
<td>262</td>
</tr>
<tr>
<td>233</td>
<td>271</td>
</tr>
<tr>
<td>234</td>
<td>275</td>
</tr>
<tr>
<td>235</td>
<td>280</td>
</tr>
<tr>
<td>235</td>
<td>235N</td>
</tr>
<tr>
<td>237</td>
<td>242</td>
</tr>
<tr>
<td>238</td>
<td></td>
</tr>
<tr>
<td>243</td>
<td>283</td>
</tr>
<tr>
<td>245</td>
<td>385</td>
</tr>
<tr>
<td>246</td>
<td>395</td>
</tr>
<tr>
<td>246</td>
<td>246N</td>
</tr>
<tr>
<td>247</td>
<td>260</td>
</tr>
<tr>
<td>249</td>
<td></td>
</tr>
<tr>
<td>260</td>
<td>264, 265, 266</td>
</tr>
<tr>
<td>261</td>
<td>270 257</td>
</tr>
<tr>
<td>262</td>
<td>272 258</td>
</tr>
<tr>
<td>302</td>
<td>393</td>
</tr>
<tr>
<td>303</td>
<td>289 248</td>
</tr>
<tr>
<td>304</td>
<td>312 310</td>
</tr>
<tr>
<td>308</td>
<td>C298</td>
</tr>
<tr>
<td>310</td>
<td>317</td>
</tr>
<tr>
<td>311</td>
<td>302, 307</td>
</tr>
<tr>
<td>311</td>
<td>311N</td>
</tr>
<tr>
<td>313</td>
<td>310, 312</td>
</tr>
<tr>
<td>314</td>
<td></td>
</tr>
<tr>
<td>318</td>
<td>318N</td>
</tr>
<tr>
<td>319</td>
<td>328</td>
</tr>
<tr>
<td>321</td>
<td>333</td>
</tr>
<tr>
<td>322</td>
<td>335</td>
</tr>
<tr>
<td>323</td>
<td>334</td>
</tr>
<tr>
<td>325</td>
<td>338</td>
</tr>
<tr>
<td>330</td>
<td>342</td>
</tr>
<tr>
<td>331</td>
<td>381 251</td>
</tr>
<tr>
<td>336</td>
<td>352</td>
</tr>
<tr>
<td>337</td>
<td>356 286</td>
</tr>
<tr>
<td>340</td>
<td>279 306</td>
</tr>
<tr>
<td>341</td>
<td>307 C297</td>
</tr>
<tr>
<td>345</td>
<td>392</td>
</tr>
<tr>
<td>346</td>
<td>305</td>
</tr>
<tr>
<td>349</td>
<td>390</td>
</tr>
<tr>
<td>350</td>
<td>459</td>
</tr>
<tr>
<td>351</td>
<td>382 248</td>
</tr>
<tr>
<td>355</td>
<td>C354</td>
</tr>
<tr>
<td>358</td>
<td>288</td>
</tr>
<tr>
<td>360</td>
<td>285 300</td>
</tr>
<tr>
<td>365</td>
<td>309 319</td>
</tr>
<tr>
<td>370</td>
<td>287 290</td>
</tr>
<tr>
<td>374</td>
<td>370 C376, C377</td>
</tr>
<tr>
<td>376</td>
<td>371</td>
</tr>
<tr>
<td>377</td>
<td>372</td>
</tr>
<tr>
<td>378</td>
<td>375</td>
</tr>
<tr>
<td>379</td>
<td>379N</td>
</tr>
<tr>
<td>382</td>
<td></td>
</tr>
<tr>
<td>386</td>
<td>288</td>
</tr>
<tr>
<td>390</td>
<td>390N</td>
</tr>
<tr>
<td>391</td>
<td>388</td>
</tr>
<tr>
<td>393</td>
<td>445</td>
</tr>
<tr>
<td>444</td>
<td></td>
</tr>
<tr>
<td>394</td>
<td>389</td>
</tr>
<tr>
<td>394</td>
<td>394N</td>
</tr>
<tr>
<td>395</td>
<td>395N</td>
</tr>
<tr>
<td>452</td>
<td>293</td>
</tr>
<tr>
<td>471</td>
<td>478</td>
</tr>
<tr>
<td>472</td>
<td>479</td>
</tr>
<tr>
<td>473</td>
<td>480</td>
</tr>
<tr>
<td>474</td>
<td>481</td>
</tr>
<tr>
<td>480</td>
<td>471</td>
</tr>
</tbody>
</table>

**English as a Second Language**

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>209</td>
<td>C201</td>
</tr>
<tr>
<td>210</td>
<td></td>
</tr>
</tbody>
</table>

**Études françaises**

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLIT 220</td>
<td>FRAN 220</td>
</tr>
<tr>
<td>FLIT 230</td>
<td>FRAN 270</td>
</tr>
<tr>
<td>FLIT 240</td>
<td>FRAN 271</td>
</tr>
<tr>
<td>FLIT 298</td>
<td>FRAN 298</td>
</tr>
<tr>
<td>FLIT 300</td>
<td>FRAN 321</td>
</tr>
<tr>
<td>FLIT 302</td>
<td>FRAN 322</td>
</tr>
<tr>
<td>FLIT 303</td>
<td>FRAN 252</td>
</tr>
<tr>
<td>FLIT 305</td>
<td>FRAN 253</td>
</tr>
<tr>
<td>FLIT 308</td>
<td>FRAN 364</td>
</tr>
<tr>
<td>FLIT 310</td>
<td>FRAN 420</td>
</tr>
<tr>
<td>FLIT 312</td>
<td>FRAN 425</td>
</tr>
<tr>
<td>FLIT 314</td>
<td>FRAN 429</td>
</tr>
<tr>
<td>FLIT 316</td>
<td>FRAN 432</td>
</tr>
<tr>
<td>FLIT 318</td>
<td>FRAN 440</td>
</tr>
<tr>
<td>FLIT 320</td>
<td>FRAN 446</td>
</tr>
<tr>
<td>FLIT 341</td>
<td>FRAN 352</td>
</tr>
<tr>
<td>FLIT 343</td>
<td>FRAN 353</td>
</tr>
<tr>
<td>FLIT 349</td>
<td>FRAN 358</td>
</tr>
<tr>
<td>FLIT 351</td>
<td>FLIT 345, 347, 356</td>
</tr>
<tr>
<td>FLIT 360</td>
<td>FRAN 357</td>
</tr>
<tr>
<td>FLIT 362</td>
<td>FRAN 360</td>
</tr>
<tr>
<td>FLIT 364</td>
<td>FRAN 256</td>
</tr>
<tr>
<td>FLIT 367</td>
<td>FRAN 257</td>
</tr>
<tr>
<td>FLIT 370</td>
<td>FRAN 370</td>
</tr>
<tr>
<td>FLIT 372</td>
<td>FRAN 371</td>
</tr>
<tr>
<td>FLIT 374</td>
<td>FRAN 372</td>
</tr>
<tr>
<td>FLIT 382</td>
<td>FRAN 373</td>
</tr>
<tr>
<td>FLIT 410</td>
<td>FRAN 421</td>
</tr>
<tr>
<td>FLIT 412</td>
<td>FRAN 426</td>
</tr>
<tr>
<td>FLIT 414</td>
<td>FRAN 431</td>
</tr>
<tr>
<td>FLIT 416</td>
<td>FRAN 435</td>
</tr>
<tr>
<td>FLIT 418</td>
<td>FRAN 438</td>
</tr>
<tr>
<td>FLIT 420</td>
<td>FRAN 439</td>
</tr>
<tr>
<td>FLIT 424</td>
<td>FRAN 441</td>
</tr>
<tr>
<td>FLIT 443</td>
<td>FRAN 454</td>
</tr>
<tr>
<td>FLIT 446</td>
<td>FRAN 453</td>
</tr>
<tr>
<td>Course</td>
<td>Old Numbers and Equivalents</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>FLIT 447</td>
<td>FRAN 460</td>
</tr>
<tr>
<td>FLIT 449</td>
<td>FRAN 455</td>
</tr>
<tr>
<td>FLIT 450</td>
<td>FRAN 454</td>
</tr>
<tr>
<td>FLIT 451</td>
<td>FLIT 441</td>
</tr>
<tr>
<td>FLIT 460</td>
<td>FRAN 462</td>
</tr>
<tr>
<td>FLIT 462</td>
<td>FRAN 463</td>
</tr>
<tr>
<td>FLIT 471</td>
<td>FRAN 451</td>
</tr>
<tr>
<td>FLIT 472</td>
<td>FRAN 476</td>
</tr>
<tr>
<td>FLIT 474</td>
<td>FRAN 477</td>
</tr>
<tr>
<td>FLIT 475</td>
<td>FLIT 480</td>
</tr>
<tr>
<td>FLIT 494</td>
<td>FRAN 494</td>
</tr>
<tr>
<td>FLIT 495</td>
<td>FRAN 495</td>
</tr>
<tr>
<td>FLIT 496</td>
<td>FRAN 496</td>
</tr>
<tr>
<td>FRAA 400</td>
<td>FRAN 330</td>
</tr>
<tr>
<td>FRAA 401</td>
<td>FRAN 331</td>
</tr>
<tr>
<td>FRAA 403</td>
<td>FRAN 333</td>
</tr>
<tr>
<td>FRAA 404</td>
<td>FRAN 466</td>
</tr>
<tr>
<td>FRAA 405</td>
<td>FRAN 408</td>
</tr>
<tr>
<td>FRAA 409</td>
<td>FRAN 409</td>
</tr>
<tr>
<td>FRAA 410</td>
<td>FRAN 406</td>
</tr>
<tr>
<td>FRAA 412</td>
<td>FRAN 407</td>
</tr>
<tr>
<td>FRAA 413</td>
<td>FRAN 400</td>
</tr>
<tr>
<td>FRAA 421</td>
<td>FRAN 469</td>
</tr>
<tr>
<td>FRAA 422</td>
<td>FRAN 471</td>
</tr>
<tr>
<td>FRAA 423</td>
<td>FRAN 403</td>
</tr>
<tr>
<td>FRAA 430</td>
<td>FRAN 470</td>
</tr>
<tr>
<td>FRAA 431</td>
<td>FRAN 410</td>
</tr>
<tr>
<td>FRAA 491</td>
<td>FRAN 491</td>
</tr>
<tr>
<td>FRAA 498</td>
<td>FRAN 498</td>
</tr>
<tr>
<td>FRAN 307</td>
<td>FRAN 308</td>
</tr>
<tr>
<td>FRAN 320</td>
<td>FRAN 334</td>
</tr>
<tr>
<td>FRAN 332</td>
<td>FRAN 264</td>
</tr>
<tr>
<td>FRAN 481</td>
<td>FRAN 381</td>
</tr>
<tr>
<td>FRAN 482</td>
<td>FRAN 382</td>
</tr>
<tr>
<td>FRAN 485</td>
<td>FRAN 385</td>
</tr>
<tr>
<td>FRAN 488</td>
<td>FRAN 496</td>
</tr>
<tr>
<td>FTRA 200</td>
<td>TRAD 200</td>
</tr>
<tr>
<td>FTRA 201</td>
<td>TRAD 201</td>
</tr>
<tr>
<td>FTRA 202</td>
<td>TRAD 202</td>
</tr>
<tr>
<td>FTRA 298</td>
<td>TRAD 298</td>
</tr>
<tr>
<td>FTRA 299</td>
<td>TRAD 299</td>
</tr>
<tr>
<td>FTRA 301</td>
<td>TRAD 301</td>
</tr>
<tr>
<td>FTRA 304</td>
<td>TRAD 304</td>
</tr>
<tr>
<td>FTRA 310</td>
<td>TRAD 310</td>
</tr>
<tr>
<td>FTRA 311</td>
<td>TRAD 311</td>
</tr>
<tr>
<td>FTRA 398</td>
<td>TRAD 398</td>
</tr>
<tr>
<td>FTRA 399</td>
<td>TRAD 399</td>
</tr>
<tr>
<td>FTRA 401</td>
<td>TRAD 401</td>
</tr>
<tr>
<td>FTRA 402</td>
<td>TRAD 402</td>
</tr>
<tr>
<td>FTRA 403</td>
<td>TRAD 403</td>
</tr>
<tr>
<td>FTRA 404</td>
<td>TRAD 404</td>
</tr>
<tr>
<td>FTRA 405</td>
<td>TRAD 405</td>
</tr>
<tr>
<td>FTRA 406</td>
<td>TRAD 406</td>
</tr>
<tr>
<td>FTRA 408</td>
<td>TRAD 408</td>
</tr>
<tr>
<td>FTRA 409</td>
<td>TRAD 409</td>
</tr>
<tr>
<td>FTRA 410</td>
<td>TRAD 410</td>
</tr>
<tr>
<td>FTRA 412</td>
<td>TRAD 412</td>
</tr>
<tr>
<td>FTRA 414</td>
<td>TRAD 414</td>
</tr>
<tr>
<td>FTRA 416</td>
<td>TRAD 416</td>
</tr>
<tr>
<td>FTRA 420</td>
<td>TRAD 420</td>
</tr>
<tr>
<td>FTRA 421</td>
<td>TRAD 421</td>
</tr>
<tr>
<td>FTRA 492</td>
<td>TRAD 492</td>
</tr>
<tr>
<td>FTRA 498</td>
<td>TRAD 498</td>
</tr>
<tr>
<td>FTRA 499</td>
<td>TRAD 499</td>
</tr>
</tbody>
</table>

**Exercise Science**

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>207</td>
<td>303</td>
</tr>
<tr>
<td>215</td>
<td>C315, C316</td>
</tr>
<tr>
<td>218</td>
<td>C309, C310</td>
</tr>
<tr>
<td>221</td>
<td>MATH 207</td>
</tr>
<tr>
<td>233</td>
<td>333</td>
</tr>
<tr>
<td>257</td>
<td>353</td>
</tr>
<tr>
<td>262</td>
<td>C337</td>
</tr>
<tr>
<td>263</td>
<td>335</td>
</tr>
<tr>
<td>270</td>
<td>370</td>
</tr>
<tr>
<td>271</td>
<td>470</td>
</tr>
<tr>
<td>272</td>
<td>472</td>
</tr>
<tr>
<td>311</td>
<td>398E</td>
</tr>
<tr>
<td>321</td>
<td>398F</td>
</tr>
<tr>
<td>335</td>
<td>398G</td>
</tr>
<tr>
<td>336</td>
<td>398H</td>
</tr>
<tr>
<td>338</td>
<td>336 ... 433</td>
</tr>
<tr>
<td>348</td>
<td>448, 498C</td>
</tr>
<tr>
<td>351</td>
<td>C451</td>
</tr>
<tr>
<td>358</td>
<td>C453, 456, 457</td>
</tr>
<tr>
<td>380</td>
<td>403 ... C402 ... 498F</td>
</tr>
<tr>
<td>390</td>
<td>398I</td>
</tr>
<tr>
<td>414</td>
<td>C317</td>
</tr>
<tr>
<td>422</td>
<td>404 ... C401 ... 498K</td>
</tr>
<tr>
<td>438</td>
<td>339</td>
</tr>
<tr>
<td>449</td>
<td>436</td>
</tr>
<tr>
<td>452</td>
<td>498S</td>
</tr>
<tr>
<td>454</td>
<td>C417</td>
</tr>
<tr>
<td>480</td>
<td>460, 499A</td>
</tr>
<tr>
<td>483</td>
<td>463, 499B</td>
</tr>
<tr>
<td>492</td>
<td>491</td>
</tr>
</tbody>
</table>

**Geography**

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>203</td>
<td>SCHA 254</td>
</tr>
<tr>
<td>204</td>
<td>SCHA 253</td>
</tr>
<tr>
<td>270</td>
<td>271</td>
</tr>
<tr>
<td>275</td>
<td>C275</td>
</tr>
<tr>
<td>276</td>
<td>C276</td>
</tr>
<tr>
<td>279</td>
<td>271</td>
</tr>
<tr>
<td>280</td>
<td>275, 276</td>
</tr>
<tr>
<td>312</td>
<td>C412</td>
</tr>
<tr>
<td>Course</td>
<td>Old Numbers and Equivalents</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>315</td>
<td>C316</td>
</tr>
<tr>
<td>342</td>
<td>398B</td>
</tr>
<tr>
<td>347</td>
<td>C341</td>
</tr>
<tr>
<td>352</td>
<td>C356</td>
</tr>
<tr>
<td>353</td>
<td>C356</td>
</tr>
<tr>
<td>358</td>
<td>C355</td>
</tr>
<tr>
<td>359</td>
<td>C355</td>
</tr>
<tr>
<td>361</td>
<td>360</td>
</tr>
<tr>
<td>362</td>
<td></td>
</tr>
<tr>
<td>376</td>
<td>371</td>
</tr>
<tr>
<td>433</td>
<td>C401</td>
</tr>
<tr>
<td>472</td>
<td>498Z GEOL 498C</td>
</tr>
<tr>
<td>474</td>
<td>498R</td>
</tr>
<tr>
<td>491</td>
<td>URBS 491</td>
</tr>
</tbody>
</table>

**Geology**

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>224</td>
<td>C215</td>
</tr>
<tr>
<td>231</td>
<td>C221</td>
</tr>
<tr>
<td>232</td>
<td>C223</td>
</tr>
<tr>
<td>331</td>
<td>C310</td>
</tr>
<tr>
<td>332</td>
<td>C317 C412</td>
</tr>
<tr>
<td>415</td>
<td>C315</td>
</tr>
<tr>
<td>417</td>
<td>C416 C412</td>
</tr>
</tbody>
</table>

**German**

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>200 or 201 or 202</td>
<td>210</td>
</tr>
<tr>
<td>240 or 241 or 242</td>
<td>250</td>
</tr>
<tr>
<td>256, 257</td>
<td>255</td>
</tr>
<tr>
<td>271</td>
<td>270</td>
</tr>
<tr>
<td>301, 302</td>
<td>300</td>
</tr>
<tr>
<td>306, 307</td>
<td>305</td>
</tr>
<tr>
<td>365, 366</td>
<td>360</td>
</tr>
<tr>
<td>405, 406</td>
<td>400, 452</td>
</tr>
<tr>
<td>411, 412</td>
<td>410</td>
</tr>
<tr>
<td>416</td>
<td>415</td>
</tr>
<tr>
<td>421</td>
<td>420</td>
</tr>
<tr>
<td>426, 427</td>
<td>425</td>
</tr>
<tr>
<td>431, 432</td>
<td>430</td>
</tr>
<tr>
<td>436</td>
<td>435</td>
</tr>
<tr>
<td>461, 462</td>
<td>465</td>
</tr>
</tbody>
</table>

**History**

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>211</td>
<td>348</td>
</tr>
<tr>
<td>219</td>
<td>CLAS C230</td>
</tr>
<tr>
<td>221</td>
<td>CLAS C231</td>
</tr>
<tr>
<td>223</td>
<td>CLAS C240</td>
</tr>
<tr>
<td>225</td>
<td>CLAS C242</td>
</tr>
<tr>
<td>240</td>
<td>298E</td>
</tr>
<tr>
<td>241</td>
<td>298F</td>
</tr>
<tr>
<td>C227</td>
<td>CLAS C266, C264</td>
</tr>
<tr>
<td>C229</td>
<td>CLAS C267, C265</td>
</tr>
<tr>
<td>276</td>
<td>371</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>277</td>
<td></td>
</tr>
<tr>
<td>281</td>
<td>298N, HISZ 298N</td>
</tr>
<tr>
<td>283</td>
<td>298G, HISZ 298G</td>
</tr>
<tr>
<td>302</td>
<td></td>
</tr>
<tr>
<td>303</td>
<td>397</td>
</tr>
<tr>
<td>304</td>
<td></td>
</tr>
<tr>
<td>306</td>
<td>347</td>
</tr>
<tr>
<td>312</td>
<td>302, 303, 397, 402, 403</td>
</tr>
<tr>
<td>316</td>
<td></td>
</tr>
<tr>
<td>318</td>
<td>324</td>
</tr>
<tr>
<td>320</td>
<td>398L</td>
</tr>
<tr>
<td>321</td>
<td>398N</td>
</tr>
<tr>
<td>322</td>
<td>398R, ARTH 398A</td>
</tr>
<tr>
<td>323</td>
<td>CLAS 341, CLAS 241</td>
</tr>
<tr>
<td>327</td>
<td>CLAS 343, CLAS 243</td>
</tr>
<tr>
<td>339</td>
<td>298H, 398H</td>
</tr>
<tr>
<td>340</td>
<td></td>
</tr>
<tr>
<td>341</td>
<td>342</td>
</tr>
<tr>
<td>343</td>
<td>398E, ARTH 398Y</td>
</tr>
<tr>
<td>351</td>
<td>345</td>
</tr>
<tr>
<td>352</td>
<td></td>
</tr>
<tr>
<td>359</td>
<td>368</td>
</tr>
<tr>
<td>360</td>
<td></td>
</tr>
<tr>
<td>372</td>
<td>398F</td>
</tr>
<tr>
<td>375</td>
<td>380</td>
</tr>
<tr>
<td>376</td>
<td></td>
</tr>
<tr>
<td>402</td>
<td>302, 397</td>
</tr>
<tr>
<td>403</td>
<td>303, 397</td>
</tr>
</tbody>
</table>

**Interdisciplinary Studies**

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>202</td>
<td>LUCC 200, LUCC 202</td>
</tr>
<tr>
<td>215</td>
<td>MATH 215</td>
</tr>
<tr>
<td>223</td>
<td>PHIL 223</td>
</tr>
<tr>
<td>250</td>
<td>PHIL 220, PHIL 228, SCHA 250</td>
</tr>
<tr>
<td>254</td>
<td>SCHA 254, URBS 254</td>
</tr>
<tr>
<td>283</td>
<td>HIST 283</td>
</tr>
<tr>
<td>290</td>
<td>INTE 298A</td>
</tr>
<tr>
<td>292</td>
<td>INTE 298B</td>
</tr>
<tr>
<td>293</td>
<td>INTE 298B</td>
</tr>
<tr>
<td>296</td>
<td>INTE 298S</td>
</tr>
<tr>
<td>333</td>
<td>INTE 499A, LUCC 333, LUCC 499A</td>
</tr>
<tr>
<td>410</td>
<td>LUCC 410</td>
</tr>
<tr>
<td>440</td>
<td>INTE 400, LUCC 400</td>
</tr>
<tr>
<td>441</td>
<td>LUCC 440, LUCC 441</td>
</tr>
</tbody>
</table>

**Italian**

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>200 or 201 or 202</td>
<td>210</td>
</tr>
<tr>
<td>240 or 241 or 242</td>
<td>250</td>
</tr>
<tr>
<td>256, 257</td>
<td>255</td>
</tr>
<tr>
<td>301</td>
<td>300</td>
</tr>
<tr>
<td>302</td>
<td></td>
</tr>
<tr>
<td>306</td>
<td>305</td>
</tr>
<tr>
<td>307</td>
<td></td>
</tr>
<tr>
<td>310</td>
<td>400</td>
</tr>
</tbody>
</table>
### Course Old Numbers and Equivalents

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>311 ..........</td>
<td>401</td>
</tr>
<tr>
<td>365 }</td>
<td>360</td>
</tr>
<tr>
<td>366 }</td>
<td></td>
</tr>
<tr>
<td>422 }</td>
<td>420</td>
</tr>
<tr>
<td>421 }</td>
<td></td>
</tr>
<tr>
<td>427 }</td>
<td>425</td>
</tr>
<tr>
<td>430 }</td>
<td></td>
</tr>
<tr>
<td>432 ..........</td>
<td>431</td>
</tr>
<tr>
<td>433 }</td>
<td></td>
</tr>
<tr>
<td>437 ..........</td>
<td>405</td>
</tr>
<tr>
<td>440 }</td>
<td></td>
</tr>
<tr>
<td>441 }</td>
<td></td>
</tr>
<tr>
<td>442 }</td>
<td>440</td>
</tr>
<tr>
<td>443 }</td>
<td></td>
</tr>
<tr>
<td>460 }</td>
<td></td>
</tr>
<tr>
<td>461 }</td>
<td>460</td>
</tr>
<tr>
<td>462 }</td>
<td></td>
</tr>
<tr>
<td><strong>Journalism</strong></td>
<td></td>
</tr>
<tr>
<td>203 ..........</td>
<td>306</td>
</tr>
<tr>
<td>210 ..........</td>
<td>C305</td>
</tr>
<tr>
<td>302 ..........</td>
<td>C300; C301</td>
</tr>
<tr>
<td>303 ..........</td>
<td>C301</td>
</tr>
<tr>
<td>309 ..........</td>
<td>410</td>
</tr>
<tr>
<td>316 ..........</td>
<td>310, 315</td>
</tr>
<tr>
<td>317 ..........</td>
<td>310, 315</td>
</tr>
<tr>
<td>318 ..........</td>
<td>408, 498H</td>
</tr>
<tr>
<td>319 ..........</td>
<td>419, 498J</td>
</tr>
<tr>
<td>330 ..........</td>
<td>430</td>
</tr>
<tr>
<td>336 ..........</td>
<td>415</td>
</tr>
<tr>
<td>343 }</td>
<td></td>
</tr>
<tr>
<td>344 ..........</td>
<td></td>
</tr>
<tr>
<td><strong>Linguistics</strong></td>
<td></td>
</tr>
<tr>
<td>310 ..........</td>
<td>C210</td>
</tr>
<tr>
<td>311 ..........</td>
<td>C211</td>
</tr>
<tr>
<td>312 ..........</td>
<td>410</td>
</tr>
<tr>
<td>372 ..........</td>
<td>C370, C371</td>
</tr>
<tr>
<td>400 }</td>
<td>411</td>
</tr>
<tr>
<td>401 }</td>
<td></td>
</tr>
<tr>
<td>441 ..........</td>
<td>SPAN 665</td>
</tr>
<tr>
<td>451 ..........</td>
<td>ARAB 451</td>
</tr>
<tr>
<td><strong>Mathematics and Statistics</strong></td>
<td></td>
</tr>
<tr>
<td>ACTU 256 ...............</td>
<td>MATH 326, MAST 335</td>
</tr>
<tr>
<td>ACTU 257 ...............</td>
<td>MATH 327</td>
</tr>
<tr>
<td>ACTU 286 ...............</td>
<td>MATH 229</td>
</tr>
<tr>
<td>ACTU 357 ...............</td>
<td>MATH 427</td>
</tr>
<tr>
<td>ACTU 457 ...............</td>
<td>MATH 428</td>
</tr>
<tr>
<td>ACTU 486 ...............</td>
<td>MATH 429</td>
</tr>
<tr>
<td>MAST 217 ...............</td>
<td>MATH 216, COMP 238</td>
</tr>
<tr>
<td>MAST 218 ...............</td>
<td>MATH 262, MATH 264</td>
</tr>
<tr>
<td>MAST 219 ...............</td>
<td>MATH 263, MATH 265</td>
</tr>
<tr>
<td>MAST 221 ...............</td>
<td>MATH 242</td>
</tr>
<tr>
<td>MAST 223 ...............</td>
<td>MATH 337</td>
</tr>
<tr>
<td>MAST 224 ...............</td>
<td>MATH 231, MATH 361</td>
</tr>
<tr>
<td>MAST 234 ...............</td>
<td>MATH 251, MATH 282, ECON 325</td>
</tr>
<tr>
<td>MAST 235 ...............</td>
<td>MATH 252, MATH 283</td>
</tr>
<tr>
<td>MAST 330 ...............</td>
<td>MATH 271</td>
</tr>
<tr>
<td>MAST 332 ...............</td>
<td>MATH 232, COMP 367, COMP 467</td>
</tr>
<tr>
<td>MAST 333 ...............</td>
<td>MATH 243</td>
</tr>
<tr>
<td>MAST 334 ...............</td>
<td>MATH 311, MATH 354</td>
</tr>
<tr>
<td>MAST 335 ...............</td>
<td>MATH 326, ACTU 256</td>
</tr>
<tr>
<td>MATH 211 ...............</td>
<td>MATH 205</td>
</tr>
<tr>
<td>MATH 242 }</td>
<td>MATH 241</td>
</tr>
<tr>
<td>MATH 243 }</td>
<td></td>
</tr>
<tr>
<td>MATH 251 ...............</td>
<td>MATH 282, MAST 234, ECON 325</td>
</tr>
<tr>
<td>MATH 252 ...............</td>
<td>MATH 283, MAST 235</td>
</tr>
<tr>
<td>MATH 262 }</td>
<td>MATH 261</td>
</tr>
<tr>
<td>MATH 263 }</td>
<td></td>
</tr>
<tr>
<td>MATH 264 ...............</td>
<td>MATH 262, MATH 344, MAST 218</td>
</tr>
<tr>
<td>MATH 265 ...............</td>
<td>MATH 263, MATH 345, MAST 219</td>
</tr>
<tr>
<td>MATH 327 }</td>
<td>MATH 325</td>
</tr>
<tr>
<td>MATH 347 }</td>
<td>MATH 331</td>
</tr>
<tr>
<td>MATH 436 }</td>
<td>MATH C331</td>
</tr>
<tr>
<td>MATH 337 }</td>
<td>MATH 431</td>
</tr>
<tr>
<td>MATH 437 }</td>
<td>MATH 431</td>
</tr>
<tr>
<td>MATH 344 ...............</td>
<td>MATH 262</td>
</tr>
<tr>
<td>MATH 345 ...............</td>
<td>MATH 263</td>
</tr>
<tr>
<td>MATH 348 }</td>
<td>MATH C344</td>
</tr>
<tr>
<td>MATH 448 }</td>
<td>MATH C344</td>
</tr>
<tr>
<td>MATH 352 ...............</td>
<td>MATH 381</td>
</tr>
<tr>
<td>MATH 354 ...............</td>
<td>MATH 311, MAST 334</td>
</tr>
<tr>
<td>MATH 361 ...............</td>
<td>MATH 231, MAST 224</td>
</tr>
<tr>
<td>MATH 364 ...............</td>
<td>MATH 244, MATH 362</td>
</tr>
<tr>
<td>MATH 365 ...............</td>
<td>MATH 245, MATH 363</td>
</tr>
<tr>
<td>MATH 369 ...............</td>
<td>MATH 393</td>
</tr>
<tr>
<td>MATH 370 ...............</td>
<td>MATH 271</td>
</tr>
<tr>
<td>MATH 370 ...............</td>
<td>MATH 271</td>
</tr>
<tr>
<td>MATH 387 ...............</td>
<td>MATH 232</td>
</tr>
</tbody>
</table>

### Course Old Numbers and Equivalents

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>295 }</td>
<td>294</td>
</tr>
<tr>
<td>396 }</td>
<td>394</td>
</tr>
<tr>
<td>397 ..........</td>
<td>493</td>
</tr>
<tr>
<td>398 ..........</td>
<td>392</td>
</tr>
<tr>
<td><strong>Library Studies</strong></td>
<td></td>
</tr>
<tr>
<td>205 }</td>
<td>201</td>
</tr>
<tr>
<td>202 }</td>
<td></td>
</tr>
<tr>
<td>322 }</td>
<td>324</td>
</tr>
<tr>
<td>325 ..........</td>
<td></td>
</tr>
<tr>
<td>330 }</td>
<td></td>
</tr>
<tr>
<td>350 }</td>
<td>331</td>
</tr>
<tr>
<td>345 }</td>
<td></td>
</tr>
<tr>
<td>355 }</td>
<td>331</td>
</tr>
<tr>
<td>345 }</td>
<td></td>
</tr>
<tr>
<td>433 ..........</td>
<td>C333</td>
</tr>
<tr>
<td>Course</td>
<td>Old Numbers and Equivalents</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>MATH 464</td>
<td>MATH C461</td>
</tr>
<tr>
<td>MATH 467</td>
<td></td>
</tr>
<tr>
<td>MATH 470</td>
<td>MATH 394</td>
</tr>
<tr>
<td>MATH 471</td>
<td>MATH 491</td>
</tr>
<tr>
<td>MATH 472</td>
<td>MATH 492</td>
</tr>
<tr>
<td>MATH 474</td>
<td>MATH 373</td>
</tr>
<tr>
<td>MATH 475</td>
<td>MATH 379</td>
</tr>
<tr>
<td>MATH 478</td>
<td>MATH 436</td>
</tr>
<tr>
<td>MATH 496</td>
<td>MATH C499</td>
</tr>
<tr>
<td>STAT 249</td>
<td>MATH 242</td>
</tr>
<tr>
<td>STAT 250</td>
<td>MATH 243</td>
</tr>
<tr>
<td>STAT 287</td>
<td>MATH 329</td>
</tr>
<tr>
<td>STAT 342</td>
<td>MATH 342</td>
</tr>
<tr>
<td>STAT 343</td>
<td>MATH 343</td>
</tr>
<tr>
<td>STAT 347</td>
<td>MATH 347</td>
</tr>
<tr>
<td>STAT 349</td>
<td>MATH 337, MATH 351</td>
</tr>
<tr>
<td>STAT 360</td>
<td>MATH 348</td>
</tr>
<tr>
<td>STAT 388</td>
<td>MATH 232</td>
</tr>
<tr>
<td>STAT 449</td>
<td>MATH 451</td>
</tr>
<tr>
<td>STAT 450</td>
<td>MATH 454, MATH C345</td>
</tr>
<tr>
<td>STAT 452</td>
<td>MATH 353</td>
</tr>
<tr>
<td>STAT 460</td>
<td>MATH 443</td>
</tr>
<tr>
<td>STAT 461</td>
<td>MATH 437</td>
</tr>
<tr>
<td>STAT 480</td>
<td>MATH 445</td>
</tr>
<tr>
<td>Philosophy</td>
<td></td>
</tr>
<tr>
<td>210</td>
<td>223</td>
</tr>
<tr>
<td>212</td>
<td>224</td>
</tr>
<tr>
<td>214</td>
<td>321</td>
</tr>
<tr>
<td>220</td>
<td>PHIL 228, INTE 250, SCHA 250</td>
</tr>
<tr>
<td>225</td>
<td>326</td>
</tr>
<tr>
<td>232</td>
<td>241</td>
</tr>
<tr>
<td>234</td>
<td>242</td>
</tr>
<tr>
<td>235</td>
<td>248</td>
</tr>
<tr>
<td>250</td>
<td>240</td>
</tr>
<tr>
<td>252</td>
<td>230</td>
</tr>
<tr>
<td>260</td>
<td>370</td>
</tr>
<tr>
<td>261</td>
<td></td>
</tr>
<tr>
<td>266</td>
<td>246</td>
</tr>
<tr>
<td>270</td>
<td>211</td>
</tr>
<tr>
<td>314</td>
<td>323</td>
</tr>
<tr>
<td>315</td>
<td>321</td>
</tr>
<tr>
<td>319</td>
<td>350</td>
</tr>
<tr>
<td>324</td>
<td>346</td>
</tr>
<tr>
<td>326</td>
<td>338</td>
</tr>
<tr>
<td>327</td>
<td>354</td>
</tr>
<tr>
<td>330</td>
<td>362</td>
</tr>
<tr>
<td>332</td>
<td>331</td>
</tr>
<tr>
<td>333</td>
<td></td>
</tr>
<tr>
<td>339</td>
<td>353</td>
</tr>
<tr>
<td>343</td>
<td>357</td>
</tr>
<tr>
<td>345</td>
<td>358</td>
</tr>
<tr>
<td>355</td>
<td>348</td>
</tr>
<tr>
<td>356</td>
<td>349</td>
</tr>
<tr>
<td>359</td>
<td>340</td>
</tr>
<tr>
<td>360</td>
<td></td>
</tr>
<tr>
<td>361</td>
<td>473</td>
</tr>
<tr>
<td>Physics</td>
<td></td>
</tr>
<tr>
<td>245</td>
<td>243</td>
</tr>
<tr>
<td>290</td>
<td>295</td>
</tr>
<tr>
<td>292</td>
<td>397</td>
</tr>
<tr>
<td>346</td>
<td>344</td>
</tr>
<tr>
<td>352</td>
<td>252</td>
</tr>
<tr>
<td>353</td>
<td>354</td>
</tr>
<tr>
<td>458</td>
<td>466</td>
</tr>
<tr>
<td>494</td>
<td>495</td>
</tr>
<tr>
<td>Political Science</td>
<td></td>
</tr>
<tr>
<td>202</td>
<td>200</td>
</tr>
<tr>
<td>204</td>
<td>250</td>
</tr>
<tr>
<td>205</td>
<td>210</td>
</tr>
<tr>
<td>206</td>
<td>271</td>
</tr>
<tr>
<td>211</td>
<td>353</td>
</tr>
<tr>
<td>307</td>
<td>317</td>
</tr>
<tr>
<td>309</td>
<td>275</td>
</tr>
<tr>
<td>310</td>
<td>327</td>
</tr>
<tr>
<td>314</td>
<td>334</td>
</tr>
<tr>
<td>316</td>
<td></td>
</tr>
<tr>
<td>319</td>
<td>233</td>
</tr>
<tr>
<td>324</td>
<td>231</td>
</tr>
<tr>
<td>Course</td>
<td>Old Numbers and Equivalents</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>326</td>
<td>314</td>
</tr>
<tr>
<td>328</td>
<td>316</td>
</tr>
<tr>
<td>330</td>
<td>260</td>
</tr>
<tr>
<td>336</td>
<td>340</td>
</tr>
<tr>
<td>338</td>
<td>412</td>
</tr>
<tr>
<td>344</td>
<td>230</td>
</tr>
<tr>
<td>349</td>
<td>336</td>
</tr>
<tr>
<td>352</td>
<td>241</td>
</tr>
<tr>
<td>350</td>
<td>243</td>
</tr>
<tr>
<td>364</td>
<td>273</td>
</tr>
<tr>
<td>366</td>
<td>343</td>
</tr>
<tr>
<td>368</td>
<td>472</td>
</tr>
<tr>
<td>372</td>
<td>382</td>
</tr>
<tr>
<td>376</td>
<td>374</td>
</tr>
<tr>
<td>378</td>
<td>346</td>
</tr>
<tr>
<td>379</td>
<td>348</td>
</tr>
<tr>
<td>380</td>
<td>360</td>
</tr>
<tr>
<td>382</td>
<td>372</td>
</tr>
<tr>
<td>383</td>
<td>372</td>
</tr>
<tr>
<td>384</td>
<td>370</td>
</tr>
<tr>
<td>392</td>
<td>376</td>
</tr>
<tr>
<td>393</td>
<td>378</td>
</tr>
<tr>
<td>394</td>
<td>385</td>
</tr>
<tr>
<td>422</td>
<td>359</td>
</tr>
<tr>
<td>423</td>
<td>417</td>
</tr>
<tr>
<td>424</td>
<td>431</td>
</tr>
<tr>
<td>433</td>
<td>470</td>
</tr>
<tr>
<td>435</td>
<td>475</td>
</tr>
<tr>
<td>438</td>
<td>453</td>
</tr>
<tr>
<td>480</td>
<td>462</td>
</tr>
<tr>
<td>481</td>
<td>432</td>
</tr>
<tr>
<td>482</td>
<td>434</td>
</tr>
<tr>
<td>484</td>
<td>437</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>372</td>
<td>385</td>
</tr>
<tr>
<td>374</td>
<td>386</td>
</tr>
<tr>
<td>387</td>
<td>439</td>
</tr>
<tr>
<td>420</td>
<td>332</td>
</tr>
<tr>
<td>423</td>
<td>334</td>
</tr>
<tr>
<td>426</td>
<td>318</td>
</tr>
<tr>
<td>427</td>
<td>327</td>
</tr>
<tr>
<td>431</td>
<td>373</td>
</tr>
<tr>
<td>432</td>
<td>375</td>
</tr>
<tr>
<td>433</td>
<td>379</td>
</tr>
<tr>
<td>434</td>
<td>380</td>
</tr>
<tr>
<td>435</td>
<td>377</td>
</tr>
<tr>
<td>440</td>
<td>323</td>
</tr>
<tr>
<td>441</td>
<td>324</td>
</tr>
<tr>
<td>444</td>
<td>330</td>
</tr>
<tr>
<td>445</td>
<td>359</td>
</tr>
<tr>
<td>447</td>
<td>393</td>
</tr>
<tr>
<td>450</td>
<td>361</td>
</tr>
<tr>
<td>451</td>
<td>362</td>
</tr>
<tr>
<td>452</td>
<td>365</td>
</tr>
<tr>
<td>453</td>
<td>367</td>
</tr>
<tr>
<td>454</td>
<td>369</td>
</tr>
<tr>
<td>457</td>
<td>396</td>
</tr>
<tr>
<td>465</td>
<td>395</td>
</tr>
<tr>
<td>467</td>
<td>347</td>
</tr>
<tr>
<td>483</td>
<td>436</td>
</tr>
<tr>
<td>485</td>
<td>400</td>
</tr>
<tr>
<td>490</td>
<td>421</td>
</tr>
<tr>
<td>491</td>
<td>422</td>
</tr>
<tr>
<td>495</td>
<td>430</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Religion</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>201</td>
<td>HEBR 210</td>
</tr>
<tr>
<td>202</td>
<td>HEBR 211</td>
</tr>
<tr>
<td>209</td>
<td>HEBR 250</td>
</tr>
<tr>
<td>210</td>
<td>HEBR 251</td>
</tr>
<tr>
<td>214</td>
<td>211</td>
</tr>
<tr>
<td>215</td>
<td>213</td>
</tr>
<tr>
<td>220</td>
<td>222</td>
</tr>
<tr>
<td>226</td>
<td>350, 364</td>
</tr>
<tr>
<td>300</td>
<td>217</td>
</tr>
<tr>
<td>310</td>
<td>331</td>
</tr>
<tr>
<td>312</td>
<td>332</td>
</tr>
<tr>
<td>320</td>
<td>303</td>
</tr>
<tr>
<td>321</td>
<td>304</td>
</tr>
<tr>
<td>322</td>
<td>306</td>
</tr>
<tr>
<td>324</td>
<td>308</td>
</tr>
<tr>
<td>325</td>
<td>C329</td>
</tr>
<tr>
<td>336</td>
<td>352</td>
</tr>
<tr>
<td>338</td>
<td>357</td>
</tr>
<tr>
<td>339</td>
<td>358</td>
</tr>
<tr>
<td>343</td>
<td>345, 346</td>
</tr>
<tr>
<td>347</td>
<td>318</td>
</tr>
<tr>
<td>Course</td>
<td>Old Numbers and Equivalents</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>348</td>
<td>325</td>
</tr>
<tr>
<td>350</td>
<td>314</td>
</tr>
<tr>
<td>351</td>
<td>345, 346</td>
</tr>
<tr>
<td>352</td>
<td>346</td>
</tr>
<tr>
<td>360</td>
<td>349</td>
</tr>
<tr>
<td>361</td>
<td>349</td>
</tr>
<tr>
<td>364</td>
<td>315</td>
</tr>
<tr>
<td>370</td>
<td>309, 369</td>
</tr>
<tr>
<td>374</td>
<td>366</td>
</tr>
<tr>
<td>375</td>
<td>363</td>
</tr>
<tr>
<td>376</td>
<td>343</td>
</tr>
<tr>
<td>377</td>
<td>367</td>
</tr>
<tr>
<td>378</td>
<td>370</td>
</tr>
<tr>
<td>379</td>
<td>307, 317, 344, 397, ...</td>
</tr>
<tr>
<td>380</td>
<td>335</td>
</tr>
<tr>
<td>397</td>
<td>354</td>
</tr>
<tr>
<td>403</td>
<td>362</td>
</tr>
<tr>
<td>407</td>
<td>394, 397</td>
</tr>
<tr>
<td>410</td>
<td>C499</td>
</tr>
<tr>
<td>496</td>
<td>495</td>
</tr>
</tbody>
</table>

School of Community and Public Affairs

SCPA 201  {POLI 204}
SCPA 203  {POLI 232}
SCPA 204  POLI 234
SCPA 205  (HIST 205)  {HIST 205}
SCPA 210  (HIST 210)  {HIST 210}
SCPA 211  (POLI 211)  {POLI 211}
SCPA 215  {ECON 201}
SCPA 216  ECON 203
SCPA 301  {SCPA 401}
SCPA 333  (SOCl 333)  {SOCl 333}
SCPA 353  (SOCl 353)  {SOCl 353}
SCPA 355  (SOCl 355)  {SOCl 355}
SCPA 460  (COMS 460)  {COMS 460}
SCPA 461  (COMS 361)  {COMS 361}
SCPA 465  (COMS 465)  {COMS 465}

Simone de Beauvoir Institute

WSDB 290  WMNS 290, WMNS C290
WSDB 291  WMNS 291, WMNS C291
WSDB 298  WMNS 298
WSDB 299  WMNS 299
WSDB 370  WMNS 370
WSDB 380, 480  WSDB 394
WSDB 381  WSDB 398B
WSDB 382  WSDB 398F
WSDB 383  WSDB 398M
WSDB 390  WMNS C393
WSDB 393  WMNS 394
WSDB 394  WMNS 393
WSDB 398  WMNS 398

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>WSDB 399</td>
<td>WMNS 399</td>
</tr>
<tr>
<td>WSDB 490</td>
<td>WMNS 492</td>
</tr>
<tr>
<td>WSDB 491</td>
<td>WMNS 493</td>
</tr>
<tr>
<td>WSDB 492</td>
<td>WMNS 490</td>
</tr>
<tr>
<td>WSDB 493</td>
<td>WMNS 491</td>
</tr>
<tr>
<td>WSDB 498</td>
<td>WMNS 498, WMNS C491, C492</td>
</tr>
<tr>
<td>WSDB 499</td>
<td>WMNS 499</td>
</tr>
</tbody>
</table>

Sociology

203  C200
212  210
213  210
262  C260
263  C260
277  377
327  C326
328  C326
329  C340
429  C340
333  C435
336  C335
337  C337
338  ANTH 355
361  C360
362  C360
374  C426
402, 403  408
406  C405
407  C405
415  315

Spanish

200 or 201 or 202  210
211  210
240 or 241 or 242  250
251  250
256  255
257  255
362  361
363  361
365  360
403  303
406  407
412  413
413  413
421  431
422  431
423  432
424  432
441  440
442  440
451  450
<table>
<thead>
<tr>
<th>Course Old Numbers and Equivalents</th>
<th>Course Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching English as a Second Language</td>
<td>Teaching English as a Second Language</td>
</tr>
<tr>
<td>EDUC 201 { TESL 224 } { TESL 327 }</td>
<td>384 { 382 } { 383 }</td>
</tr>
<tr>
<td>EDUC 454 { TESL 355 } { }</td>
<td>387 { 385 } { 386 }</td>
</tr>
<tr>
<td>324 { C322 } { C323 }</td>
<td>452 { 453 } { 454 }</td>
</tr>
<tr>
<td>326</td>
<td>493 { 491 } { 492 }</td>
</tr>
<tr>
<td>330 { 430 } { 498B }</td>
<td>494 { 492 } { 492 }</td>
</tr>
<tr>
<td>331 { 332 }</td>
<td>487 { 485 } { 487 }</td>
</tr>
<tr>
<td>413 { C411 } { C412 }</td>
<td>487 { 485 } { 487 }</td>
</tr>
<tr>
<td>424 { C422 } { C423 }</td>
<td>426 { 385 } { C382 } { C383 } { C384 }</td>
</tr>
<tr>
<td>427</td>
<td>433 { C479 } { C479 }</td>
</tr>
<tr>
<td>487 { 485 } { 487 } { 487 }</td>
<td>487 { 485 } { 487 }</td>
</tr>
<tr>
<td>Theological Studies</td>
<td>Urban Studies</td>
</tr>
<tr>
<td>202 { 222 } { }</td>
<td>230 { URBS 280 }</td>
</tr>
<tr>
<td>203 { 310 } { }</td>
<td>240 { } { GEOG 299U }</td>
</tr>
<tr>
<td>204 { 350 } { }</td>
<td>250 { } { URBS 290 }</td>
</tr>
<tr>
<td>206 { 421 } { }</td>
<td>333 { } { URBS 334 }</td>
</tr>
<tr>
<td>210 { 331 } { 332 }</td>
<td>343 { } { URBS 488 }</td>
</tr>
<tr>
<td>217 { 215 } { 216 }</td>
<td>438 { } { GEOG 438 }</td>
</tr>
<tr>
<td>219 { 220 } { 221 }</td>
<td>487 { 485 } { 487 }</td>
</tr>
<tr>
<td>222 { 300 } { 310 }</td>
<td>498B { 498B } { 498B }</td>
</tr>
<tr>
<td>234 { 372 } { }</td>
<td>498B { 498B } { 498B }</td>
</tr>
<tr>
<td>242 { 241 } { }</td>
<td>498B { 498B } { 498B }</td>
</tr>
<tr>
<td>265 { 264 } { }</td>
<td>498B { 498B } { 498B }</td>
</tr>
<tr>
<td>270 { 471 } { 472 }</td>
<td>498B { 498B } { 498B }</td>
</tr>
<tr>
<td>303 { 300 } { }</td>
<td>498B { 498B } { 498B }</td>
</tr>
<tr>
<td>320 { 423 } { }</td>
<td>498B { 498B } { 498B }</td>
</tr>
<tr>
<td>322 { 425 } { }</td>
<td>498B { 498B } { 498B }</td>
</tr>
<tr>
<td>331 { 430 } { }</td>
<td>498B { 498B } { 498B }</td>
</tr>
<tr>
<td>331 { 210 } { 330 }</td>
<td>498B { 498B } { 498B }</td>
</tr>
<tr>
<td>369 { 469 } { }</td>
<td>498B { 498B } { 498B }</td>
</tr>
<tr>
<td>362 { } { 444 } { 462 }</td>
<td>498B { 498B } { 498B }</td>
</tr>
<tr>
<td>366 { 466 } { }</td>
<td>498B { 498B } { 498B }</td>
</tr>
<tr>
<td>369 { } { } { }</td>
<td>498B { 498B } { 498B }</td>
</tr>
</tbody>
</table>

Women's Studies
(See Simone de Beauvoir Institute)
### Accountancy

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>214</td>
<td>N214 211 315B, 300 411A/B, 400</td>
</tr>
<tr>
<td>217</td>
<td>402</td>
</tr>
<tr>
<td>220 (120)</td>
<td>320Z</td>
</tr>
<tr>
<td>221 (121)</td>
<td>320Z</td>
</tr>
<tr>
<td>230 231</td>
<td>N213 211 313A/B, 300</td>
</tr>
<tr>
<td>240 241</td>
<td>N216 413B, 402</td>
</tr>
<tr>
<td>310 323</td>
<td>N313 411 415B, 400</td>
</tr>
<tr>
<td>320 326</td>
<td></td>
</tr>
<tr>
<td>330 303</td>
<td>C403 N421 503A 421</td>
</tr>
<tr>
<td>340 441</td>
<td>N441 513A/B, 504</td>
</tr>
<tr>
<td>350 441</td>
<td>N215 Man 411 511B 425</td>
</tr>
<tr>
<td>400 461</td>
<td>N461 407 407 509A, 507B</td>
</tr>
<tr>
<td>420 335</td>
<td>C325 N314 412 419B, 408</td>
</tr>
<tr>
<td>429</td>
<td>N432 431 432</td>
</tr>
<tr>
<td>430 422</td>
<td>N422 515B, 504</td>
</tr>
<tr>
<td>440 442</td>
<td></td>
</tr>
<tr>
<td>450 432</td>
<td>N433 431 433</td>
</tr>
<tr>
<td>451</td>
<td>N451 4 Computer Auditing New Name</td>
</tr>
<tr>
<td>468</td>
<td>Intl Bus C468</td>
</tr>
<tr>
<td>470</td>
<td>470 560Z</td>
</tr>
<tr>
<td>490 471</td>
<td>471 560Z</td>
</tr>
</tbody>
</table>

### Administration

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>201 (101)</td>
<td>N201 312Z</td>
</tr>
<tr>
<td>202 (102)</td>
<td>N202 312Z</td>
</tr>
<tr>
<td>350</td>
<td>MARK C350 515Z</td>
</tr>
</tbody>
</table>

### Decision Sciences and Management Information Systems*

*NOTE: The “QUAN” designation has been changed to “DESC.” Formerly Quantitative Methods*

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>222</td>
<td>221</td>
</tr>
</tbody>
</table>

### Course Descriptions

**NOTE A** The use of this note after certain course descriptions indicates that there exists an equivalent course and the students who have credits for this equivalent course may not take the listed course for credits. To find out the equivalents to the listed course refer to the index below.

**NOTE C** The use of this note after a course description indicates that with the permission of the Department a student may take the listed course twice for credits provided that a different subject is dealt with the second time.
### John Molson School of Business — COMM Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>215</td>
<td>DESC 243</td>
</tr>
<tr>
<td>217</td>
<td>ACCO 213</td>
</tr>
<tr>
<td>222</td>
<td>MANA 340</td>
</tr>
<tr>
<td>224</td>
<td>MARK 213 &amp; 350</td>
</tr>
<tr>
<td>225</td>
<td>DESC 250</td>
</tr>
<tr>
<td>301</td>
<td>DESC 222</td>
</tr>
<tr>
<td>305</td>
<td>ACCO 218</td>
</tr>
<tr>
<td>308</td>
<td>FINA 214 &amp; 315</td>
</tr>
<tr>
<td>315</td>
<td>MANA 475</td>
</tr>
<tr>
<td>320</td>
<td>COMM 410 &amp; MANA 450</td>
</tr>
<tr>
<td>401</td>
<td>COMM 310 &amp; MANA 460</td>
</tr>
</tbody>
</table>

### Finance

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>COMM 499F</td>
</tr>
<tr>
<td>210</td>
<td>COMM 499R</td>
</tr>
<tr>
<td>214</td>
<td>314</td>
</tr>
<tr>
<td>314</td>
<td>N215 315, 413 407/408</td>
</tr>
<tr>
<td>315</td>
<td>N315 413 409B 215</td>
</tr>
<tr>
<td>320</td>
<td>424</td>
</tr>
<tr>
<td>330</td>
<td>4030 N430 424</td>
</tr>
<tr>
<td>350</td>
<td>419</td>
</tr>
<tr>
<td>370</td>
<td>467 Int Bus C467</td>
</tr>
<tr>
<td>385</td>
<td>400 N440 423, 426 541B</td>
</tr>
<tr>
<td>395</td>
<td>{400 N441 423, 426}</td>
</tr>
<tr>
<td>401</td>
<td>417 N417</td>
</tr>
<tr>
<td>402</td>
<td>420</td>
</tr>
<tr>
<td>405</td>
<td>490 N431 424</td>
</tr>
<tr>
<td>410</td>
<td>452 N450 423, 427 530Z</td>
</tr>
<tr>
<td>411</td>
<td>453 N450 423 530Z</td>
</tr>
<tr>
<td>412</td>
<td>419</td>
</tr>
<tr>
<td>418</td>
<td>N418</td>
</tr>
<tr>
<td>450</td>
<td>491</td>
</tr>
<tr>
<td>455</td>
<td>427</td>
</tr>
<tr>
<td>465</td>
<td>455T</td>
</tr>
<tr>
<td>470</td>
<td>467 Int Bus C467</td>
</tr>
<tr>
<td>481</td>
<td>480 461 N461 429</td>
</tr>
</tbody>
</table>

### Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>211</td>
<td>N211 {211 Com Law, 211 Psyc 011, 211 Psyc C200}</td>
</tr>
<tr>
<td>213</td>
<td>N213 {211, 421}</td>
</tr>
<tr>
<td>214</td>
<td>N214 211</td>
</tr>
<tr>
<td>215</td>
<td>N215 211</td>
</tr>
<tr>
<td>266</td>
<td>466</td>
</tr>
<tr>
<td>313</td>
<td>413A/B, 414</td>
</tr>
<tr>
<td>315</td>
<td>415B, 414</td>
</tr>
<tr>
<td>340</td>
<td>N340 430</td>
</tr>
<tr>
<td>341</td>
<td>N341 430</td>
</tr>
<tr>
<td>343</td>
<td>441</td>
</tr>
<tr>
<td>345</td>
<td>N345 421 470Z</td>
</tr>
<tr>
<td>346</td>
<td>N346 421 470Z</td>
</tr>
<tr>
<td>362</td>
<td>462 N462 432</td>
</tr>
<tr>
<td>364</td>
<td>464</td>
</tr>
</tbody>
</table>

### Marketing

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>201</td>
<td>213 &amp; 350</td>
</tr>
<tr>
<td>213</td>
<td>N213 {211, 421}</td>
</tr>
<tr>
<td>350</td>
<td>N350 {211, 421}</td>
</tr>
<tr>
<td>351</td>
<td>ADMI C350, 515</td>
</tr>
<tr>
<td>402</td>
<td>N402 412, 551</td>
</tr>
<tr>
<td>405</td>
<td>352 N352 431</td>
</tr>
<tr>
<td>452</td>
<td>N342 412, 551</td>
</tr>
<tr>
<td>453</td>
<td>N453 {221, 222}</td>
</tr>
<tr>
<td>454</td>
<td>N454 414, 521</td>
</tr>
<tr>
<td>462</td>
<td>Intl Bus C462</td>
</tr>
<tr>
<td>463</td>
<td>N463 481</td>
</tr>
<tr>
<td>464</td>
<td>N464</td>
</tr>
<tr>
<td>465</td>
<td>Intl Bus C465</td>
</tr>
<tr>
<td>485</td>
<td>N485</td>
</tr>
<tr>
<td>491</td>
<td>N491</td>
</tr>
<tr>
<td>495</td>
<td>490 N490</td>
</tr>
</tbody>
</table>

### Note

- Int Bus C467, 465, 466
- \text{Com Law} N460 453, 511B
- Psyc C400 457, 458
- Soc 466
### NOTE A
The use of this note after certain course descriptions indicates that there exists an equivalent course and the students who have credits for this equivalent course may not take the listed course for credits.

Equivalences prior to 1977-78 are not listed below. For courses with indicated equivalences which are not listed below consult either the Department Office, the Office of Student Affairs, Faculty of Fine Arts or the Office of the Registrar.

### NOTE C
The use of this note after a course description indicates that the course may be repeated for credit. However, either the number or the letter preceding the number must differ.

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Art Education</strong></td>
<td></td>
<td><strong>Art Studio</strong></td>
<td></td>
</tr>
<tr>
<td>ARTE 220</td>
<td>ARTE 200</td>
<td>ARTX 280</td>
<td>ARTX 260, 260, 270</td>
</tr>
<tr>
<td>ARTE 230</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTE 320</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTE 330</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTE 352</td>
<td>ARTE 430</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTE 354</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTE 354</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTE 354</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTE 432</td>
<td>ARTE 400</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Art History</strong></td>
<td></td>
<td><strong>Art Theory</strong></td>
<td></td>
</tr>
<tr>
<td>ARTH 200</td>
<td>ARTH 284, 280, 281</td>
<td>ARTT 261</td>
<td>ART 261</td>
</tr>
<tr>
<td>ARTH 260</td>
<td>ARTH 220</td>
<td>ARTT 460</td>
<td>ART 460</td>
</tr>
<tr>
<td>ARTH 262</td>
<td>ARTH 347</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 263</td>
<td>ARTH 348</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 264</td>
<td>ARTH 320</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 266</td>
<td>ARTH 322</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 267</td>
<td>ARTH 234, C234</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 267</td>
<td>PHOT 250</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 359</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 268</td>
<td>ARTH 234</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 290</td>
<td>ARTH 210</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 350</td>
<td>ARTH 320</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 352</td>
<td>ARTH 322</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 360</td>
<td>ARTH 339</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 361</td>
<td>ARTH 339</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 362</td>
<td>ARTH 440</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 363</td>
<td>ARTH 441</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 364</td>
<td>ARTH 342, 442</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 365</td>
<td>ARTH 443</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 366</td>
<td>ARTH 343</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 367</td>
<td>ARTH 455</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 368</td>
<td>ARTH 459</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 369</td>
<td>ARTH 458</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 370</td>
<td>ARTH 244, C444</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 371</td>
<td>ARTH 425</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 373</td>
<td>ARTH 427</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 388</td>
<td>ARTH 282</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 397</td>
<td>ARTH 410</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 400</td>
<td>ARTH 484</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 401</td>
<td>ARTH 495</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 402</td>
<td>ARTH 415</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 434</td>
<td>ARTH 267, C234</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 499</td>
<td>ARTH 480</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Old Numbers and Equivalents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMPR 438</td>
<td>CINE C438</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMPR 442</td>
<td>FMPR 498C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMPR 446</td>
<td>FMPR 445, CINE C436</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMPR 448</td>
<td>CINE C428</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMPR 449</td>
<td>CINE C429</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMST 200</td>
<td>CINE C200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMST 211</td>
<td>CINE C211</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMST 212</td>
<td>CINE C212</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMST 214</td>
<td>FMST 314, CINE C426</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMST 215</td>
<td>FMST 315, CINE C427</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMST 217</td>
<td>FMST 398H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMST 321</td>
<td>CINE C321</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMST 322</td>
<td>CINE C322</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMST 323</td>
<td>CINE C323</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMST 325</td>
<td>FMST 498H</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMST 329</td>
<td>CINE C329</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMST 331</td>
<td>FMST 498E</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMST 335</td>
<td>FMST 498A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMST 343</td>
<td>FMST 498B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMST 421</td>
<td>FMST 324</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMST 422</td>
<td>CINE C422</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMST 423</td>
<td>CINE C423</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMST 425</td>
<td>FMST 498J</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMST 426</td>
<td>FMST 425, CINE C436</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMST 428</td>
<td>CINE C428</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FMST 429</td>
<td>CINE C429</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Computation Arts**

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>CART 211</td>
<td>CART 251, DFAR 251</td>
</tr>
<tr>
<td>CART 212</td>
<td>CART 252, DFAR 252</td>
</tr>
<tr>
<td>CART 214</td>
<td>CART 254</td>
</tr>
<tr>
<td>CART 253</td>
<td>DFAR 253, 353</td>
</tr>
<tr>
<td>CART 351</td>
<td>DFAR 350, 351</td>
</tr>
<tr>
<td>CART 352</td>
<td>DFAR 350, 352</td>
</tr>
<tr>
<td>CART 353</td>
<td>CART 363</td>
</tr>
<tr>
<td>CART 355</td>
<td>DFAR 355</td>
</tr>
<tr>
<td>CART 356</td>
<td>DFAR 356</td>
</tr>
<tr>
<td>CART 357</td>
<td>DFAR 357</td>
</tr>
<tr>
<td>CART 358</td>
<td>DFAR 358</td>
</tr>
<tr>
<td>CART 360</td>
<td>DFAR 360</td>
</tr>
<tr>
<td>CART 361</td>
<td>CART 261</td>
</tr>
<tr>
<td>CART 362</td>
<td>CART 262</td>
</tr>
<tr>
<td>CART 370</td>
<td>CART 498D</td>
</tr>
<tr>
<td>CART 411</td>
<td>CART 451, DFAR 450, 451</td>
</tr>
<tr>
<td>CART 412</td>
<td>CART 452, DFAR 450, 452</td>
</tr>
<tr>
<td>CART 414</td>
<td>CART 454, DFAR 454</td>
</tr>
<tr>
<td>CART 434</td>
<td>CART 354, DFAR 354</td>
</tr>
<tr>
<td>CART 435</td>
<td>DFAR 438</td>
</tr>
<tr>
<td>CART 453</td>
<td>DFAR 453</td>
</tr>
<tr>
<td>CART 455</td>
<td>DFAR 455</td>
</tr>
<tr>
<td>CART 456</td>
<td>DFAR 456</td>
</tr>
<tr>
<td>CART 457</td>
<td>DFAR 457</td>
</tr>
<tr>
<td>CART 458</td>
<td>DFAR 458</td>
</tr>
<tr>
<td>CART 460</td>
<td>DFAR 460</td>
</tr>
</tbody>
</table>

**Contemporary Dance**

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>DANC 201</td>
<td>DANC 200</td>
</tr>
<tr>
<td>DANC 205</td>
<td>DANC 210</td>
</tr>
<tr>
<td>DANC 301</td>
<td>DANC 300</td>
</tr>
<tr>
<td>DANC 305</td>
<td>DANC 310</td>
</tr>
<tr>
<td>DANC 350</td>
<td>DANC 398L</td>
</tr>
<tr>
<td>DANC 401</td>
<td>DANC 400</td>
</tr>
<tr>
<td>DANC 405</td>
<td>DANC 410</td>
</tr>
</tbody>
</table>

**Design**

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>DART 221</td>
<td>DART 223</td>
</tr>
<tr>
<td>DART 225</td>
<td>DART 229</td>
</tr>
<tr>
<td>DART 280</td>
<td>DART 261</td>
</tr>
<tr>
<td>DART 291</td>
<td>DART 292</td>
</tr>
<tr>
<td>DART 380</td>
<td>DART 381</td>
</tr>
<tr>
<td>DART 392</td>
<td>DART 441</td>
</tr>
<tr>
<td>DART 442</td>
<td>DART 443</td>
</tr>
<tr>
<td>DART 445</td>
<td>DART 446</td>
</tr>
<tr>
<td>DART 447</td>
<td>DART 448</td>
</tr>
<tr>
<td>DART 450</td>
<td>DART 451</td>
</tr>
<tr>
<td>DART 452</td>
<td>DART 481</td>
</tr>
<tr>
<td>DART 491</td>
<td>DART 492</td>
</tr>
<tr>
<td>DART 498A</td>
<td>DART 498B</td>
</tr>
</tbody>
</table>

**Drama Therapy**

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>DTHY 301</td>
<td>TDEV 421, DFHD 421, DINE 420</td>
</tr>
</tbody>
</table>

**Drawing**

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRAW 420</td>
<td>ART 320</td>
</tr>
<tr>
<td>DRAW 470</td>
<td>ART 436</td>
</tr>
</tbody>
</table>

**Faculty of Fine Arts**

<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td>FFAR 250</td>
<td>IDYS 250</td>
</tr>
<tr>
<td>FFAR 251</td>
<td>IDYS 251</td>
</tr>
<tr>
<td>FFAR 252</td>
<td>IDYS 252</td>
</tr>
<tr>
<td>FFAR 253</td>
<td>FFAR 398J</td>
</tr>
<tr>
<td>FFAR 390</td>
<td>FFAR 399G</td>
</tr>
<tr>
<td>FFAZ 398K</td>
<td>FFAR 398K</td>
</tr>
</tbody>
</table>
Course | Old Numbers and Equivalents
--- | ---
Fibres | FBRS 240 ... CAFT C240
FBRS 260 ... CAFT C260
FBRS 340 ... CAFT C340
FBRS 360 ... CAFT C360
FBRS 370 ... FBRS 470, ART C440
FBRS 440 ... CAFT C440
FBRS 450 { CAFT C50
| ART C46
FBRS 460 ... CAFT C60
FBRS 480 ... FBRS 460 or FBRS 440
Interdisciplinary Studies | IDYS 200 ... INRA 300
IDYS 300 ... INRA 400
IDYS 491 ... INRA 391
IDYS 492 ... INRA 392
Interdisciplinary Studies in Sexuality | FASS 291 ... FASS 391
Intermedia/Cyberarts | IMCA 0 ... VDEO 300
IMCA 320 ... EART 300
IMCA 410 ... VDEO 400
Music | EAST 200 ... EAMT 399C
EAST 203 ... EAMT 203
EAST 204 ... EAMT 204, 398C, 399A
EAST 205 ... EAMT 205, CMUS 310
EAST 211 ... EAMT 298F
EAST 231 ... EAMT 298A
EAST 251 ... EAMT 298B
EAST 252 ... EAMT 298C
EAST 300 ... EAMT 399E
EAST 305 ... EAMT 305, CMUS 410
EAST 310 ... EAMT 399D
EAST 331 ... EAMT 399B
EAST 351 ... EAMT 398G
EAST 352 ... EAMT 398H
EAST 361 ... EAMT 498H
EAST 362 ... EAMT 398I
EAST 365 ... EAMT 498G
EAST 406 ... EAMT 406, CMUS 446
EAST 407 ... EAMT 407, CMUS 447
EAST 451 ... EAMT 451
EAST 452 { EAMT 452
| CMUS 450
EAST 460 ... EAMT 498E
EAST 462 ... EAMT 498F
EAST 463 ... EAMT 498H
EAST 471 ... EAMT 471
EAST 472 ... EAMT 472
INMS 209, 250 ... MUSI 210, INMS 498H, 499G
INMS 210 ... INMS 310
INMS 251 ... INMS 250, MUSI 210
INMS 252 ... INMS 250, MUSI 210
INMS 311 ... INMS 310
INMS 320 ... INMS C31, C322
INMS 351 ... INMS 350, 200
INMS 352 ... INMS 350, 200
INMS 360 ... CMUS 320, CMUS C31, C322
INMS 410 ... INMS C41
INMS 451 ... INMS 450, 300
INMS 452 ... INMS 450, 300
INMS 460 ... CMUS 420, CMUS C41, C422
JAZZ 200 ... CMUS 200, CMUS 498G, 498H
JAZZ 301 ... INMS 498E
JAZZ 302 ... INMS 332
JAZZ 305 ... CMUS 330
JAZZ 401 ... INMS 431
JAZZ 402 ... INMS 432
JAZZ 405 ... CMUS 430
JPER 220 ... CMUS 300
JPER 321 ... CMUS 401
JPER 330 ... MPER 330
JPER 341 ... MPER 498L
JPER 421 ... CMUS 402
JPER 430 ... MPER 430
JPER 441 ... MPER 498O
JPER 498A ... MPER 4
MHI 200 { MHI 201 ... MHI 498R
MHI 202 ... MHI 498S
MHI 241 ... MHI 398E
MHI 301 { MHI 301 ... MHI 398C4
MHI 312 ... MHI 498M, 498C4
MHI 313 ... MHI 498G
MHI 315 ... MHI 498P
MHI 316 ... MHI 498H
MHI 317 ... MHI 498K
MPER 201 ... MPER 200, MPER C41, C42
MPER 231 ... MPER 220, 221, MPER C41, C42
MPER 301 ... MPER 300, 498, MPER C41, C40
MPER 331 ... MPER 498K
MPER 332 ... MPER 320, 498
MPER 370 ... MPER C41, C42
MPER 390 ... MPER C330
MPER 401 ... MPER 400, 498
MPER 431 ... MPER 498Q
MPER 432 ... MPER 420, 498
MPER 470 ... MPER C43, C434
MPER 490 ... MPER C43, C434
MPER 498A ... MPER 431
MUSI 200 ... INMS 499D
MUSI 265 ... MUSI 498A
Painting | PTNG 420 ... ART 320
PTNG 430 ... PTNG 498A
PTNG 440 ... PTNG 498B
PTNG 460 ... ART 420, ART 267, C234
PTNG 470 ... ART C436
<table>
<thead>
<tr>
<th>Course</th>
<th>Old Numbers and Equivalents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Photography</strong></td>
<td></td>
</tr>
<tr>
<td>PHOT 210</td>
<td>PHOT 200, PHOT 201, C301</td>
</tr>
<tr>
<td>PHOT 211</td>
<td>PHOT 211, PHOT 321, 498J</td>
</tr>
<tr>
<td>PHOT 301</td>
<td>PHOT 300</td>
</tr>
<tr>
<td>PHOT 311, 312</td>
<td>PHOT 310</td>
</tr>
<tr>
<td>PHOT 321, 322</td>
<td>PHOT 320</td>
</tr>
<tr>
<td>PHOT 331</td>
<td>PHOT 498M</td>
</tr>
<tr>
<td>PHOT 332</td>
<td>PHOT 498K</td>
</tr>
<tr>
<td><strong>Sculpture</strong></td>
<td></td>
</tr>
<tr>
<td>SCUL 210</td>
<td>SCUL 200</td>
</tr>
<tr>
<td>SCUL 310</td>
<td>SCUL 300</td>
</tr>
<tr>
<td>SCUL 396</td>
<td>SCUL 398B</td>
</tr>
<tr>
<td>SCUL 410</td>
<td>SCUL 400</td>
</tr>
<tr>
<td>SCUL 450</td>
<td>ART C436</td>
</tr>
<tr>
<td><strong>Theatre</strong></td>
<td></td>
</tr>
<tr>
<td>DFTT 209</td>
<td>DFTT 250</td>
</tr>
<tr>
<td>DFTT 305</td>
<td>SCEN 305</td>
</tr>
<tr>
<td>DFTT 315</td>
<td>SCEN 302, C310</td>
</tr>
<tr>
<td>DFTT 326</td>
<td>SCEN 322</td>
</tr>
<tr>
<td>DFTT 336</td>
<td>SCEN 306</td>
</tr>
<tr>
<td>DFTT 337</td>
<td>SCEN 307</td>
</tr>
<tr>
<td>DFTT 401</td>
<td>DFTT 498Y</td>
</tr>
<tr>
<td>DFTT 402</td>
<td>DFTT 498Z</td>
</tr>
<tr>
<td>DFTT 414</td>
<td>SCEN 411, C410, C400, C420</td>
</tr>
<tr>
<td>DFTT 451, 452</td>
<td>DFTT 450</td>
</tr>
<tr>
<td>DFTT 498</td>
<td>SCEN 498</td>
</tr>
<tr>
<td>DINE 412</td>
<td>DINE C410</td>
</tr>
<tr>
<td>PROD 201</td>
<td>PROD C200, C201</td>
</tr>
<tr>
<td>PROD 311</td>
<td>PROD C302</td>
</tr>
<tr>
<td>PROD 408</td>
<td>PROD 308</td>
</tr>
<tr>
<td>PROD 409</td>
<td>PROD 309</td>
</tr>
<tr>
<td>PROD 411</td>
<td>PROD C402</td>
</tr>
<tr>
<td>TDEV 209</td>
<td>DFHD 209, DINE 200</td>
</tr>
<tr>
<td>TDEV 210</td>
<td>DFHD 210, DINE 200</td>
</tr>
<tr>
<td>TDEV 302</td>
<td>DFHD 302, DINE 302</td>
</tr>
<tr>
<td>TDEV 303</td>
<td>DFHD 303, DINE 303, 202</td>
</tr>
<tr>
<td>TDEV 311</td>
<td>DFHD 311, DINE 498F</td>
</tr>
<tr>
<td>TDEV 312</td>
<td>DFHD 312, DINE 412 or 413</td>
</tr>
<tr>
<td>TDEV 405</td>
<td>DFHD 405, DINE 405</td>
</tr>
<tr>
<td>TDEV 415</td>
<td>DFHD 415, DINE 415</td>
</tr>
<tr>
<td>TDEV 421</td>
<td>DFHD 421, DINE 420</td>
</tr>
<tr>
<td>TDEV 431</td>
<td>DFHD 431</td>
</tr>
<tr>
<td>THEA 211</td>
<td>THEA 240</td>
</tr>
<tr>
<td>PROD 211</td>
<td>THEA C200, C281</td>
</tr>
<tr>
<td>THEA 303</td>
<td>THEA C300, C300</td>
</tr>
<tr>
<td>THEA 312</td>
<td>THEA 403</td>
</tr>
<tr>
<td>THEA 321</td>
<td>THEA C320</td>
</tr>
<tr>
<td>THEA 404</td>
<td>THEA 304, THEA 300, C300</td>
</tr>
<tr>
<td>THEA 411</td>
<td>TP C305</td>
</tr>
<tr>
<td><strong>Women and the Fine Arts</strong></td>
<td></td>
</tr>
<tr>
<td>Wفار 320</td>
<td>FFAR 320, 399A</td>
</tr>
<tr>
<td>Wفار 420</td>
<td>FFAR 420</td>
</tr>
</tbody>
</table>
## Course Old Numbers and Equivalents

### Engineering and Computer Science
ENCS 483 .......... ENCS 283

### Aerospace Engineering
AERO 417 .......... ENGR 417  
AERO 431 .......... MECH 431  
AERO 462 .......... MECH 462  
AERO 464 .......... MECH 464  
AERO 465 .......... MECH 465  
AERO 480 .......... ELEC 415 or MECH 480  
AERO 481 .......... MECH 481  
AERO 482 .......... ELEC 416 or MECH 482  
AERO 483 .......... ENGR 418  
AERO 485 .......... MECH 485  
AERO 486 .......... MECH 486  
AERO 487 .......... MECH 487

### Computer Engineering
COEN 212 .......... COEN 312  
COEN 317 .......... COEN 417

### Electrical Engineering
ELEC 264 &  
364 & 365 .......... ELEC 261 & 361 & 362

### Mechanical Engineering
MECH 368 .......... MECH 470  
MECH 375 .......... MECH 443  
MECH 411 .......... MECH 373

### Computer Science
COMP 232 .......... COMP 238

---

**NOTE:** For old course numbers used prior to 2006-07 see Undergraduate Calendar 2009-10.
CREDIT FOR COURSES WITH STATISTICAL CONTENT

Some courses in statistics offered by departments in the Faculty of Arts and Science, and the John Molson School of Business have common elements, but are not necessarily equivalent. A hierarchical order has therefore been established. The possible substitution of courses for each other proceeds from top to bottom of Figure 1.

NB 1: Students transferring to programs in Economics, Psychology or Sociology may substitute an equivalent or higher level course for ECON 221, PSYC 315 or SOCI 212 respectively.

NB 2: Students who have completed ECON 222 or PSYC 316 and transfer to programs requiring COMM 215, BIOL 322 or GEOG 362 will be exempted from these courses and may not take them for credit.

NB 3: Students who have completed SOCI 212 and 213 and transfer to the Economics program will be exempted from ECON 221 and may not take this course for credit.

No course may be substituted for any course which appears in a box above it in Figure 1.

Any six-credit pair of statistics courses may be substituted for any other six-credit pair which is shown in the same box or in a box which is beneath it in Figure 1.

Any six-credit pair of statistics courses may be substituted for any three-credit introductory statistics course.

Any three-credit statistics course may be substituted for any course which is shown in the same box, or in a box which is beneath it in Figure 1.

No more than six credits will be awarded among the six-credit pairs, and no more than three credits will be awarded among the three-credit courses.
Awards, Prizes and Scholarships

300.1 UNDERGRADUATE AWARDS
300.2 ENTRANCE SCHOLARSHIPS
300.3 ENTRANCE BURSARIES
300.4 IN-COURSE SCHOLARSHIPS
300.5 IN-COURSE BURSARIES
300.1 UNDERGRADUATE AWARDS

At Concordia University, undergraduate scholarships, bursaries, and awards are overseen and administered by the Undergraduate Scholarship and Awards Committee, as mandated by the Office of the Vice-Provost Teaching and Learning, and the Office of the Associate Vice-President Student and Enrolment Services. The Undergraduate Scholarship and Awards Committee is composed of a Chairperson, four faculty members, one member from Student and Enrolment Services, one Concordia Student Union member, one member of the Concordia Council on Student Life, as well as managerial staff from the Financial Aid and Awards Office.

Students may hold only one of the following types of awards during a given academic year:

- Entrance Scholarships
- Entrance Bursaries
- In-Course Scholarships
- In-Course Bursaries

Holding more than one of these scholarships or bursaries is not allowed unless expressly authorized by the Undergraduate Scholarships and Awards Committee.

The majority of scholarships, bursaries, and awards are available to full-time students in bachelor's programs, who are Canadian citizens or permanent residents. Further information is available on the Financial Aid and Awards Office website at faao.concordia.ca. Scholarship, award, and bursary programs are active during the regular session only. Regular session is defined in §16.1.1 as the fall and winter terms of a given academic year. No scholarships, awards, or bursaries are issued during the summer term. Full-time and part-time status for all scholarships, bursaries, and awards is determined according to candidates' credit load over the regular session only (i.e. fall and winter). Where scholarship, award, and bursary programs are concerned, summer-session credit loads cannot be combined with fall/winter credits in the determination of full-time or part-time status. In general, registration in a total of 24 credits or more during the regular session equates to full-time status, while registration in less than 24 credits equates to part-time status. As a number of scholarships, awards, and bursaries are issued in two equal installments during the regular session (one installment in fall, and one installment in winter), candidates are generally advised to enrol in a minimum of 12 credits in the fall term, and another 12 credits in the winter term in order to maintain their eligibility for those scholarships, bursaries, and awards which require full-time status.

Authorized co-op work terms and exchange programs are normally considered equivalent to full-time on-campus registration. Wherever possible, clients of the Access Centre for Students with Disabilities who are registered in a part-time credit load may be considered as full-time students in the event of candidacy for scholarships, awards, and bursaries.

Scholarships

Entrance Scholarships are available to full-time students entering university studies for the first time. Candidates are selected by Faculties/Schools in co-operation with the Financial Aid and Awards Office, and in certain cases, in co-operation with academic departments as well. Selection is automatic, based on academic ranking as assigned by the University in the course of admission file processing. For some entrance scholarships, selection is based on submission of a portfolio and/or other specific materials. Only selected candidates are notified. Most entrance scholarships are available to Canadian citizens and permanent residents only; however, a growing number of these awards are open to, but not restricted to, International students.

In-Course Scholarships are available to students who have completed the previous academic year in full-time study at Concordia University. A limited number are open to part-time students. The majority are available to Canadian citizens and permanent residents only; however, a growing number of these awards are open to, but not restricted to, International students. Most in-course scholarships are automatically awarded by the Undergraduate Scholarships and Awards Committee on the basis of the student’s grade point average achieved at Concordia during the preceding academic year. Some in-course scholarships require students to apply; others have additional eligibility criteria such as contribution to student life, or enrolment in a particular study discipline.

Bursaries

Entrance Bursaries are available to students entering university studies for the first time. They require completion of an entrance bursary application form, which must be submitted along with various supporting documents directly to the Financial Aid and Awards Office. Eligibility is determined following a financial needs test, a review of the candidate’s academic ranking as assigned during admission application processing, and an appreciation of the applicant’s personal statements on the entrance bursary application form. Most entrance bursaries are available to Canadian citizens and permanent residents only; however, a growing number of these awards are open to, but not restricted to, International students.

In-Course Bursaries are available to students who have completed at least one academic year of studies in their undergraduate program at Concordia University. The majority of in-course bursaries are restricted to full-time students; however, a limited number are open to part-time students. Most are available to Canadian citizens and permanent residents only; however, a growing number of these awards are open to, but not restricted to, International students. In-course bursaries are awarded on the basis of acceptable...
academic standing (minimum annual grade point average of 2.00), financial need, and applicants' personal statements. Other eligibility requirements or conditions may apply in some cases. The in-course bursary program is not open to newly admitted students in their first year of studies at the University.

Awards
Awards are generally similar to scholarships, except that they have one or more additional eligibility criteria, such as a letter of intent or an applicant statement, contribution to student life at the University, or a particular level of performance in a certain course. Most are restricted to students in particular degrees or concentrations. In many cases, there is no specific grade point average requirement, although all candidates must be in satisfactory academic standing. All awards are of the in-course type, either under the in-course scholarships or in-course bursaries rosters, open to currently enrolled students. Selection is made by the Financial Aid and Awards Office. In some cases, selection is also made on the advice of University departments, according to the eligibility specifications of each award.

External Scholarships, Bursaries, and Awards
A number of corporations, industries, and public or private organizations outside of Concordia University have various scholarships, bursaries, and award programs available to Concordia students. These external bodies include NSERC (Natural Sciences and Engineering Research Council of Canada), AUCC (Association of Universities and Colleges of Canada), and many others. Eligibility criteria vary greatly. Current and upcoming external scholarships, bursaries, and awards are described in information bulletins posted at the Financial Aid and Awards Office.

Information for New Donors: Establishing New Scholarships, Bursaries, and Awards at Concordia University
The Undergraduate Scholarships and Awards Committee and the Financial Aid and Awards Office would like to express their deepest gratitude and appreciation to the ever-growing number of donors and sponsors who provide generous support and recognition to students through the establishment of undergraduate scholarships, bursaries, and awards every year at Concordia University. These programs not only greatly contribute to the academic and personal success of students today, but they also serve as a solid foundation for tomorrow’s achievements.

Donors wishing to establish new scholarships, bursaries, and awards for undergraduate students are encouraged to contact the Office of Advancement and Alumni Relations. Please visit the Giving to Concordia section of the main Concordia University website for information on establishing new awards, and other meaningful ways of supporting Concordia University and its students.

300.2 ENTRANCE SCHOLARSHIPS
For the current list of entrance scholarships available, as well as more information about each of the awards, please visit the Financial Aid and Awards Office website at faao.concordia.ca.

300.3 ENTRANCE BURSARIES
For the current list of entrance bursaries available, as well as more information about each of the awards, please visit the Financial Aid and Awards Office website at faao.concordia.ca.

300.4 IN-COURSE SCHOLARSHIPS
For the current list of in-course scholarships available, as well as more information about each of the awards, please visit the Financial Aid and Awards Office website at faao.concordia.ca.

300.5 IN-COURSE BURSARIES
For the current list of in-course bursaries available, as well as more information about each of the awards, please visit the Financial Aid and Awards Office website at faao.concordia.ca.
GRADUATE PROGRAMS

Dean of Graduate Studies
PAULA WOOD-ADAMS

Associate Deans
LUCA CAMINATI
BRADLEY NELSON
VIVEK VENKATESH

Administrative Director
JOANNE BEAUDOIN

Location

Sir George Williams Campus
School of Graduate Studies
2145 Mackay St.
514-848-2424, ext. 3800

Mailing Address
School of Graduate Studies
1455 De Maisonneuve Blvd. W.
Montreal, Quebec
H3G 1M8

The graduate programs offered by the University are divided into doctoral, master’s, diploma and certificate programs. Doctoral programs offer students the opportunity to carry out fundamental and applied research. The results of this research are presented in the form of a thesis containing an original contribution to knowledge. Master’s and doctoral theses are defended in public examinations.

The length and specific format of a doctoral thesis is discipline dependent. All doctoral programs require the passing of comprehensive examinations and a minimum of 90 credits of study. At the master’s level, the University offers a variety of thesis and non-thesis options. All master’s programs require a minimum of 45 credits. Some master’s programs also have a comprehensive examination.

The academic goals of the graduate diploma programs are different from those of doctoral and master’s programs. They are designed either to offer a further specialization in a field or discipline already studied at the undergraduate level, or they provide the introduction to a new field of study or discipline, with the express intent to develop some level of specialized knowledge. A graduate diploma consists of a minimum of 30 credits and normally a maximum of 33 credits. Diploma programs do not require a thesis, although a graduating essay, project or report may be required.

Graduate certificates are designed to use existing departmental graduate resources to serve a professional clientele which is seeking an upgrading and advanced graduate training over a short time frame. The focus of the certificate program should be directed to the needs of the professional clientele; it will be specialized in scope rather than being of a general nature. A graduate certificate usually consists of 15 credits.

With the exception of a few cross-Faculty programs, all graduate programs offered by the University are administered by a particular academic department or program in one of the four Faculties of the University. All graduate programs are described in the Graduate Calendar. Each description outlines admission requirements, application procedures, degree requirements and program options. In most cases, courses are given in the late afternoon and evening, or in the evening only, making it possible for both full-time and part-time students to attend. Please contact the graduate program director for further information.

Students may choose to receive their degrees in either the gender neutral nomenclature of Baccalaureate, Magisteriate, and Doctorate or the traditional nomenclature of Bachelor, Master, and Doctor.

For a listing of graduate program directors and assistants, please visit: concordia.ca/academics/graduate/program-contacts.
INDEX

NOTE: Where the subject matter referred to appears on more than one consecutive page, only the first page number is given.

A
Aboriginal Resource Centre: 84
Academic Calendar: 9
Academic Code of Conduct: 56
   Appeals, 60
   Definitions, 56
   Hearing, 60
   Sanctions, 60
Academic Integrity: 56
Academic Misconduct: 57
Academic Regulations:
   Academic Performance Requirements, 53
   Academic Re-evaluation, 48
   Appeals, 49, 50
   Code of Conduct, 56
   Engineering and Computer Science, 465
   Evaluation, Grading, Examinations, and Performance Requirements, 43
   General Information, 38
   Programs and Regulations, 43
   Re-evaluation Decision, 49, 50
   Weighted Grade Point Average, 53
Academic Standing:
   Arts and Science, 140
   John Molson School of Business, 427
   Engineering and Computer Science, 466
   Fine Arts, 543
Academic Year: 23, 38
Acceptable Standing:
   Arts and Science, 140
   John Molson School of Business, 427
   Engineering and Computer Science, 466
   Fine Arts, 543
Accountancy: 430
   Certificate in, 458
   Special Programs in, 458
Administration: 456
   Bachelor of/Baccalaureate in, 425
   Officers of the, 16
Admission: 21
   Academic Documents, 28
   Application Deadline Dates, 26
   Application Fee, 26
   Applying for, 26
   Arts and Science, 135
   Citizenship Documents, 27
   Conditional, 28
   Confirmation Fee, 29
   Documents Required, 27, 28
   Engineering and Computer Science, 465
   Entry Dates, 26
   Fine Arts, 540
   Former Concordia Students, 25
   from Other Canadian Provinces, 24
   from Outside Canada, 25
   from Quebec Institutions, 23
   Independent Students, 27
   International Students, 25, 96
   January, 26
   John Molson School of Business, 424
   Language Proficiency, 25
   Mature Students, 26, 32
   Permanent Code, 28
   Permanent Residency Documents, 27
   Proof of Quebec Residency, 27
   Quebec Residency, 27
   Regulations, 21
   Requirements, 23
   Selection Process and Notification, 28
   Senior Students, 27
   Special, 26
   Transcript, 28
   Transfer Credits and Exemptions, 24
   Transfers from Other Post-Secondary Institutions, 24
   Transfers from Other Universities, 24
   Visiting Students, 26
Adult Education: 224
   Certificate in, 224
Advocacy and Support Services: 83
Aerospace Engineering: 488
Alumni Relations: 102
Anthropology: 382
   Courses, 383
Appeals: 49, 50
Applied Human Sciences: 144
Arabic (Modern Standard): 171, 176
   Certificate in, 171
Archaeology: 171
Art Education: 545
Art History: 549
Arts: Bachelor of/Baccalaureate in, 136
Arts and Science: Faculty of (General), 133
  Academic Performance Regulations, 140
  Certificate Program, 296
  Co-operative Education, 163, 206, 244, 301, 308, 325, 336, 375, 395
  Degree Requirements, 138
  Equivalents Index, 636
  Extended Credit Programs, 138
  General Education, 142
  General Studies in, 135
  Honours Programs, 140
  Mature Student Entry, 138
  Professional Experience, 325
  Profiles, 135
  Programs and Admission Requirements, 135
  Registration Regulations, 141

Arts and Science: Faculty of (Departments/Programs),
  Adult Education, 224
  Applied Human Sciences, 144
  Biology, 153
  Chemistry and Biochemistry, 161
  Classics, Modern Languages and Linguistics, 169
  Colleges, Institutes and Schools, 395, 396, 400, 403, 407, 414, 417
  Communication Studies, 193
  Computer Science, 395
  Economics, 204
  Education, 212
  English, 227
  English as a Second Language, 224
  Études françaises, 242
  Exercise Science, 258
  First Peoples Studies, 410
  French, 242
  Geography, Planning and Environment, 267
  History, 282
  Human Relations, 145
  Individual Studies Program, 295
  Institute for Co-operative Education, 395
  Interdisciplinary Elective Groups, 296
  Interdisciplinary Studies, 295
  Interdisciplinary Studies in Sexuality, 296
  Israel Studies, 296
  Journalism, 299
  Leisure Sciences, 145
  Liberal Arts College, 396
  Loyola College for Diversity and Sustainability, 400
  Mathematics and Statistics, 305
  Philosophy, 317
  Physics, 324
  Political Science, 332
  Psychology, 347
  Religion, 361
  School of Canadian Irish Studies, 403
  School of Community and Public Affairs, 407
  Science College, 414
  Simone de Beauvoir Institute, 417
  Sociology and Anthropology, 374
  Southern Asia Studies, 363
  Teaching of English as a Second Language, 220
  Theological Studies, 390
  Therapeutic Recreation, 145
  Urban Studies, 277
  Women’s Studies, 417

Athletics: 92

Awards, Prizes and Scholarships: 655

Awards: 655
  Arts and Science, 130
  Concordia University, 91
  Engineering and Computer Science, 131
  External Sponsors, 91
  Faculty, 130
  Fine Arts, 131
  Governor General’s, 130
  John Molson School of Business, 131
  Special, 131
  University, 130

B

Bachelor of/Baccalaureate in:
  Administration, 425
  Arts, 136
  Commerce, 425
  Computer Science, 517
  Education, 136
  (Teaching English as a Second Language), 220
  Engineering, 486
  Fine Arts, 542
  Science, 136

Biology: 153

Board of Governors: 16

Building, Civil and Environmental Engineering: 484

Building Engineering: 484, 485

Bursaries: 91
  Entrance, 91, 657
  Explore (Second-Language Summer Program), 90
  In-Course, 91, 657

Business:
  Certificate in, 457
  International, 445
  Studies, 457

C

Calendar: Academic, 9

Campus Centre: 83

Canadian Irish Studies: 403
  Certificate in, 404

Career and Placement Services (CAPS): 86

Centre for Continuing Education: 111

Centre for Engineering in Society: 535

Ceramics: 603

Certificate Programs: 44
Certificates Offered:
- Accountancy, 458
- Adult Education, 224
- Arabic (Modern Standard), 171
- Arts and Science, 296
- Business Studies, 457
- Canadian Irish Studies, 404
- Chinese (Modern), 171
- Community Service, 145
- Complementary University Credits, 106
- Family Life Education, 146
- French Language, 244
- Langue française, 244
- Pastoral Ministry, 391
- Special (John Molson School of Business), 458
- Teaching of English as a Second Language, 220
- Women’s Studies, 418

Certification: Teachers, 115
Chaplains: 83
Cheating: 57
Chemistry and Biochemistry: 161
Child Studies: 213
Chinese (Modern): 171, 176
Certificate in, 171
Cinema: 556
Civil Engineering: 484, 486
Classes: Cancellation of, 40
Classics: 169, 173
Classics, Modern Languages and Linguistics: 169
Code of Conduct: Academic, 56
Code of Rights and Responsibilities: 65
Colleges, Institutes and Schools: 395, 396, 400, 403, 407, 414, 417
Combination Programs: 44
Commerce and Administration:
(see John Molson School of Business), 423
Commerce: Bachelor of/Baccalaureate in, 425
Communication Studies: 193
Diploma in, 194
Community Service: Certificate in, 145
Complementary University Credits:
Certificates, 106
Courses, 107
Complementary University Credits (CUC): Course Notation, 46
Computation Arts and Computer Science: 532
Computation Arts: Design and, 575

Computer Applications: 521
Computer Engineering: 472, 477
Computer Games: 519
Computer Science: 516
Arts and Science, 395
Bachelor of/Baccalaureate in, 517
Course Descriptions, 525
John Molson School of Business, 434, 458

Computer Systems: 520
Concentration: Type of,
Certificate, 44
Combination, 44
Honours, 44, 139
Major, 44, 139
Minor, 44, 139
Requirements, 44
Specialization, 44, 139

Concordia: General, 7
Concordia Institute for Information Systems Engineering: 536

Conditional Standing:
Arts and Science, 141
John Molson School of Business, 427
Engineering and Computer Science, 466
Fine Arts, 543

Confirmation Fee: 29

Contemporary Dance: 570

Continuing Education: Centre for, 111
Programs, 112

Convocation Medals and Prizes: 129

Co-operative Education:
Institute for, 119
Programs, 122
Schedules, 125

Co-operative Programs: 122
Accountancy, 431
Art History, 550
Business Technology Management, 435
Chemistry and Biochemistry, 163
Computation Arts, 570
Design, 569
Economics (Arts and Science), 206
Finance, 441
French Translation, 244
International Business, 445
Journalism, 301
Management, 448
Marketing, 453
Mathematics and Statistics, 308
Physics, 325
Political Science, 336
Sociology and Anthropology, 375
Supply Chain Operations Management, 435
Councils:
- Arts and Science, 16
- John Molson School of Business, 16
- Engineering and Computer Science, 16
- Fine Arts, 16
- School of Extended Learning, 16
- Student Life, 16

Counselling and Development Services:
- Career and Placement Services (CAPS), 86
- Counselling and Psychological Services, 86
- Leadership, Initiative and Volunteer Engagement (LIVE) Centre, 83
- Services for New Students, 85
- Student Learning Services, 86
- Student Success Centre, 85
- Student Success Resource Centre and Career Resource Centre, 85

Counselling and Psychological Services: 86

Course Load:
- Arts and Science, 39
- John Molson School of Business, 39
- Engineering and Computer Science, 39, 466
- Fine Arts, 39, 542
- Summer Session, 39

Course Notations:
- Complementary University Credits (CUC), 46
- Deferred (DEF), 46, 47
- Did Not Enter (DNE), 46
- Did Not Write (DNW), 46
- Discontinued (DISC), 46
- Exemption Received Credit Removed (EREM), 46
- Incomplete (INC), 46
- In Progress (IP), 47
- Medical (MED), 46, 48
- Pending (PEND), 46
- Repeat (REPT), 46
- Report (RPT), 46
- Transfer Credit Received, Credits Removed (TREM), 46
- Work Term (WRKT), 46

Courses:
- Cancellation of, 40
- Complementary University Credits, 107
- Graded CUC, DEF, DISC, DNE, DNW, EREM, INC, MED, PEND, REPT, RPT, TREM, WRKT, 46
- Repetition of, 54
- Sequence of, 23
- Withdrawal from, 40

Creative Arts Therapies: 573

Creative Writing: 228

Credit:
- Courses with Statistical Content, 654
- Definition of, 39
- Exemptions, 24
- External, 24
- Transfer, 24

Curriculum: Regulations, 43

D

Dance: 570

Deferred (DEF): Course Notation, 46, 47

Deferred Examinations: 51, 52

Definitions: 56
- Academic Misconduct, 57
- Academic Year, 23
- Certificate Programs, 44
- Cheating, 57
- Combination Programs, 44
- Co-requisite, 23
- Course Notations, 46
- Credit, 39
- Exemption, 23
- Extended Credit Program Students, 23
- Fall Term, 23
- Falsification, 57
- Full-Time Students, 39
- Honours Programs, 44, 139
- Independent Students, 23, 27
- Major Programs, 44, 139
- Mature Students, 23
- Minor Programs, 44, 139
- Multiple Submission of Projects, 57
- Part-Time Students, 39
- Personation, 57
- Plagiarism, 57
- Prerequisite, 23
- Regular Session, 23, 38
- Residence Requirement, 23
- Rights and Responsibilities, 66
- Sequence of Courses, 23
- Specialization Programs, 44, 139
- Student Record, 43
- Summer Session, 23, 38
- Transcript, 43
- Transfer Credits, 23
- Undergraduate Students, 23
- Visiting Students, 23, 26
- Winter Term, 23

Degree Regulations: 44

Degree Requirements:
- Arts and Science, 138
- John Molson School of Business, 425
- Computer Science, 518
- Engineering, 470
- Fine Arts, 542

Design and Computation Arts: 575

Did Not Enter (DNE): Course Notation, 46

Did Not Write (DNW): Course Notation, 46

Diploma Programs: 660

Disabled Students:
- Access Centre for Students with Disabilities, 83
- Policy on Accessibility for Students with Disabilities, 84
- Scholarships and Awards, 90
Discontinued (DISC): Course Notation, 46
Doctoral Programs: 660
Drama: 622

E

Early Childhood and Elementary Education: 213

Economics:
- Arts and Science, 204
- John Molson School of Business, 439

Education: 212
- Bachelor of/Baccalaureate in, 136
- Bachelor of/Baccalaureate in (Teaching of English as a Second Language), 220
- Certificate in Adult, 224

Electrical and Computer Engineering: 472

Engineering and Computer Science: Faculty of (General),
- Academic Regulations, 465
- Admission Requirements, 465
- Canadian Council of Professional Engineers, 470
- Co-op Format, 467
- Degree Requirements, 470, 518
- Equivalents Index, 653
- Extended Credit Program, 468, 521
- General Education, 470
- Grading System, 466
- Graduation Regulations, 467
- Industrial Experience and Reflective Learning Courses, 471, 522
- Ordre des ingénieurs du Québec, 470
- Programs Offered, 464
- Registration Regulations, 466
- Regulations, 466
- Supplemental Examinations, 466
- Writing Skills Requirement, 471

Engineering and Computer Science: Faculty of (Departments/Programs),
- Aerospace Engineering, 488
- Aerospace Engineering: Courses, 493
- Building, Civil and Environmental Engineering, 484
- Building, Civil and Environmental Engineering: Courses, 496
- Building Engineering, 484
- Building Engineering: Courses, 497
- Centre for Engineering in Society, 535
- Civil Engineering, 484, 486
- Civil Engineering: Courses, 499
- Computation Arts and Computer Science, 532
- Computer Applications, 521
- Computer Engineering, 472, 477
- Computer Engineering: Courses, 501
- Computer Games, 519
- Computer Science, 516
- Computer Science: Courses, 525
- Computer Science: General Program, 519
- Computer Science and Software Engineering, 516
- Computer Systems, 520

Concordia Institute for Aerospace Design and Innovation, 468
Concordia Institute for Aerospace Design and Innovation: Courses, 509
Concordia Institute for Information Systems Engineering, 536
Electrical and Computer Engineering, 472
Electrical Engineering: Courses, 504
Engineering and Computer Science: Courses, 491
Engineering Course Descriptions, 491
Engineering: Courses, 491
Environmental Engineering, 484
Industrial Engineering, 479, 482
Industrial Engineering: Courses, 509
Information Systems, 521
Mathematics and Statistics and Computer Applications, 533
Mechanical and Industrial Engineering, 479
Mechanical Engineering, 479, 480
Mechanical Engineering: Courses, 511
Software Engineering, 523
Software Engineering: Courses, 529
Software Systems, 520
Web Services and Applications, 520

Engineering: Bachelor of/Baccalaureate in, 468

English: 227
- Creative Writing, 228
- Teaching as a Second Language, 220

English as a Second Language: 224

English Language Proficiency Requirement: 25

Entrance Bursaries: 657

Entrance Scholarships: 657

Environmental Engineering: 484

Equivalents Index:
- Arts and Science, 636
- John Molson School of Business, 647
- Engineering and Computer Science, 653
- Fine Arts, 649
- Courses with Statistical Content, 654

Études françaises: 242
- Certificat en langue française, 244

Evaluation: Academic, 45

Examinations: 45, 50
- Applications for Deferred, Replacement, Supplemental, and Alternate Examinations, 52
- Conduct During, 57
- Deferred, 51, 52
- Final, 50
- Replacement, 51, 52
- Special Accommodations, 84
- Supplemental, 52
  (Arts and Science), 140
  (Engineering and Computer Science), 466

Exemption: Definition of, 23
Graduation: 43, 139
High Academic Achievement: 54
Writing Skills Requirement: 44

Greek: 169

H
Health Services: 87
Hebrew: 191
History: 282
Honours:
  Definition of, 44, 139
  Programs, 44
  Regulations: Faculty of Arts and Science, 140
Housing: Off-Campus and Residence, 88
Human Relations: 145

I
Immigration Procedures: Required Documents, 97
Incomplete (INC): Course Notation, 46
In-Course Bursaries: 657
In-Course Scholarships: 657
Independent Students:
  Academic Regulations re, 38
  Admission of, 27
  Definition of, 23, 27
Individual Studies Program: 295
Industrial Engineering: 479, 482
Information Systems: 521
In Progress (IP) Notations: 47
Institute for Co-operative Education: 119
  Arts and Science, 395
Insurance: International Students, 99
Interdisciplinary Studies:
  Arts and Science, 295
  Elective Groups, 286
  Individual Studies Program, 295
  In Sexuality, 296, 569
Intermedia/Cyberarts: 604
International Business: 445
International Students: 84, 95
  Admission, 25
  Admission Requirements, 96
  Exemptions from Differential Fees, 98
Financial Aid, 92
Health and Accident Insurance, 99
Immigration Information, 97
Required Documents, 97
Tuition and Fees, 98
Inter-University Agreement: 41
Iranian Studies: 363
Israel Studies: 296
Italian: 171, 180

J
January Admission: 26
John Molson School of Business (General): 423
  Academic Performance Regulations, 427
  Admission Requirements, 424
  Co-operative Education, 431, 435, 441, 445, 448, 453
  Equivalents Index, 647
  Extended Credit Program, 424
  General Education, 425
  General Information, 428
  Graduation Requirements, 427
  Mature Entry Program, 424
  Program Options for Non-Business Students, 457
  Programs, 424
  Registration Regulations, 427
  Special Certificates, 458
  Special Programs in Accountancy, 458
  Special Program in Management, 460
John Molson School of Business
(Departments/Programs):
  Accountancy, 430
  Administration, 456
  Business Studies, 457
  Computer Science, 458
  Economics, 439
  Finance, 440
  International Business, 445
  Management, 447
  Marketing, 452
  Supply Chain and Business Technology Management, 434
Journalism: 299

L
Language of Examinations: 45
Language of Instruction: 45
Language Proficiency: 25
Lapsed Program: 41
  Arts and Science, 141
  John Molson School of Business, 427
  Fine Arts, 543
Latin: 169
Leadership, Initiative and Volunteer Engagement (LIVE) Centre: 83
Learning Services: 86
Leisure Sciences: 145
Liberal Arts College: 396
Librarians: 632
Linguistics: 172, 188
Loans and Bursaries:
  Federal and Provincial, 90
  Quebec, 89
  Short-Term Advances, 91
Loyola College for Diversity and Sustainability: 400

M
Major: Definition of, 44, 139
Management: 447
  Special Program in, 460
Marketing: 452
Master's Degree Programs: 660
Mathematics and Statistics: 305
Mathematics and Statistics and Computer Applications:
  (Arts and Science), 307
  (Engineering and Computer Science), 533
Mature Entry: 31
Mature Students:
  Admission, 32
  Arts and Science, 138
  Assistance, 34
  Definition of, 23, 32
  Program Requirements, 32
Mechanical and Industrial Engineering: 479
Mechanical Engineering: 479, 480
Medals: 129
Medical (MED): Course Notation, 46, 48
Mel Hoppenheim School of Cinema: 556
Minor: Definition of, 44, 139
Modern Languages: 169, 191
Multi-Faith Chaplaincy: 83
Multiple Submission of Projects: 57
Music: 585

O
Officers of the Administration: 16
Ombuds Office: 77

P
Painting and Drawing: 605
Part-Time Students:
  Definition of, 39
  Financial Assistance, 89
Pastoral Ministry: Certificate in, 391
Pending (PEND): Course Notation, 46
Permanent Code: 28
Personation: 57
Philosophy: 317
Photography: 605
Physics: 324
Plagiarism: 57
Playwriting: 622
Policy on Accessibility for Students with Disabilities: 84
Policy on the Establishment of Tribunal Hearing Pools: 63
Political Science: 332
Print Media: 606
Prizes: 129, 655
Professional Experience:
  Computation Arts, 577
  Design, 576
  Physics, 325
Profiles:
  Arts and Science, 135
  John Molson School of Business, 424
  Engineering and Computer Science, 465
Program Options for Non-Business Students: 457
Program Profiles:
  Arts and Science, 135
  John Molson School of Business, 424
  Engineering and Computer Science, 465
Programs:
  Certificate, 44
  Certificate (Arts and Science), 296
  Certification, 116
  Combinations, 44
  Continuing Education, 112
Co-operative, 122
Diploma, 660
Doctoral, 660
Extended Credit Program Students: Definition of, 23
Graduate, 659
Honours, 44, 139
(Arts and Science), 140
Individual Studies, 295
Major, 44, 139
Master's, 660
Mature Students, 32
Minor, 44, 139
Specialization, 44, 139
Projects: Multiple Submission of, 57
Psychology: 347

Q
Quebec Residency: 27

R
Recreation and Athletics: 92
Re-evaluation: Academic, 48
Registration: 29, 40
Regular Session: 10, 23, 38
Regulations:
  Academic, 37
  Academic Performance, 53
  Admission, 21
  Degree, 44
  Evaluation, Grading, Examinations, 45
  Failure, 46
  Programs and Regulations, 43
  Supplemental Examinations, 48
Religion: 361, 390
Repeat (REPT): Course Notation, 46
Replacement Examinations: 52
Report (RPT): Course Notation, 46
Required Documents: Immigration Procedures, 97
Requirements:
  Academic Performance, 53
  Admission, 23
  Admission – International Students, 96
  Concentration, 44
  Graduation, 43, 139
  Residence, 23, 39
  Writing Skills Requirement, 44
Residence and Housing: 88
Residence Requirements: 39
  Definition of, 23
Retired Faculty: 633
Rights and Responsibilities: 65
  Code of, 65
  Definitions, 66

S
Scholarships: 91, 655
  Entrance, 91, 657
  In-Course, 91, 657
School of Canadian Irish Studies: 403
School of Community and Public Affairs: 407
School of Extended Learning: 105
  Centre for Continuing Education, 111
  Council of the, 16
  Courses, 107
  Credits and Certificates, 106
  Student Transition Centre, 111
  University of the Streets Café, 113
Science: Bachelor of/Baccalaureate in, 136
Science College: 414
Sculpture: 606
Second Bachelor’s Degree: Residence Requirements, 39
Senate: Members of, 16
Senior Students: 27
Sequence of Courses: 23
Services for New Students: 23
Sexuality: Interdisciplinary Studies in, 296, 569
Short-Term Advances: 91
Simone de Beauvoir Institute: 417
Sociology and Anthropology: 374
Software Engineering: 523
Software Systems: 520
Southern Asia Studies: 363
Spanish: 172, 183
Specialization: Definition of, 44, 139
Statistics: 305, 654
Status:
  Full-Time Student, 39
  Independent, 23, 27
  Mature, 23
  Part-Time Student, 39
  Senior Student, 27
  Visiting Student, 23, 26
<table>
<thead>
<tr>
<th>Index Entry</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Advocate Program:</td>
<td>84</td>
</tr>
<tr>
<td>Student Associations:</td>
<td></td>
</tr>
<tr>
<td>Alumni Relations, 102</td>
<td></td>
</tr>
<tr>
<td>Concordia Student Union (CSU), 102</td>
<td></td>
</tr>
<tr>
<td>Graduate, 102</td>
<td></td>
</tr>
<tr>
<td>Student Exchange Programs (International):</td>
<td>41</td>
</tr>
<tr>
<td>Student Learning Services:</td>
<td>86</td>
</tr>
<tr>
<td>Student Life and Student Services:</td>
<td>81</td>
</tr>
<tr>
<td>Aboriginal Student Resource Centre, 84</td>
<td></td>
</tr>
<tr>
<td>Advocacy and Support Services, 83</td>
<td></td>
</tr>
<tr>
<td>Career and Placement Services, 86</td>
<td></td>
</tr>
<tr>
<td>Concordia Council on Student Life (CCSL), 82</td>
<td></td>
</tr>
<tr>
<td>Counselling and Development, 85</td>
<td></td>
</tr>
<tr>
<td>Financial Aid and Awards Information, 89</td>
<td></td>
</tr>
<tr>
<td>Health Services, 87</td>
<td></td>
</tr>
<tr>
<td>International Students Office, 84</td>
<td></td>
</tr>
<tr>
<td>Mission Statement, 82</td>
<td></td>
</tr>
<tr>
<td>Multi-Faith Chaplaincy, 83</td>
<td></td>
</tr>
<tr>
<td>Off-Campus Housing, 88</td>
<td></td>
</tr>
<tr>
<td>Recreation and Athletics, 92</td>
<td></td>
</tr>
<tr>
<td>Residence, 88</td>
<td></td>
</tr>
<tr>
<td>Services for New Students, 85</td>
<td></td>
</tr>
<tr>
<td>Social, Political and Cultural Activities, 83</td>
<td></td>
</tr>
<tr>
<td>Student Advocate Program, 84</td>
<td></td>
</tr>
<tr>
<td>Student Learning Services, 86</td>
<td></td>
</tr>
<tr>
<td>Student Parents Centre (CUSP), 85</td>
<td></td>
</tr>
<tr>
<td>Student Success Centre, 85</td>
<td></td>
</tr>
<tr>
<td>Student Success Resource Centre and Career</td>
<td></td>
</tr>
<tr>
<td>Residence Centre, 85</td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities: Access Centre for,</td>
<td>83</td>
</tr>
<tr>
<td>Student Parents Centre (CUSP):</td>
<td>85</td>
</tr>
<tr>
<td>Student Life: Council on, 16</td>
<td></td>
</tr>
<tr>
<td>Student Record:</td>
<td>43</td>
</tr>
<tr>
<td>Student Request Committees:</td>
<td>42</td>
</tr>
<tr>
<td>Students: Classification of,</td>
<td></td>
</tr>
<tr>
<td>Extended Credit Program, 23</td>
<td></td>
</tr>
<tr>
<td>Independent, 23, 27</td>
<td></td>
</tr>
<tr>
<td>Mature, 23, 32</td>
<td></td>
</tr>
<tr>
<td>Senior, 27</td>
<td></td>
</tr>
<tr>
<td>Transfer, 24</td>
<td></td>
</tr>
<tr>
<td>Undergraduate, 23</td>
<td></td>
</tr>
<tr>
<td>Visiting, 23, 26</td>
<td></td>
</tr>
<tr>
<td>Student Transition Centre: 111</td>
<td></td>
</tr>
<tr>
<td>Student Type: 23</td>
<td></td>
</tr>
<tr>
<td>Studio Arts: 602</td>
<td></td>
</tr>
<tr>
<td>Summer Session: 10, 23, 38</td>
<td></td>
</tr>
<tr>
<td>Supplemental Examinations: 48, 52, 140, 466</td>
<td></td>
</tr>
<tr>
<td>Supply Chain and Business Technology Management: 434</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td></td>
</tr>
<tr>
<td>Teacher Certification:</td>
<td></td>
</tr>
<tr>
<td>Assistance, 117</td>
<td></td>
</tr>
<tr>
<td>Citizenship Requirements, 116</td>
<td></td>
</tr>
<tr>
<td>Teachers: Certification Programs, 116</td>
<td></td>
</tr>
<tr>
<td>Teacher Training and Teacher Certification:</td>
<td>115</td>
</tr>
<tr>
<td>Teaching of English as a Second Language: 220</td>
<td></td>
</tr>
<tr>
<td>Certificate in, 220</td>
<td></td>
</tr>
<tr>
<td>Theatre: 622</td>
<td></td>
</tr>
<tr>
<td>Theological Studies: 390</td>
<td></td>
</tr>
<tr>
<td>Certificate in Pastoral Ministry, 391</td>
<td></td>
</tr>
<tr>
<td>Religion, 361</td>
<td></td>
</tr>
<tr>
<td>Therapeutic Recreation: 145</td>
<td></td>
</tr>
<tr>
<td>Traduction: 244</td>
<td></td>
</tr>
<tr>
<td>Courses, 254</td>
<td></td>
</tr>
<tr>
<td>Training: Teachers, 115</td>
<td></td>
</tr>
<tr>
<td>Transcripts: 28, 43</td>
<td></td>
</tr>
<tr>
<td>Transfer Credit Received, Credits Removed (TREM): 46</td>
<td></td>
</tr>
<tr>
<td>Course Notation, 46</td>
<td></td>
</tr>
<tr>
<td>Transfer Credits: 24, 41</td>
<td></td>
</tr>
<tr>
<td>Definition of, 23</td>
<td></td>
</tr>
<tr>
<td>Transfers:</td>
<td></td>
</tr>
<tr>
<td>from Other Post-Secondary Institutions, 24</td>
<td></td>
</tr>
<tr>
<td>from Other Universities, 24</td>
<td></td>
</tr>
<tr>
<td>Transition Centre: Student, 111</td>
<td></td>
</tr>
<tr>
<td>Translation: 244</td>
<td></td>
</tr>
<tr>
<td>Courses, 254</td>
<td></td>
</tr>
<tr>
<td>Tribunal Hearing Pools: Policy on the Establishement of, 63</td>
<td></td>
</tr>
<tr>
<td>Tuition:</td>
<td></td>
</tr>
<tr>
<td>Deferrals, 90</td>
<td></td>
</tr>
<tr>
<td>International Students, 98</td>
<td></td>
</tr>
<tr>
<td>Tuition and Fees: 35</td>
<td></td>
</tr>
<tr>
<td>U</td>
<td></td>
</tr>
<tr>
<td>Undergraduate Students:</td>
<td></td>
</tr>
<tr>
<td>Association, 102</td>
<td></td>
</tr>
<tr>
<td>Definition of, 23</td>
<td></td>
</tr>
<tr>
<td>University of the Streets Café: 113</td>
<td></td>
</tr>
<tr>
<td>University Writing Test: 44</td>
<td></td>
</tr>
<tr>
<td>Urban Studies: 277</td>
<td></td>
</tr>
</tbody>
</table>
V

Visiting Students:
   Academic Regulations re,  38
   Admission of,  26
   Definition of,  23

W

Web Services and Applications:  520

Weighted Grade Point Average:  53
   Arts and Science,  140
   John Molson School of Business,  427
   Engineering and Computer Science,  466

Western Society and Culture:  397

Winter Term:  23

Withdrawal from Courses or University:  40

Women's Studies:  417
   Certificate in,  418

Work-Study Program:  90

Work Term (WRKT): Course Notation,  46

Writing: Creative,  228

Writing Skills Requirement:  44